

APPLICATION

Study field "Economics" for assessment

Study field	<i>Economics</i>
Title of the higher education institution	<i>Sabiedrība ar ierobežotu atbildību "BALTIJAS STARPTAUTISKĀ AKADĒMIJA"</i>
Registration code	<i>3394800009</i>
Legal address	<i>VALĒRIJAS SEILES IELA 4, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1003</i>
Phone number	<i>67100626</i>
E-mail	<i>info@bsa.edu.lv</i>



Self-evaluation report

Study field "Economics"

Baltic International Academy

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1. Information on the Higher Education Institution/College

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

The limited liability company "Baltijas Starptautiskā akadēmija" was established in 1992 as the Baltic Russian Institute. In 2006 the Baltic Russian Institute was renamed the Baltic International Academy (hereinafter referred to as the BIA).

The BIA is registered in the Commercial Register (see Annex "Annex No.1 Komersanta apliecība"), the Register of Educational Establishments (see Annex "Annex No.2 Izglītības iestādes reģ. kods.") and the Register of Scientific Institutions (see Annex "Annex No.3 BSA zin. institūcija apliecība"). It is the accredited higher education establishment (see Annex "Annex No.4 BSA_akred. lapa") which provides higher education on the basis of [the Constitution of the Republic of Latvia](#), the [Education Law](#), the [Law on Higher Education Institutions](#), the [Law on Scientific Activities](#), other legal acts and the Constitution of the higher educational institution which sets out the goals, tasks and guiding principles of its activities as well as its competences and forms of operation.

The BIA is a member of the Association of Private Higher Education Institutions and is one of the 8 private higher education establishments in Latvia which occupies a prominent place in the field of higher education. Private higher education establishments in Latvia have gained the trust of the population by offering every year the opportunities for studies in all regions of Latvia and at all levels of study including the doctoral studies. The wide range of study programs, interesting and practical study content, good material base and modern teaching methodology, increasing opportunities for international cooperation and many other factors have contributed to the development of the private universities and will ensure their growth. Representatives of the Association of Private Higher Education Institutions are delegated to other institutions related to the resolution of topical issues of higher education.

The BIA is a member of the [Latvian College Association](#) (LV only) having 23 members the goal of which is to promote the development and improvement of colleges and universities by implementing the 1st level (short-cycle) professional higher education programs and increase their efficiency. Rector of the Baltic International Academy is a member of the Latvian Rectors' Council which unites the rectors of all Latvian higher education institutions the goal of which is to improve and develop the higher education in Latvia and to participate in the European Common Education Area through the European University Association.

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

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

Academic year 2014./2015. the limited liability company "Baltic Psychology and Management University College", registration No. 40003261174, was reorganised on the basis of the Decision No 6-12/4928 of the Enterprise Register of the Republic of Latvia of 15 January 2015 "On the recording of the Reorganisation in the Commercial Register. As a result of reorganization, the "Baltic

Psychology and Management University College" (BPMA) was reorganized and merged into the BIA. Prior to the merger both Higher education Institution carefully evaluated their strategic specialization, developed a detailed merger plan and assessed the value of the merger.

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

Table 1.1.1.

Study fields after reorganization in 2015

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

Considering the qualitative and quantitative factors the study fields "Information Technology, Computer Engineering, Electronics, Telecommunications, Computer Control and Computer Science" was closed in 2018 and study field "Information and communication sciences" was closed in 2022.

Table 1.1.2.

Dynamics of the BIA study field for 2021-2023

Academic year	Number of study field
2022/2023	9

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

Table 1.1.3.

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

EKI level	Type of study programme	Number of programs
8	Doctoral study programme	2
7	Master's (second-cycle) study programme	9
6	Bachelor's (first-cycle) study programme	10
5	First level (short-cycle) study programme	2

The list of study field and programmes accredited by the BIA as of September, 2023 (see Annex "Appendix No.5 Stud_program. akred. term. uz 01.09.2023) contains 9 study field and 23 study programmes.

The BIA management, administration, branch managers, as well as the study field managers and study programme managers are analyzing the dynamics of the number of students in order to facilitate the further development of study field. 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 2020/2021 till 2022/2023

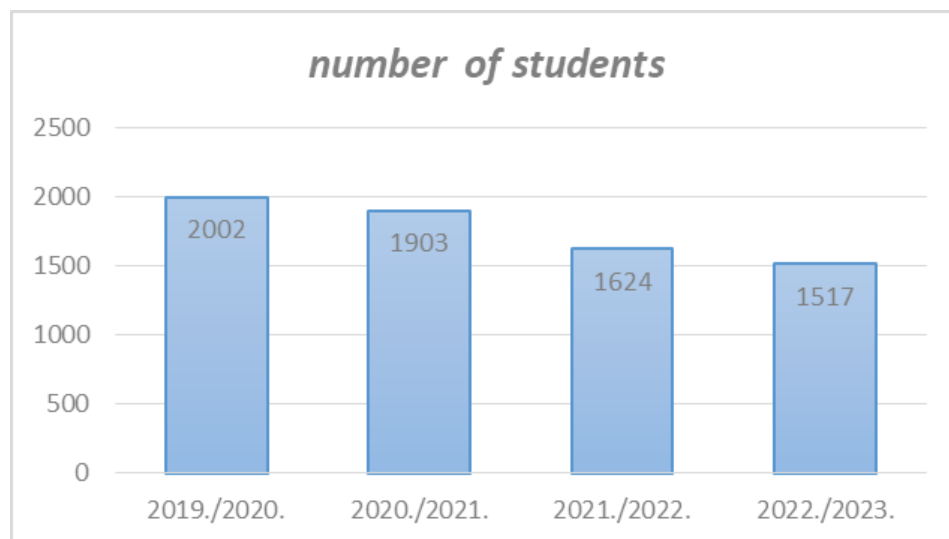


Table 1.1.5.

Dynamics of the number of students in the BIA branches from 2019/2020 till 2022/2023

	19/20	20/21	21/22	22/23
Daigavpils (DA)	253	310	259	240
Jēkabpils (JK)	117	111	56	18

Jelgava (JL)	83	104	50	18
Liepāja (LI)	49	78	80	85
Rēzekne (RE)	1332	38	4	3
Rīga (RI)	24	1226	1176	1150
Smiltene (SM)	22	19	1	0
Ventspils (VE)	122	17	0	0
Kopā	2002	1903	1624	1517

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

The number of students of the BIA has sufficiently decreased during the period from the academic year 2019/2020 till the academic year 2022/2023.

Table 1.1.6.

Dynamics of the number of students in the study field from 2019/2020 till 2022/2023

Study field	19/20	20/21	21/22	22/23
Law	507	452	297	298
Management, administration and real estate management	359	347	308	242
Economics	148	137	108	99
Arts	141	135	117	110
Hotel and restaurant service, tourism and recreation organization	198	196	188	142
Translation	49	42	38	39
Sociology, Political Science and Anthropology	14	24	37	38
Psychology	225	236	266	289
Social welfare	297	299	259	260
Information and communication sciences	64	35	6	The course of study is closed

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.

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, as well as the requirements of cooperation partners and the labor market, it is similarly carried out in every study area implemented by the Baltic International Academy.

On August 24, 2021, the Board of the Baltic International Academy in accordance with the provisions of the Article 3 of the Law on Higher Education Institutions" Types and strategic specialization of Higher education Institution" took the decision that the limited liability company" Baltijas Starptautiskā akadēmija" (the BIA) complies with the title of the **University of Applied Sciences**.

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

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

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

Objectives, tasks, main directions and basic principles of the BIA see Annex (Appendix No. 6. Objectives, tasks, main directions and basic principles of the BIA).

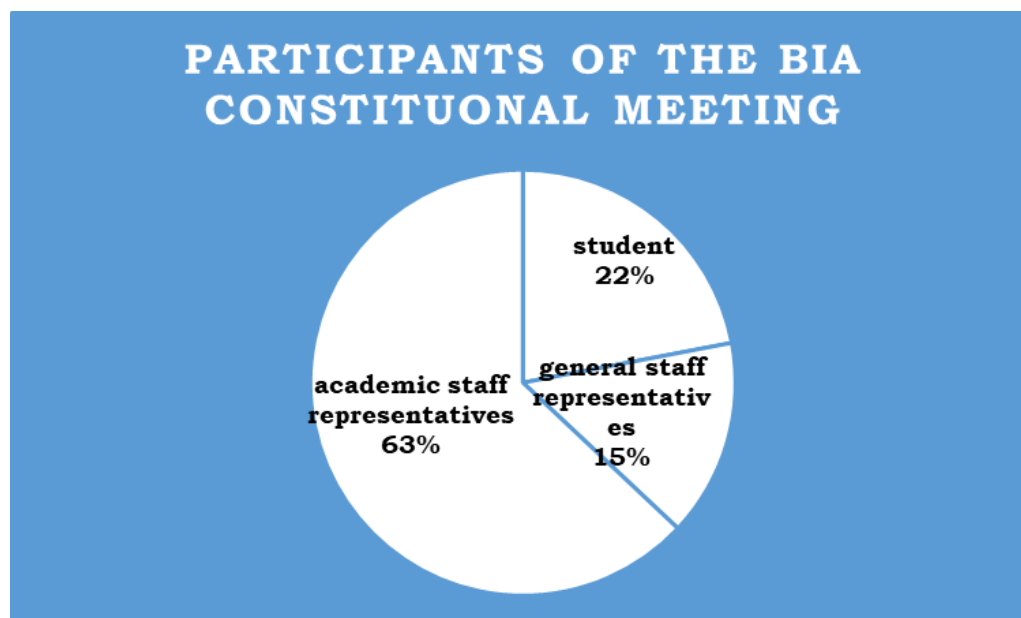
1.2. Description of the management structure of the higher education institution/ college, the main institutions involved in the decision-making process, their composition (percentage depending on the position, for instance, the academic staff, administrative staff members, students), and the powers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

The BIA activities are regulated by the internal documents "[On Constitution of the Baltic International Academy](#)", the [Law on Higher Education Institutions](#) and [the other external and internal normative documents](#). The BIA decision-making bodies are the Constitutional meeting, Senate. The powers and responsibilities of each institution are regulated by the above mentioned normative documents.

The BIA Constituent Assembly has 27 representatives. The BIA Constituent Assembly is elected for 3 (three) years in secret elections from academic staff (17 representatives), students (6 representatives) and general university staff (4 representatives).

- The Constituent Assembly elects members of the Senate from among the academic and general staff;
- may recall members of the Senate;
- approves, adopts and amends the rules of the Senate;
- elects the rector and may initiate the removal of the rector from office;
- examines and decides on other conceptual issues of academic and scientific activity and development of BIA.

Figure No. 1.2.1.

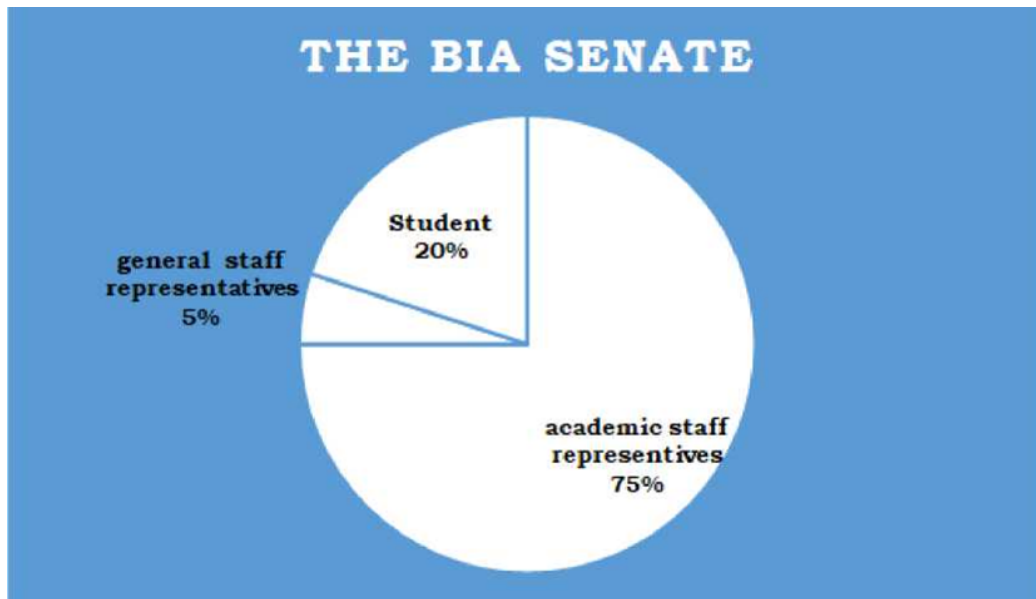


The BIA Senate consists of 21 senators: 15 academic staff representatives, 4 students and 1 representative of the BIA general staff, 1 is BIA Rector, according to the position held (ex officio). Senators are elected for 3 (three) years.

BIA Senate Rights to determine:

- requirements for election to academic positions and evaluation criteria of academic staff;
- the procedures by which study programmes shall be developed and submitted to the Senate for approval;
- the requirements and procedures for the observance of academic integrity;
- the criteria for granting the honorary title: Professor Emeritus and the title of Honorary Member of the Academy;
- to announce the open competition for a vacant (vacancy) place of academic staff;
- elect docents, lead researchers, lecturers, researchers and their assistants for a term of six years;
- to raise the issue of the removal of a responsible person from office for non-compliance or improper enforcement of decisions.

Figure No. 1.2.2.



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 fields and study programme councils and nominate the representatives to the BIA decision-making bodies.

Organizational chart of the BIA undergoes regular improvement of the organizational processes:

- reducing the fragmentation of structural units and overlapping of functions and positions, strengthening their profiling, financial stability and autonomy; ensuring a balance between collegial management bodies and personal responsibility;
- increasing the efficiency, productivity and transparency of the management processes, targeted involvement of the external stakeholders in the management processes at different institutional levels with clearly defined functions, responsibilities and powers;
- contributing to the balanced fulfillment of the BIA mission (provision of the study process and research), including assessment of the cost of services for one study place.

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

The quality assurance system for studies of the Baltic International Academy has been developed in accordance with the [European Model of Excellence](#) and the [European Association for quality Assurance in higher Education document Standard and Guidelines for quality Assurance in the European higher Education area Part 1 European standards and Guidelines for Internal quality Assurance in higher Education institutions](#) and updated ([ESG-2015](#)).

Development of study quality assurance system of 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 Annex (Annex No.1. Structure of BIA University). The BIA Senate analyzes and evaluates the results of activities of the structural units and makes decisions on their improvement.

The BIA research quality assurance system has been implemented based on the **British standards Investors in Excellence**. Investments, processes and results are evaluated by the study quality assurance system. The key criteria are: leadership (management, administration), people (students, graduates, academic staff, scientists, general staff), strategy and planning (BIA, structural units, study fields, study programmes), partnerships and resources (practice supervisors, employers, infrastructure, e-environment), human outcomes (student achievements, academic staff, scientists, etc.), resident/client outcomes, community outcomes and key performance. The BIA uses the model of self-evaluation, collects "evidence" - survey data (students, graduates, academic staff, structural units, practice supervisors, employers), financial indicators, measurements and other information which is reflected in the overviews and self-evaluation reports.

Study quality manager is approved by the BIA Senate. Study quality manager together with structural unit managers identifies and documents the processes. In order to ensure the quality of activities of the BIA its management has taken a number of steps to develop a common quality policy for the BIA and the other important policies and goals for individual processes.

The following policies have been developed and duly approved:

- [Quality policy](#)
- [Privacy Policy](#);
- [Personnel policy](#).

Study fields councils include the study programme managers, academic staff, general staff, students and strategic partners - "agents of change" (practice supervisors, employers and industry professionals). Study fields council develops the study fields 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 fields. The annual self-assessment of the study fields and recommendations of the accreditation experts are taken into consideration for the improvement of the study programmes.

1.4. Fill in the table on the compliance of the internal quality assurance system of the higher education institution/ college with the provisions of Section 5, Paragraph 2(1) of the Law on Higher Education Institutions by providing a justification for the given statement. In addition, it is also possible to refer to the respective chapter of the Self-Assessment Report, where the provided information serves as justification.

1.	The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.	<p>Developed and approved by decision of the BIA Senate meeting of 07.10.20, the quality assurance system (SKNS) for studies of the Baltic International Academy has been developed in conformity with the Standard integrated in the European Association for quality Assurance in higher Education document standards and Guidelines for quality Assurance in the European higher Education area Part 1 European standards and Guidelines for Internal quality Assurance in higher Education institutions.</p> <p>It is maintained and developed in accordance with the British Standard investors in Excellence, which is based on the knowledge and respect of the interests of the public, academy staff, partnership, understanding of quality development, training and involvement of staff in quality improvement processes to achieve the BIA objectives. For the British Standard, the introduction of the investors in Excellence model provides an opportunity for systematic self-evaluation of the performance of the BIA education quality system, gathering information on both inconsistencies and the Academy's significantly improved activities.</p> <p>SKNS is a document describing BIA's quality policies (https://bsa.edu.lv/docs/nolikums/quality_policy.pdf), and the academy's quality system (see Annex: Annex. Study quality assurance system.pdf). THE SKNS includes or refers to quality system procedures and defines the structure of the documentation to be used in the quality system.</p>
2	A mechanism for the creation and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof, has been developed.	<p>Rules of development, approval and amendment of the study programm at the BIA have been worked out and approved at the meeting of the BIA Senate. https://bsa.edu.lv/docs/nolikums/Development_approval_new_study_programme_09072020.pdf</p> <p>These Rules regulate the procedure of development and approval of the study programmes, principles of the study programme structure, content and management of the professional bachelor's, professional and academic master's studies, requirements for obtaining the professional qualification. The implementation of the doctoral study programmes is regulated by the BIA study rules approved at the meeting of the BIA Senate. Considering the Regulations No. 793 of the Cabinet of Ministers dd 11.12.2018. Regulations Regarding Opening and Accreditation of Study Fields (https://likumi.lv/ta/en/en/id/303956-regulations-regarding-opening-and-accreditation-of-study-fields).</p>

3	<p>The criteria, conditions, and procedures for the evaluation of students' results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and made public.</p>	<p>Rules of assessment of the study results of the BIA have been developed and approved at the BIA Senate meeting (https://bsa.edu.lv/docs/nolikums/Regulations_Evaluation_Study.pdf). The Rules have been developed in accordance with Clause 5 of Part 2 of Article 56 (https://likumi.lv/ta/en/en/id/37967) 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 Regulations on the national standard for academic education (https://likumi.lv/ta/id/266187) (Lv only) and Regulations on the national standard of professional higher education (https://likumi.lv/ta/id/342818) (LV only), 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 (https://bsa.edu.lv/docs/2020/BSA_diplomdarbu_nolikums_ENG.pdf) at the BIA have been developed and approved at the BIA Senate meeting (Protocol No.134 dd 23.05.2018).</p> <p>Regulations for Evaluation of the Study Results in the BIA (https://bsa.edu.lv/docs/nolikums/Regulations_Evaluation_Study.pdf) have been developed and approved at the BIA Senate meeting (Protocol No.143 dd 09.07.2020).</p> <p>Student Performance Evaluation criteria are included in the study course descriptions, which are developed by the lecturer of the relevant study course. The study course descriptions are coordinated with the director of the study program. Study course descriptions are approved by the study fields council.</p>
4	<p>Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.</p>	<p>Regulations on the academic positions of the BIA have been developed approved at the BIA Senate meeting (Protocol No.131 dd 23.10.2017) (https://bsa.edu.lv/docs/nolikums/Regulations_Academic_Positions.pdf). The goal of the BIA personnel policy is to implement a unified, modern, effective personnel policy in the BIA in order to ensure qualified, professional and motivated employees. The personnel policy is aimed at the sustainable development of BIA, giving opportunities to both academic, administrative and general personnel.</p> <p>RULES ON REMUNERATION</p> <p>(https://bsa.edu.lv/docs/nolikums/bsa_regulation_board_studies.pdf) have been approved at the BIA Senate meeting (Protocol No.131 dd 23.10.2017).</p>

5	<p>The higher education institution/ college ensures the collection and analysis of the information on the study achievements of the students, employment of the graduates, satisfaction of the students with the study programme, efficiency of the work of the academic staff, the study funds available, and the disbursements thereof, as well as the key performance indicators of the higher education institution/ college.</p>	<p>At the end of each semester the information on student performance is collected, analyzed, and summarized (performance records are input in the BIA File Nomenclature). Rules of assessment of the study results of the BIA describing the performance records and procedure of their preparation have been developed and approved at the BIA Senate meeting (https://bsa.edu.lv/docs/nolikums/Regulations_Evaluation_Study.pdf).</p> <p>Upon the termination of the study programme the students conclude the agreement with the BIA on the provision of information on their employment which is then collected by the heads of the study programmes. Graduates provide the information on employment using the questionnaire on the BIA website.</p> <p>The BIA receives the information about the students 'satisfaction with the implementation of the study programmes and the efficiency of the lecturers' work using the information provided in the questionnaires of the students and graduates.</p> <p>Students usually fill in the questionnaires at the end of the part of a study course or at the end of the study course. The questionnaires for individual study courses and lecture / group study courses are used. Results of the survey are evaluated at the meetings of the respective study fields; they are analyzed within the the annual self-evaluation and also considered in the elections of the lecturers in the course of assessment of effectiveness of their work.</p>
6.	<p>The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing their quality assurance systems.</p>	<p>The management process structure of the education fields defined in general the processes necessary to use the quality management system. Appendix Structure of study fields management illustrates the management process structure of the education field, which shows the relationship between the processes and their respective executors. Processes of the education field management system fall into three groups (see annex BSA Management system ENG LINKI v2023-11-30.pptx):</p> <ol style="list-style-type: none"> 1) Top management processes (V1 to V6): 2) Study processes (from 2.1 to 2.5), 3) Resource management processes (R1 to R3). <p>The most important indicators of activities of the BIA are reflected in the annual study reports and study programme self-evaluation reports. Every six years the study fields accreditation commission reviews the self-evaluation reports of the BIA and the opinions of international experts and performs the accreditation of the study directions and the study programmes on the basis of this information.</p>

2.1. Management of the Study Field

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

The development strategy and goals of the study field are created in accordance with the mission, vision, values, [strategy for 2022-2025](#) and goals of higher education institution, while the goals of the study programs are designed in accordance with the goals of the study field.

The strategic goal of the study field "Economics" is to prepare high-level business management, economic and financial specialists in accordance with the requirements of the labour market, who would be competitive in the Latvian and international labour markets, to improve the skills and competences of research activity, as well as to ensure the development of students' personality and motivation for further education.

The strategic goal of the study field "Economics" is defined:

- based on the [long-term strategy of activities and development of the Baltic International Academy for 2022 - 2025](#), which was developed in compliance with the laws and other regulatory acts of the Republic of Latvia and the [Constitution of the Baltic International Academy](#);
- based on strategic EU and Latvian planning documents - [Latvia's National Development Plan for 2021-2027 \(NAP2027 project\) \(LV only\)](#), [Sustainable Development Strategy of Latvia until 2030 \(Latvija2030\)](#), ["Agenda for the Modernisation of Europe's Higher Education Systems"](#) , [Lisbon Strategy](#), the most [important Bologna basic principles](#) and other strategic planning documents;
- by consulting with students, employers, professional organizations;
- by discussing in accordance with the procedures specified in the BIA study quality system (Council of Study field, Methodological Council of Studies, Senate).

The development strategy of the study field "Economics" includes the improvement of the basic elements of development and defines the main goals of the study field:

1. Implementation and continuous improvement of study programs demanded and competitive in the modern market, providing students of the field with various levels of education and readiness to work in both the national and international environment after graduation, attracting foreign lecturers and students, conducting classes in foreign languages, providing the opportunity to acquire professional and general competences;
2. Motivating students of the field to participate in the research work of the academy's teaching staff and initiate their own research, ensuring personal and academy research potential growth;
3. To ensure the graduate's theoretical and practical readiness in the study, analysis and decision-making of various economic problems, solving specific economic policy issues, to develop students' high professional ethics and social skills in applied and intercultural communication, independent and team work;
4. Continuous academic, research, professional and pedagogical improvement of the teaching staff of the study field;
5. Promoting the professionalism of study programs of the field by ensuring a modern study environment, study content and form compliance with European and global information technology development trends.

The goals of the programs of the field also correspond to the strategic goal of the field:

- Bachelor's study program "European Economics and Business" - to provide current market knowledge in European economy and business, maintaining the compliance of study quality with European education standards, prepare students for future professional activity, who are able to strategically and analytically solve business management problems, develop students' personality and ensure the opportunity to continue studies at the master's level.
- Professional bachelor's study program "Finance" - to provide students with professional knowledge and competences in the field of finance, prepare them as highly qualified specialists who are able to independently, critically, analytically and strategically solve modern problems in the field of financial management and obtain professional qualification with the right to continue studies at a master's level.
- Master's study program "International Finance and Economics" - to provide students with the necessary education, the highest level of professional knowledge and the skills necessary for the labour market, competences in international finance and economics, to develop research skills in the field of economics and finance, to prepare specialists whose knowledge and skills allow them to become leading specialists at companies or organizations, to give direction to doctoral studies.
- Doctoral study program "Regional Economy and Economic Policy" - to prepare top-level professional specialists, researchers and university lecturers with Ph.D. degree in social sciences, who can work at leading positions in state and local government organizations, business structures, higher education and scientific institutions both in Latvia and in European and world markets.

Responding to the challenges, the existing programs of the study field "Economics" offer various opportunities to obtain education throughout life. Education can be obtained by working persons by choosing to study on Saturdays or in the e-environment. Education can be obtained both by graduates of secondary schools, secondary professional educational institutions and colleges, who are raising the level of education, and by persons with higher education, who are developing their competences.

The goals are being implemented: the scientific and methodical capacity of the academic staff is being strengthened by engaging in cooperation projects of various levels, as evidenced by BIA statistics. Scientific research, which also includes students, related to solving regional problems. The problem-based learning method, as well as methods based on the work environment, were introduced into the study programs. This enables the development of close cooperation with employers and interested persons. Study programs implemented in English strengthen not only the international competitiveness of the field of study, but also the competitiveness of BIA in general.

Study programs of the study field "Economics" for accreditation:

Name of the study program	Study program code	Volume of the study program in credit points CP	Type and form of implementation	Place of study implementation	Awarded degree/professional qualification	Language of study program implementation

Academic bachelor's study program "European Economics and Business"	43 311	180	Full-time onsite studies; Part-time onsite studies	Riga	Bachelor of Social Sciences in Economics	Latvian, English
Professional bachelor's (first-cycle professional higher education) study program "Finance"	42 343	240	Full-time onsite studies; Part-time onsite studies	Riga	Professional Bachelor's Degree in Finance and Financier's Qualification	Latvian, English
Academic master's study program "International Finance and Economics"	45 343	60 - 90	full-time face-to-face mode	Riga	Master of Social Sciences in Finance	Latvian, English
Academic doctoral study program "Regional Economy and Economic Policy"	51 311	180	Full-time onsite studies	Riga	Doctor of Social Sciences (Ph.D.)	Latvian, English

The study programs "European Economics and Business", "Finance" and "International Finance and Economics" of the study field provide not only theoretical knowledge and practical skills of economics, finance and commercial activities, but also knowledge of their mutual interaction. The study programmes form a succession: bachelor's and master's level.

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

As of December 2023, four study programs have been accredited in the study field "Economics": bachelor's study program "European Economics and Business" (code 42 311), professional bachelor's study program "Financial Management" (code 42 343), academic master's study

program "International Finance and Economics" (code 45 343) and doctoral study program "Regional Economy and Economic Policy" (code 51 311). Within the framework of accreditation of the study field, it is planned to accredit: bachelor's study program "European Economy and Business" (code 43 311), professional bachelor's study program "Finance" (code 42 343), master's study program "International Finance and Economics" (code 45 343) and doctoral study program "Regional Economy and Economic Policy" (code 51 311).

During the reporting period, the annual SWOT analysis was performed, evaluating the program's activity in the fields of study, research, scientific activity, as well as internal and external communication. The following factors are counted as basic weaknesses: insufficient recognition of BIA and the study field on the international scale, low activity of students in scientific research work, insufficient cooperation with employers and low citation of scientific publications of teaching staff.

Based on the Development Plan of the study field, existing problems (weaknesses) can be solved. Within the framework of the development plan, it is planned to develop the scientific research capacity of the academic staff, to develop collective applied research. In terms of cooperation with employers, to involve more closely the association, confederation and other organisation potentials, to work more closely with companies - cooperation partners (in the field of internships and job offers).

As for the threats, taking into account today's political transformations, it is difficult to predict new potential markets, thus creating an image of the field and study programs that would be universal and attractive to different regions of the world.

During the last two years, the study field has carried out various activities in order to become more recognizable on the international scale and to develop cooperation with associations, confederations and potential employers:

- Cooperation agreements with local and foreign organizations were concluded.
- Active participation in the events of the Confederation of Latvian Employers, cooperation with the Association of Latvian Traders.
- Employers participate in conferences organised by BIA.
- BIA is a member of the Latvian Hotel and Restaurant Association ([LVRA](#)), the Association of Latvian Travel Agents and Operators ([ALTA](#)), the Latvian Rural Tourism Association "Lauku ceļotājs" ([LLTA](#)) and the Employers' Confederation of Latvia ([LDDK](#)). Thanks to membership in associations, it is possible to learn all the most important news in the industry. Associations offer opportunities to attend conferences, training seminars, discussions on industry development. BIA students and lecturers use these opportunities.
- In two years, BIA has also developed its recognition in global events - for example, it received accreditation in the UN World Tourism Organization ([UNWTO](#)) TedQual for 3 years.
- Taking into account the fact that some of our students and graduates also work in the tourism service sector (travel agency managers, catering sector administrators, logistics workers, etc.), the accreditation of this organization is very important within the field. At the moment, BIA is the only participant from Latvia that has received UNWTO TedQual accreditation.
- In the period from 2020 to 2022, students of bachelor's and master's study programs participated in a series of events "Integration ABC- 4" No. PMIF/8/2020/4/04, "Integration ABC - 3" PMIF-8/2019 /2/01, related to integration into Latvian society and culture.

In order to reduce the influence of the weaknesses of the course and to avoid threats by using the academy's strengths and external opportunities, a development plan for the course from 2022 to 2025 has been developed (**Appendix Study fields development plan**). The plan examines

improvements in the study process, issues of methodological support, provision of material and technical base, possibilities for activating scientific activities and possibilities for raising the qualifications of lecturers .

Taking into account the strategic goal of BIA and direction and SWOT analysis, as well as the results achieved in previous years of study, in order to improve weaknesses, avoid threats and use existing opportunities, attention should be paid to the following development priorities:

1. priority: satisfied student (and reducing student dropout);
 - of academic staff;
 - of work of administration and study program directors/head of departments;
 - development of friendly communication;
2. priority: increasing the number of students;
3. priority: improvement of internal regulatory documents;
4. priority: development of scientific activity;
5. priority: development of international cooperation.

Summarizing the aforementioned, can to conclude that, the study direction realization completely corresponds to Country and European guidelines the highest of education in the field. Study field have got lot of advantages. E- study development Options have got practically unlimited. That decrease direction realizations costs. Obtaining bachelor's degree degree, for students have got chance to continue studies master's degree degree for acquisition and after master's degrees graduation to join in doctoral studies. Study in the "Economics" programs yes included all for the country the important ones strategic ones questions, students in research in the works yes solved both specific ones companies and organizations, both Country development and in general the essential ones problems.

The study fields Economics development plan is attached in the appendix [Development plan of the field of study Economics.docx](#).

2.1.3. The structure of the management of the study field and the relevant study programmes, and the analysis and assessment of the efficiency thereof, including the assessment of the role of the head of the study field and the heads of the study programmes, their responsibilities, and the cooperation with other heads of the study programmes, as well as the assessment of the support by the administrative and technical staff of the higher education institution/ college provided within the study field.

The study field "Economics" is a part of BIA and its work is coordinated by the Field council, which creates the development strategy, mission, vision, goals and objectives of the study field, controls their implementation, plans study and methodological work (see Annex [Study Fields "ECONOMICS" Structure of Direction.pdf](#)). The members of the Field council include directors of the study field or programmes, senior academic staff, student representatives and representatives of employers or professional associations. Experts, including members of the Promotion Council of the relevant scientific field, experts in the field of practical activity, etc., may be involved in the work of the Field council. The Field council is a collegial management body which supervises the implementation of the field and programmes and whose aim is to facilitate the implementation of the study programmes, to formulate and monitor the fulfilment of the objectives and goals, and to contribute to the improvement of the quality of the study programmes of the field. The decisions taken by the

Programme Council on the main development issues are approved by BIA Senate.

The success of study programmes depends on close cooperation between the various structures of the Academy.

Information on the structural units involved in the implementation of the study programme and the required support staff

No.	Position	Tasks
1	Head of the Study Department	Accounting of lecturers' planned and actual workload. Document processing, compilation and accounting according to BIA internal order and record-keeping requirements. Study process planning
2	Operator of the Study Information Centre (SIC)	Communication with students and academic staff, provision of information on the course of the study process, acceptance of applications
3	Study programme (Dean's Office)	Listing of student documentation and study results, preparation of informative documents, communication with group elders, organisation of programme documentation
4	Librarian	Work with library stock resources (books, periodicals, databases) and make them available to students
5	IT specialist	Support of computer users

Each structure is crucial to the quality of programme implementation. Support staff in the study programme implementation can be divided into three groups:

1st group - structures providing the learning process. These include structures such as: an admission committee that provides student enrolment, preparation of documents, collaboration with schools, open door days; the study department ensuring implementation of the learning processes; accounting department responsible for financial matters; a library providing students with study and periodical literature and access to databases; analytical department - ensures maintenance and improvement of the database, as well as processes research results; IT department providing website and computer system maintenance; bookstore staff provide students with the opportunity to purchase educational literature and stationery.

2nd group - structures that ensure interaction between students and lecturers, facilitate the development of international relations, provide students with additional opportunities for study outside the curriculum. These include the Student Parliament, the Erasmus Programme Department, and the Foreign Language Centres.

3rd group - related to the implementation of the study programme "Economics". This group includes: Study Programme Directors; Study Field Council, which includes lecturers, employers, students and graduate students.

The close cooperation between the administrative and technical support staff in the implementation of the study field "Management, Administration and Management of Real Property" is also important. Both the Study department, Student Information center and BIA support departments

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

Operational management of the study process and control of the study process, control of students' and lecturers' scientific activity is performed by the programme director. The programme director draws up the semester work plans, coordinates work with other departments: BIA branches, accounting department, study department, information, technology and analytical units, BIA rector and vice-rectors, prepares annual reports. The programme director is controlled by the BIA rector and vice-rectors.

Study programme (Dean's Office): prepares documentation, controls the preparation and implementation of the study schedule, prepares archive materials, ensures information exchange between BIA structural units, transmits information to students in person, via e-mail or group e-mail, and also uses Moodle and Nexus personal cabinet for communication.

Students' participation in the programme management is ensured by participation in the Study Field Council, study group elders' meetings, Student Parliament, BIA decision-making institutions – the Constitution (Satversme), the Senate which ensures effective achievement of the study field and study programme goals, observing the principles of democracy and mutual trust. Students' suggestions and recommendations to improve the study process are obtained through a questionnaire.

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

Admission of applicants to the Academy takes place in accordance with Cabinet Regulation No. 846 of 10 October 2006 "[Regulations Regarding the Requirements, Criteria and Procedures for Admission to Study Programmes](#)", and with the regulations approved by the BIA Senate – "[BIA Admission Rules and Matriculation Procedure](#)".

The starting dates for enrolment in full-time study programmes in the first year after graduation are set by the Cabinet of Ministers of the Republic of Latvia. Subject to the regulations of the Cabinet of Ministers of the Republic of Latvia, the rector shall order the enrolment of graduates to the Academy for specific beginning and end dates for full-time and part-time programmes for the first semester. Upon receiving the applicant's application and the necessary documents, the Admissions Committee checks the payment made in BIA's accounting department, and after confirming the payment, concludes a study contract with the applicant. Admissions Committee passes each

completed file to the study department. Based on this information, the Study Department prepares an order for matriculation and submits it to the rector of the Academy for signature.

Recognition of professional experience, previously acquired formal and non-formal education for students who want to continue their studies at the Academy at a later stage of study is implemented in accordance with the following Regulation of the Cabinet of Ministers No. 932 of 16 November 2004 [“Procedure for Starting Studies in Later Study Stages” \(LV only\)](#), regulations of the Cabinet of Ministers No. 505 of August 14, 2018 [“Regulations for Recognition of Competencies Acquired Out of Formal Education or Professional Experience and Previous Educational attainment” \(LV only\)](#) and Regulation approved by BIA Senate - [“Admission Rules and Matriculation Procedures at the Baltic International Academy”](#).

A person who wants to have the learning outcomes achieved in his or her previous out of formal education or professional experience recognised, submits an application to the BIA for recognition of the learning outcomes achieved. The application shall be accompanied by documents attesting to the learning outcomes achieved in the previous out of formal education or professional experience. The decision on the recognition of learning outcomes achieved through prior out of formal education or professional experience is being taken by the Commission. The Commission shall, within one month after receipt of the application, examine it and decide on the recognition of the learning outcomes achieved in previous out of formal education or professional experience or on the refusal to recognize the learning outcomes achieved. The decision shall be forwarded to the applicant. The Commission has the right to verify the accuracy of the information and data provided. If necessary, the Commission may determine examinations to evaluate the learning outcomes achieved in previous out of formal education or professional experience. During the reporting period, applications for recognition out of formal education or professional experience were not received from applicants.

The majority of the BIA students who study in English are foreigners, they are admitted to BIA in accordance with [Articles 83 and 85 of the Law on Higher Education Institutions](#). The admission of foreigners is organised by the External Relations Department of the BIA and the Admissions Committee of the BIA. 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 stay of foreign students in Latvia have been met;
- The External Relations Department has received an expert opinion of the Academic Information Centre in accordance with Article 85 of the Law on Higher Education Institutions and the requirements of the BIA Admissions Regulations for the relevant study programme have been met;
- Foreigners wishing to study in English must submit to the External Relations Department proof of English language proficiency issued by an international testing institution within the last five years. Language proficiency must be at least at level B2 of the *Common European Framework of Reference (CEFR)*. This document must not be submitted by foreigners who have completed their secondary education in the language of the study programme;
- Foreigners who wish to study in Latvian must submit a certificate of proficiency in the national language issued by the National Language Proficiency Examination Commission to the External Relations Department. Language proficiency must be at least B2;
- When registering for studies, the applicant must fill in and send to the External Relations Department an application form for foreign students, a copy of his/her passport, copies of educational documents confirming the previous education required to start studies. The original documents must be submitted to the BIA upon arrival or sent to the BIA by post for legalisation. More detailed information on the admission process for foreigners is available on

the [BIA website](#);

- Upon completion of the admission process, the External Relations Department will forward the foreigner's admission file to the Admissions Committee of the BIA for matriculation;
- The decisions of the Admissions Committee may be appealed against in writing within one month of the date of the decision by submitting a reasoned application to the BIA Board. The decision may be appealed to the court in accordance with the procedure laid down in the [Administrative Procedure Law](#);
- BIA has the right to terminate a person's participation in the admission process if he/she fails to comply with the requirements of the laws and regulations governing admission.

Specific examples of application of the procedures

1. During the summer admission period in the academic year 2022/2023, candidate X applied to the BIA Admissions Committee to enrol in the first cycle professional education programme. Upon enrolment, the candidate filled in an application form indicating the chosen study programme and information about himself, and submitted to the BIA Admission Committee all the documents necessary for admission. Candidate X has completed his secondary education in the Republic of Latvia, he submitted his secondary school certificate with a transcript of results and a certificate of centralised examinations in three subjects. In accordance with the BIA Admissions Regulations, the centralised examination levels (in at least 2 subjects) must be between A and E (inclusive), or beginning with 2013, a percentage grade corresponding to the current level boundaries for each specific subject. The level of the centralised examinations of the candidate X was sufficient for enrolment. The Admissions Committee, having examined the documents submitted, decided to admit the candidate to the 1st semester of the first cycle professional education programme, which was notified to the candidate. Candidate X paid for his studies in the chosen way. After receiving the payment, based on the decision of Admission Committee, a study contract was concluded with candidate X.

2. In the academic year 2023/2024, student Y applied to the BIA Admission Committee for admission to the later stage of the study programme. Candidate has submitted an academic transcript. A copy of the academic transcript was submitted to the head of the study field, who, after studying the existing academic transcript and comparing the subjects indicated in it with the approved study plan of the study programme (for the subjects in it by name and credit points), prepared the transfer form and reported the Admission Committee on the results of the comparison. The transfer form was submitted to the Admission Committee with a decision on the recognition of the study results achieved in the previous education and the candidate's admission to the 2nd year 3rd semester study programme, which was notified to the candidate. After the candidate's agreement to start studies in the 2nd year 3rd semester and receiving the study payment, a study contract was concluded with the candidate Y.

3. In the academic year 2023/2024, during the summer enrolment period, candidate X from Srilanka applied to the BIA Admission Committee to enrol in the 1st cycle professional education programme, in the English language stream. The candidate remotely filled out a specific application on the BIA website, where he indicated the chosen study programme and information about himself, as well as attached all the documents necessary for admission. The admission committee checked and evaluated all the necessary documents (including secondary education documents and an international certificate of English language proficiency at B2 level issued within the last five years). The candidate is not a citizen of the European Union, therefore, in order to qualify for admission to the study programme, the average grade at the previously obtained education level must be at least 60% (Article 43.2 of the Admission Rules). Candidate's X average grade was sufficient (71.4%) to enrol in the above-mentioned study programme. He also submitted the international English language certificate IELTS (*International English Language Testing System*) for

B2 level (issued in 2022). The Admission Committee submitted the educational documents of the candidate X for AIC recognition. When the positive conclusion of the expertise of the Academic Information Center was received on the equalization of candidate's X educational documents in the Republic of Latvia, the Admission Committee organized a 15-minute interview for candidate X, the recording of which was saved. Candidate X successfully completed the interview, answering 90% of all questions. The Admission Committee made a decision on the applicant's admission to the 1st cycle educational programme in the 1st semester of the 1st year, which was notified to the applicant. The Admission Committee received an invoice from accounting department for the payment of studies and sent it to the candidate X. Candidate X made the payment for the 1st study period. After receiving the payment, based on the decision of the Admission Committee, a study contract was concluded with candidate X.

The BIA developed system and implemented procedures for admitting students, recognition of the study period, professional experience, previously attained formal and information education and assessment of students' accomplishments and study results are logical and effective. Admission requirements stipulated in Admission Regulations and the corresponding selection of applicants conform to the procedures stipulated in laws and regulations and are adequate and suitable for each and every admitted student to be able to achieve the expected results of the study programme.

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

During the study process, diverse methods of learning and evaluation of study results that meet the needs of students are provided. The accomplishments of students and study results are assessed through practical classes, seminars, tests, independent study work and other assessments.

When starting the teaching of the specific discipline, the lecturer informs the students about the requirements for passing the exam/test, naming the specific examination/testing methods, evaluation criteria, etc. The evaluation criterion must match the information on the requirements for the discipline specified in the course description. The evaluation system must be understandable, objective and fair. In case of ambiguities, the student can contact the particular lecturer during the consultation (in person), using the chat room option in the moodle system (do.bsa.edu.lv) or other channels offered by the particular lecturer. Students can familiarize themselves with the study course descriptions in the [MOODLE system](#): log in to E-studies with their login (e-mail address) and password (study agreement No.).

The completion of the study course is evaluated on a 10-point system in accordance with Cabinet Regulation of the Republic of Latvia No. 305 "[Regulations on the State Standard of Professional Higher Education](#)" (LV only), Cabinet Regulation of the Republic of Latvia No. 240 "[Regulations on the State Standard of academic Higher Education](#)" (LV only) and [Regulations on Assessment of Study Outcomes at the Baltic International Academy](#).

The lecturer, starting the teaching of the new study subject in the first lesson, informs the students about the conditions for the implementation of the study course. After completion of a course, the final grade serves as an assessment of student's performance during the entire course, including participation and activity during classes, results of tests and independent projects, as well as the

final exam. A course is considered to have been successfully completed, if all requirements of the programme are met before the end of the examination period, except cases when the examination deadline has been extended.

Internship is a specific form of testing the skills of future specialists. Internship reports are thoroughly analysed and evaluated in accordance with the BIA "[Provisions for traineeships at the Baltic International academy](#)". An important element of student examination is the pre-defence and defence of the final thesis. The procedure for the assessment of final theses was approved in the BIA "[Regulation on the Graduation Paper Development and Defence in the Baltic International Academy](#)".

It should be noted that before the final thesis pre-defense and defense, each student's work undergoes a plagiarism check, which in turn excludes signs of dishonesty (e.g. works written by other authors).

The BIA assesses study results according to the indicators:

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

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

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

Principle of mandatory assessment:

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

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

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

The principle of the possibility of revision of the assessment - the Academy determined the procedure for reviewing the grades obtained. [The Regulations of Studies at the Baltic International Academy](#), which are approved by the Senate, state that if a student wishes to improve his/her final

grade, he/she must agree with the relevant academic staff and the study programme director on the time, obtain from the secretary of the relevant study programme a referral of a certain form in accordance with the price list for additional services.

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

Compliance with the principle of academic integrity is regulated by the [Code of Academic Integrity and Ethics](#) and [Regulations on Plagiarism Control](#) developed by the BIA. They are intended for use by students, academic and general staff. The principles of academic integrity are objectivity, responsibility, mutual respect and trust, and they exclude deception and fraud. Plagiarism is one of the most typical forms of breach of academic integrity.

The purpose of the Code of Academic Integrity and Ethics of the Baltic International Academy is to strengthen the academic culture and honesty in the academic environment of the BIA, to explain the concept of academic integrity and related actions, to define the main procedures for examining violations of academic integrity.

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.

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

One case of plagiarism was detected for the field in the period from 2020 to 2023. In 2022, student X submitted his master's thesis for pre-defense. After checking the work, a 96% plagiarism rate was found. This information was sent to the head of the study field, the master's thesis supervisor, as well as the student. The head of the study field created a plagiarism evaluation commission. The commission included the rector of the BIA, the head of the study field, the scientific supervisor, and

a student was also invited. The commission evaluated the thesis, the result of plagiarism, as well as the student's explanation (the student admitted that he plagiarized the thesis) and made a decision on the student's exmatriculation. The results of the commission session were recorded in the protocol.

2.2. Efficiency of the Internal Quality Assurance System

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

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

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

The key functions of the study field 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 field and to promote the integration of scientific work into the study programme. The study field council works out the strategy for development of the study programmes of the branch, evaluates and submits to the study council for approval the applications for new study programmes of all levels, annual self-assessment of the study programmes and changes in the study programmes.

Pursuant to the provisions of the regulations of the "Economics" [Field of Study Council](#) of the BIA (approved on December 11, 2013 by the BIA Senate decision No. 112), the field council is a collegial governing body which administers the academic Professional study programmes of all levels relating to the same branch of science.

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

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

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

The educational management processes refer to the branches, and are introduced to the staff. For details, please see the “BIA Study Quality Assurance System” document enclosed (see Annex [BIA Study Quality Assurance System.pdf](#)).

The Academy's management system is founded on a continuous improvement process based on the quality guru, the Edward Deming's cycle PLAN – DO – CHECK – ACT. But Academy is going a step further into excellence field. After successfully made self-assessment done by 23 representatives of the management staff, including branches, BIA got Committed to Excellence certificate (UK) (see Annex [20230801-BIA_COMMITMENT.pdf](#) certificate).

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

Process of development and revision of the study programmes is regulated by the Rules “[Regulations for the 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. Programmes are reviewed on the basis of recommendations from the parties involved: students, graduates, teaching staff, practice supervisors, international and national experts and auditors, as well as employers and professional organizations always in consideration of the current industry needs.

Transfer of study programs takes place in the following cases: the student leaves from another university, transfers to another study program within the BIA or returns from an academic leave and during his/her absence there were changes in the content of the program. The director of the study program is responsible for the transfer, who draws up the equalization protocol and submits it to the admission committee for the conclusion of the study contract.

In order to make the process transparent, regulated and deliberative, the BIA has established a Field Council. The functions of the Council are to coordinate and supervise the development of the relevant study programme in accordance with the modern requirements of the specific field of science, the formalisation of the programme and its preparation for licensing, accreditation and re-accreditation in accordance with the requirements laid down by law. The Direction Council includes directors of the study field or programmes, senior academic staff, student representatives and representatives of employers or professional associations. Student representatives are delegated by the Student Parliament. The composition of the Field council is approved by the BIA Senate. The forms of work of the Field council are meetings, which include consideration of agenda items, exchange of views and voting.

The objectives of the review of the study programmes:

1. To ensure qualitative study content of higher education that complies with the laws and regulations of the Republic of Latvia;
2. To provide students and teaching staff with a convenient, comprehensible and accessible learning process;
3. To improve the pedagogical competences of teaching staff for successful work, including in e-environment;
4. To contribute to the long-term financial sustainability of the programme.

The revision of the study programme takes place throughout the academic year, but the final changes for the next academic year are approved by the end of the academic year. Programme reviews are carried out on the basis of recommendations from BIA students and staff, international and national experts, employers and professional organisations, always taking into account the current needs of the sector. Study programme directors cooperate with employers in the sector, as well as with Latvian and foreign universities / colleges, on coordination of study programme content and exchange of experience.

The new study programmes in the accredited study field were not licensed. When development of a new study programme takes place, its suitability in the context of the BIA development strategy and available resources is evaluated. The project of the new study programme is prepared by a person appointed by the BIA Senate after the decision on the establishment of the programme has been taken, in accordance with the provisions of the regulatory enactments. Accordingly, a draft programme is prepared, discussed at the Methodological Council for Studies, the Field Council and approved by the Senate. In accordance with the Senate's approval, the course descriptions are drawn up by the supervising specialists and approved by the Field Council. Study programmes are designed in accordance with the requirements of the standards - taking into account the proportion of compulsory and optional study courses and their CP volume. Study programmes at all levels are designed in such a way to create continuity.

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

The need for a complaint and suggestion consideration procedure is established by the BIA study quality management system based on the excellence model of the [British standards Investors in Excellence](#) which helps the BIA to constantly improve all key areas of its activities.

The BIA quality policy defines that the BIA develops and implements the study programmes and research work actively cooperating with the interested parties and taking into account their wishes and needs. In order to implement the quality policy, the BIA is constantly working on the improvement of the study quality management system, study process and research work.

The 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 (see Annex BIA Study Quality Assurance System.pdf).

The Academy has developed a Regulation on "[Procedures for submission and examination of student submissions, proposals and crimes](#)", which was approved by BIA Senate decision no. 143 of 09.07.2020. This regulation contains information about the possibility of submitting a complaint or proposal.

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,
- 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 not supported with arguments 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 a paper form personally from the recipient of the complaint / suggestion, at the BIA Study Information Centre (SIC), the BIA branches or by sending by email to info.md@bsa.edu.lv.

Upon receipt of a written Complaint and/or suggestion, a member of staff at the BIA Student Information Centre identifies the respondent by subject, registers it and forwards it to the responsible unit for response. Responses to complaints and suggestions are provided within twenty working days from the moment of receipt of the application. The time limit for consideration of an application may be extended if objective necessity requires it.

Units responsible for handling student proposals and complaints

Topic	Responsible Unit
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Study process	Vice-Rector for Studies, Head of the Study field, Programme Director of the Study field
Research process	Vice-Rector for Science
Student mobility	Erasmus centre, Vice-Rector for International Relations
Library	BIA Scientific Library
Matters related to international students	Vice-Rector for International Relations, Head of the Study field, Programme Director of the Study field
IT issues	IT Department

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

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

Types of the BIA statistical data, deadlines and institutions is in Appendix. BIA statistical data types, submission deadlines and institutions in the Appendix. Statistical data on graduates, employers are entered electronically and on students both on paper and electronically.

Information is collected by the following departments of the BIA:

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

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

Submission of the statistical data on the BIA activities to the external institutions (Ministry of Education and Science, Central Statistical Bureau, State Education Information System, State Security Service, etc.) gives the BIA the opportunity upon collecting and analyzing these data by

the above mentioned external institutions to collect the statistical data on the higher education system in general and its development trends in dynamics.

Regarding the analysis of internal information and statistics, it can be concluded that this information, including the questionnaires of students, graduates and employers is processed by the BIA computing centre and provided to the BIA Board, BIA management, and programme heads at operational meetings or sent to the interested parties (heads of the BIA departments). The main functions of the BIA Computer Center are: statistical data processing, technical support of the educational process, servicing of computer equipment, administration of internal infrastructure and servers.

For the improvement of the study field, the main statistical data used are the number of students, i.e. enrolled students, expelled students, analysing separately each reason for expulsion, e.g. tuition fee debt, non-completion of the study programme, voluntary withdrawals, etc. Upon receiving information about the number of students of the course in the study programs, enrollment dynamics, the material and technical base of the course and library stocks, the results of the survey of students, graduates and employers, the heads of the course and programs, analyzing the information provided, improve the material base of the respective study courses in MOODLE and expand its use options, improved study course descriptions, added new study courses, as well as improved BIA library's collection of special literature (in Latvian and English).

Mechanism for obtaining and providing feedback:

- with students - students fill out relevant surveys (see Annex [Student survey_questionary.docx](#)) in which they indicate their objections or recommendations for the development of the study programs. The results of the student surveys are collected by the BIA Computer center and the results are transferred to the field of study. Student recommendations are taken into account when amending or supplementing the content of study programs and taking other measures. For example, at the suggestion of the students, the use of the MOODLE system in the learning process was expanded, the process of setting up a mock court room was started, the study course on *Prevention of money laundering* was included;
- with graduates - by conducting relevant surveys of graduates, graduates provide information on whether there are deficiencies in the content of a study course in order to ensure the necessary knowledge, skills and competences;
- with employers - the pre-diploma Practice place of each practice provides information about the student knowledge and skills, answering various questions about trainees' knowledge, professional skills and etc. The obtained information is collected and used when providing information to teaching staff, amending or supplementing the content of study programs.

2.2.5. Specify the websites (e.g., the homepage) on which the information on the study field and the relevant study programmes is published (in all languages in which the study programmes are implemented) by indicating the persons responsible for the compliance of the information available on the website with the information published in the official registers (State Education Information System (VIIS), E-platform).

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

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

Information	Web site	Type of access	The person responsible for
About accredited programmes	AIKA: https://eplatforma.aika.lv/index.php	For authorized users	Vice-Rector for Studies
About BIA study programmes	https://bsa.edu.lv/index.php/en/admission/programmes.html	Free access	The head of each study field
About admission	https://bsa.edu.lv/index.php/en/admission/admission-process.html	Free access	The head of the admission committee
About the study field	first cycle study programs: https://bsa.edu.lv/index.php/en/bachelor-study-programmes.html second cycle study programs: https://bsa.edu.lv/index.php/en/master-study-programmes.html doctoral study program: https://bsa.edu.lv/index.php/en/doctoral-study-programmes.html	Free access	The head of study field The director of the study programme
About study plans	MS NEXUS	For authorized users	The director of the study programme head of the study department
About the student portal	MS NEXUS: https://bsa.edu.lv/index.php/en/studies/my-bia.html	For authorized users	The director of the study programme head of the study department
Programme and student registers	VIIS: https://www.viis.gov.lv/ (LV only)	For authorized users	Vice-Rector for Studies An IT specialist
About ERASMUS+	https://bsa.edu.lv/index.php/en/international/erasmus.html	Free access	ERASMUS coordinator

2.3. Resources and Provision of the Study Field

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

The financial indicators of the main activities of the BIA are closely related to the student fees. According to the NACE classification the main activities of the BIA are as follows.

Table 2.3.1.1.

The main activities

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

BIA is a higher education institution funded by its founders. According to Section 77 of the [Law on Higher Education](#) Institutions of the Republic of Latvia, the founder of a higher education institution shall provide financial resources and the control of the utilisation thereof for the continuous operation of the higher education institution, as well as for the fulfilling of the tasks determined by the founder.

Financial resources of the private Higher education Institution are made up of private funds as well as the other revenues acquired owing to the activities of the BIA.

Table 2.3.1.2.

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
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 Higher education Institution 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 Higher education Institution.	Rector of the BIA reports annually on the implementation of the budget to the senate and the founder of the BIA.

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

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

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

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.) (see Annex Nr.6. Income of the BIA in the period of 2020-2022).

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.

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.

The salary system and the social support programme facilitate the formation of a strong core of the professors in all study field 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 Higher education Institution refers to the goods and services which in average constitute 18-20% of all expenditures. (see Annex Nr.7. Expenses of the BIA in the period of 2020-2022). The BIA owns real estate and land plots in Riga, Jelgava, Liepaja, Rezekne, Daugavpils and Ventspils, therefore, a significant part of expenditures constitutes public utilities and maintenance of buildings.

Figure 2.3.1.3.

Intangible assets and acquisition of fixed assets

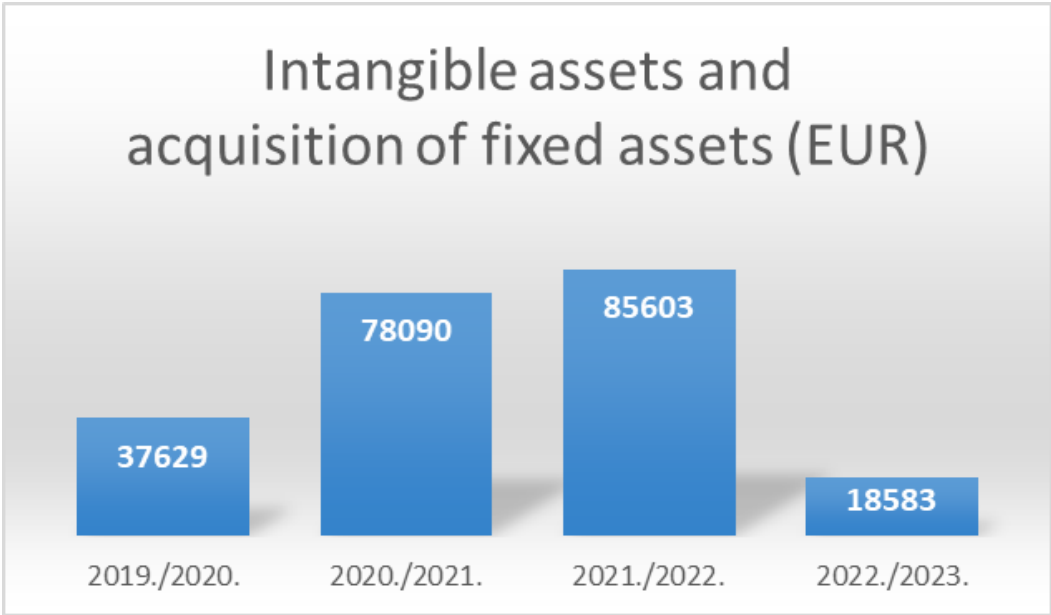
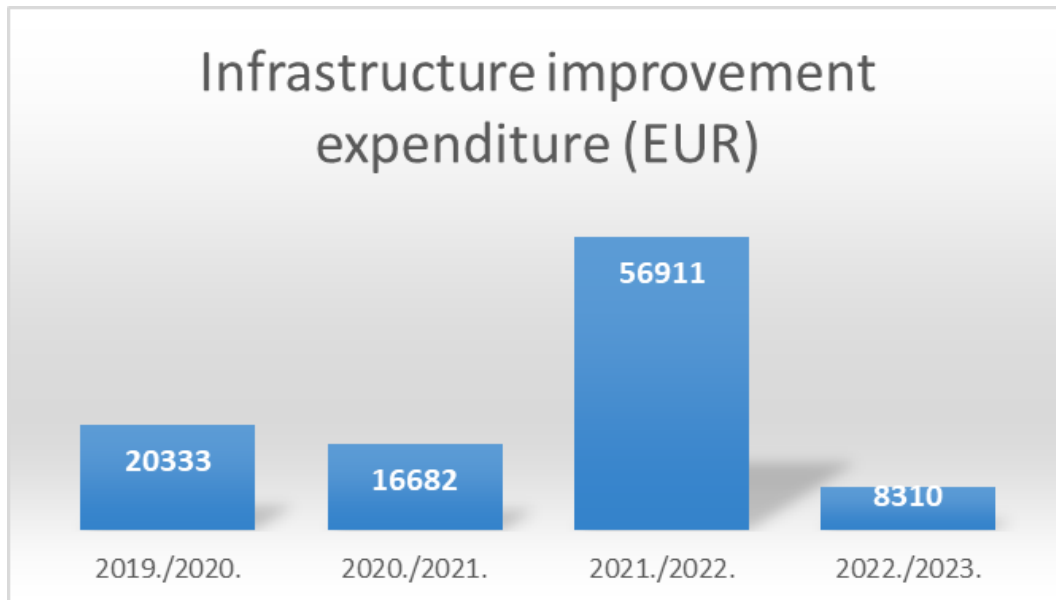


Figure 2.3.1.4.

Infrastructure improvement expenditures (EUR)



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

As of 30 June 2022, BIA's total assets amounted to 6.4 million EUR, incl. funds - 2.4 million EUR, which allows the founders to quickly solve the financing issues of study programmes and study fields, as well as to do it in small groups within the framework of strategic specialisations. The financial position of the higher education institution is extremely stable, which is characterised by high indicators of liquidity, solvency and profitability (see Annex Nr.8 "BIA Financial Stability Indicators").

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

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

- **Income for studies** (student tuition fees and other services related to the learning process) (see Annex 2.3.1.1. "Income of the BIA Study Field "Economics" from tuition fees").
- **Income for scientific activity** (project financing from the state budget, income from scientific works, EU structural funds and other incomes).
- **Other income** (funds from Latvian and international projects, income from renting, selling books, organising various courses, etc.).

The amount of tuition fees and the payment procedure for each academic year are determined by the BIA Board and approved by the Senate. Until the start of studies, individual study agreements are concluded with all students, which are valid for the entire study period.

The types of discounts and the arrangement system are determined in the document "[Regulations on studies at the Baltic International Academy](#)". The main goal is to create a system of student support and motivation. While studying at BIA, students may apply for study and student loans. Every academic year, the number of BIA-financed budget places in full-time studies is determined by the order of the Board; the competition for budget places is regulated by the "[Regulations on the competition for budget places](#)" (LV only). The tuition fee depends on the place of study (see Table 2.3.1.5).

Table 2.3.1.5.

Annual tuition fees at the Study Field "Economics" for the 2021/2022 academic year (EUR)

Branches	Bachelor study program "European economics and business", Professional bachelor study program "Finance"	Academic master program "International Finance and economics"	Doctoral study program "Regional economics and economic policy"
Full time, LV (English)			
Riga	1700 (3000)	1800 (3000)	2500 (3000)
Part time, LV			
Riga	1500	x	x

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

Table 2.3.1.6.

Annual tuition fees at the Study Field "Economics" for the 2022/2023 academic year (EUR)

Branches	Bachelor study program "European economics and business", Professional bachelor study program "Finance"	Academic master program "International Finance and economics"	Doctoral study program "Regional economics and economic policy"
Full time, LV (English)			
Riga	2050 (2200-3000)	2150 (2300-3000)	2500 (2500)
Part time, LV			
Riga	1750	x	x

* 2200 EUR – CIS/Central Asian countries, Georgia and Ukraine, 3000 EUR – other countries.

Expenses of the BIA Study Field "Economics" are divided into five categories:

1. expenses for wages;
2. expenses for social insurance contributions;
3. expenses for goods and services (utilities, inventory, periodicals, etc.);
4. expenses for share capital formation;

5. other expenses.

The classification of BIA expenses can be seen in Table 2.3.1.7.

Table 2.3.1.7.

Classification of expenses of the Baltic International Academy

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

The main use of financial resources of the BIA is reflected in the Appendix Nr.7 "BIA expenses".

A significant part of expenses is made up of wages, which together with employer's mandatory social insurance contributions make up 67.2% of expenses. The second important expense item is utility payments and expenses for maintaining the material and technical base, which make up half of the total amount of goods and services. It should be noted that BIA owns private real estate (Riga, 4 Lomonosova Street; Riga, 1/4 Lomonosova Street; Daugavpils, Dzelzceļu 3; Liepaja, Liedaga 3), which are used for organising the learning process. In general, the expense structure of the Study Field "Management, Administration and Management of Real Property" corresponds to average indicators in Latvian higher education institutions. According to the statistical data of the Ministry of Education and Culture of the Republic of Latvia, a significant part of the expenses of higher education institutions is made up of wages, which, together with employer's mandatory social insurance contributions, make up 55% of the expenses.

In Appendix No. 2.3.1.5. you can see the expenses (EUR) per student for the Study Field

"Economics". Accounting data of the university were used in the cost calculation. The calculation was done by dividing expenses per student count. BSA does not use cost estimation in accordance with the Regulation of the MK No. 994 "Procedure in which universities and colleges are financed from the state budget funds" from December 12, 2006.

Even though the tuition fees differ for full-time and part-time students, the calculation of expenses is carried out in general for the study programs. The calculations of the accounting part show, that during the analysed period, the Study Field "Economics" managed to maintain a positive balance between incomes and expenses.

The expenses of the "European Economy and Business" study program per student (see Annex "2.3.1.6. Expenses (EUR) per student for the Study Field "Economics".pdf") is 1478 Euros per year. In the 2021/2022 study year, tuition fees in the bachelor's study program: full-time - 1700 Euros (3000 Euros from other countries) per year; part-time Riga - 1500 Euros per year. Considering the number of students in the study programme (as of 01.10.2022, 31 bachelor students), the financial support of the bachelor study programme "European Economy and Business" is sufficient.

The expenses of the "Finance" study program per student is 1 540 Euros per year. In the 2021/2022 study year, tuition fees in the bachelor's study program: full-time - 1700 Euros (3000 Euros from other countries) per year; part-time Riga - 1500 Euros per year. Considering the number of students in the study programme (as of 01.10.2022, 40 bachelor students), the financial support of the professional bachelor study programme "Finance" is sufficient.

The expenses of the "International finance and economics" study program per student is 1 612 Euros per year. In the 2021/2022 study year, tuition fees in the master's study program full-time - 1800 Euros (3000 Euros from other countries) per year. Considering the number of students in the study programme (as of 01.10.2022, 20 bachelor students), the financial support of the master study programme "International Finance and economics" is sufficient.

The expenses of the "Regional economics and economic policy" doctoral study program per student is 2023 Euros per year. In the 2021/2022 study year, tuition fees in the doctoral's study program full-time - 2500 Euros (3000 Euros from other countries) per year. Considering the number of students in the study programme (as of 01.10.2022, 17 doctoral students), the financial support of the doctoral study programme "Regional economics and economic policy" is sufficient.

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

Funding for science is developed mainly from own resources and from EU structural funds.

Table 2.3.1.8.

BIA expenses for carrying out scientific activities, thousand EUR

	2020	2021	2022
Incomes from the state budget and funding from EU structural funds	17,6	26,6	13,8

Self-financing	395,8	372,7	392.3
BIA Total	413,4	399,3	406.1

Expenses include wages for researchers, professors and associate professors. Expenses also include the organisation of annual conferences “International Research-to-Practice Conference “Society Transformations in Social and Human Sciences” and International Scientific Conference “Time of challenges and opportunities: challenges, solutions, perspectives”, the costs of business trips and participation fees for participation in international conferences, Baltic Journal of Legal and Social Sciences publishing expenses and editions of the editorial board.

During the analysed period, the acquisition and implementation of European grants and programmes continued, including the ERASMUS + capacity Building in Higher Education project: “Engaging Green economy in 3 countries of Asia”. Most of the own funding were invested in BIA's neurocognitive implied processes laboratory. Between 2020 and 2023, €11,274 was invested in the laboratory development, €9,527 for the purchase of the SPSS programme. Together with researchers from the psychology program, interdisciplinary research in cognitive psychology and behavioral finance is planned using a laboratory base. In the 2022/2023 academic year, grants were received and funding was allocated to Ukrainian scientists to conduct the study together with a BSA doctoral student in the field of education economics.

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

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

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

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

In September 2023, the total area of BIA premises was 7135 m².

Table 2.3.2.1.

Premises at the Baltic International Academy

Address	Grounds	Total area (m ²)
		Riga

Total area of study and scientific work premises		7135
Lomonosova iela 4, Riga	BIA property	3408
Lomonosova iela 1/4, Riga	BIA property	3727
Ares of student hotels	BIA property	70.4

In Riga there are enough rooms of different area both for carrying out the study process (auditoriums, computer classrooms, halls and cultural centres) and for ensuring the quality of the study process (libraries and reading rooms, lecturers' room and other administrative premises).

Information and Cultural Centers (ICC) are called upon to provide information support in such a multinational environment. Information centers were created for the purpose of information support not only for students, but also for the public: scientists, research institutions, lawyers, psychologists, culturologists. Various events are held in the centers.

Table 2.3.2.2.

Nr.	Title of the ICC	Short description of the ICC	Events
1.	Center for language and culture of German-speaking countries	The centers activities are aimed at popularizing the German language and culture. The Library of the Center consists of books on economics, law, politics, psychology, cultural studies in German.	The auditorium in which the ICC is located is used for the study of Germanic languages
2.	The Information Centre for Latvian Culture and the Latvian Language	The Centre is called upon to introduce the history, culture and art of Latvia. The collection of books on the history, culture, ethnography of Latvia.	
3.	The Information Centre of the European Union	Such Centers in EU countries serve as one of the tools by which the European Commission provides the public with information on current developments in the EU. The Centers are staffed with background material on law, economics, EU politics, history, European integration and international relations.	The Center hosts various events for the public: conferences, lectures, consultations, seminars, exhibitions and discussions on current topics.

4.	The Nordic (Scandinavian) Countries Information Center	The Center contains information on the geography, history, culture of Sweden, Norway, Denmark, Finland, Iceland. There is a collection of dictionaries, textbooks on the study of the languages of the Scandinavian countries.	
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Table 2.3.2.3.

Types of premises and number of places (workplaces) in Riga

Type of premises	Area of premises (sq.m.)			Number of places (workplaces)	Total
	Up to 30	From 30 till 60	Over 60		
<i>Rīga, Lomonosova Str. 4</i>					
Auditoriums	3	9	3	370	15
Computer classrooms		5		95	5
Halls (conference, discussion)	1		2	332	3
Laboratory, resource centre	1	1		20	2
Administrative premises	24	7		42	31
Total	29	22	5	859	56
<i>Rīga, Lomonosova Str. 1/4</i>					
Auditoriums	1	12	1		14
Computer classrooms		1		24	1
Halls (conference, discussion)			3	320	3
Cultural centres			7	190	7
Library and reading room, Ancient book depository, Book kiosk	1	1	1	42	3
Student Parliament, Hall	1		1		2
Administrative premises	6			8	6
Total	9	14	13	584	36

BIA auditoriums are equipped with visual display equipment. Auditoriums have microphones, video projectors installed, additional monitors installed for better visibility from the far rows. The realization of the study field takes place in almost all auditoriums, computer classrooms and, in some cases, cultural centres.

Table 2.3.2.4.

Description of BIA computer systems as of 01.10.2023 (fields "Economics")

Title	Total	Including:
		Rīga
Computers (total)	215	215
- students	160	160
- administration	55	55
Printers, copying machines, scanners	47	47
Multimedia projectors, TVs	39	39

This process is supported by 215 computers, of which 160 are available directly to students. Computers are based on Intel Core processors with MS Windows and MS Office software installed, or Apple MacOS X software. Computer hardware is regularly surveyed and gradually updated. All BIA computers are connected to a local university computer network and the Internet. A wireless Internet connection (WiFi) is provided in the premises of the institution of higher education.

The library has a copy centre available to staff and students for printing out materials, binding, etc. Most of the infrastructure, material and technical and digital provision of the higher education institution is used in the implementation of the field of management studies.

E-environment is available for the study process: BIA website, Moodle and BigBlueButton, Zoom, Nexus, "My BIA". Information on programmes of the field, up-to-date news, book catalogue, etc. is available on the website. "My BIA" system provides information about the study process, schedule, important announcements and financial data. Moodle is used as a website where study course materials, independent work, various information resources, etc. are available. The BigBlueButton is a video conferencing system used to provide videolectures of visiting lecturers to students. Nexus is a database of teaching staff that also provides information on the research work (publications) of teaching staff.

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

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

The BIA Scientific Library (hereinafter - BIA SL) cooperates with the library of the European Union Information Agency (ESIA - [ES Māja \(esmaja.lv\)](#)) by periodically updating information and making it freely available to all interested parties in the European Union service center.

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

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

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

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

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

In the library, it is possible to prepare literature according to the topic of the term paper, Bachelor's or Master's thesis upon request. The library staff works with EVERY student individually, helps to find the necessary source of information in the electronic catalogue, on the shelf, and in databases.

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

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

- German-Speaking Countries Language and Culture Centre
- Slavic Culture, Literature and Language Centre (Polish, Ukrainian, Russian)
- Latvian Culture and Latvian Language Information Centre
- European Union Information Centre
- Nordic Information Centre

Assessment of informational resources (library and available databases)

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

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

Members of the library staff regularly participate in professional development events both in Latvia (National Library of Latvia, LATABA) and abroad (Erasmus+, Poland).

The BIA always followed the rapid pace of information technology development by modernising computer classrooms (in Riga - 6, in branches - 8), libraries, auditoriums. The BIA was the first higher education institution to establish a TV bridge system between Riga and branches. TV bridge, even before the appearance of Zoom and Teams platforms, allowed students to "attend" lectures, participate in seminars and conferences remotely in real time using a local TV connection.

The years of the Covid-19 pandemic contributed to an even greater digitisation of the process and a rapid reorientation of work in higher education institutions as a whole, including libraries. The library provides the study and reference literature necessary for the study process, access to databases and press releases, provides services to the students and academic staff of the academy: computerised workplaces in the daily study process, copying, printing, and other services. The library offers students, lecturers and academy employees consultations on the use of e-services, training for improving information search skills, provides bibliographic references, compiles lists of theses and Master's theses and stores the best ones. At the beginning of the BIA study period, every new student has practical classes that introduce the library's collection, the possibilities of using electronic resources, the rules of library use. Since such an introductory course is compulsory for all admitted students, it is equated to the student's research activity (scientific internship). The library offers Interlibrary subscription services, which are actively used both within the BIA library system and between state libraries.

There were a total of 25,131 library visits in the **2022 academic year**. There were 12,747 users in Rīga, 3,828 in Daugavpils, 2,956 in Liepāja, 3,498 in Jelgava, 855 in Smiltene, 1,247 in Jēkabpils. In **2023**, there were 21,579 library visits. 9,427 users (in Riga), 2,499 (in Daugavpils), 3,345 (in Liepāja), 5,200 (in Jelgava), 623* (in Smiltene), 485* (in Jēkabpils) (* in the 1st half of the year).

The website of the BIA [Library](#) contains information about the library, a link to its electronic catalogue and terms of use, as well as information about library's new acquisitions.

Methodological and informative provision

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

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

The **replenishment** of the BIA library collection is carried out in close cooperation with study programme directors and lecturers, according to lecturers' compulsory literature lists and book supply and demand in the market. The number of books purchased is proportional to the number of students. Donations from other universities and donations from private individuals also become an

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

As of 2018, 1,808 books have been purchased (in Riga and branches) for a total amount of EUR 28,587.23, of which 802 books are in Latvian and 435 in English.

During the reporting period, a total of 1035 books were received as donations, of which 257 are in Latvian, 348 in English and 430 in other languages.

Table 2.3.3.1.

BIA library space capacity and fund assessment

Branch	Area	Number of workplaces	Computers	Number of employees
Rīga	Reading rooms - 5, 379 sq.m Cultural Centres - 6, 358,3 sq.m	For students - 82 For employees - 6 In Cultural Centres - 152	For students - 24 For employees - 6	6
Daugavpils	Reading rooms - 3, 136 sq.m	For students - 24 For employees - 3	For students - 14 For employees - 2	1
Liepāja	Reading rooms - 2, 64 sq.m	For students - 25 For employees - 1	For students - 4 For employees - 1	1
Total	Reading rooms - 10, 579 sq.m Cultural Centres - 6, 358,3 sq.m	141	51	8

Table 2.3.3.2.

Library collection dynamics, books by language in Riga + ISPs

	2020	2021	2022	1-st half of 2023
Latvian	31624	31698	31712	31816
English	4229	4609	4997	5077

Subscribed databases are available to students and academic staff for research and studies (see Annex *BIA electronic databases*). Database subscription takes place at the Culture Information Systems Centre and Business Information Office and is ensured by participation in EU Projects that offer subscription to SCOPUS and Science Direct databases. In turn, the databases and electronic platforms subscribed to by the National Library of Latvia (LNB) are available to all LATABA members for use at work and at home (It is necessary to fill in the questionnaire and receive an individual username and password for

LNB <https://www.lnb.lv/lv/tiessaistes-abonetas-datubazes/datubazu-izmantosana-arpus-lnb-telpam>.

BIA management follows the development of new information technologies, innovative processes in higher education, finances their implementation in the Academy as much as possible, continuing to purchase books in traditional paper format.

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

In the BIA study process, several platforms are used to ensure studies: Moodle, Nexus, Zoom and other programmes. Access to the Nexus system is available only to the BIA administrative staff (directors of study field, secretaries, operators of the study department and information centre specialist). The Nexus system contains a storage environment for students' personal information, which includes academic and financial history regarding the study process at the BIA from matriculation to the date of exmatriculation. Such information in the Nexus system is connected with the "My BIA" profile for students, which includes basic academic and financial information, a schedule of lectures and a schedule of consultations. The Nexus system, which is intended for the BIA administrative staff, also includes the schedule of lectures and classes, basic information about academic staff, as well as the possibility to create necessary documents that may be requested by students (e.g. academic transcript).

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

Using Moodle system allows to ensure: differentiated presentation of information and interactivity of learning; revision of learning material; independent learning and methodological support; learner's self-control; creation and implementation of individual learning plans; confidentiality of learning; a more successful learning process through objective feedback.

In the Moodle system, the following self-control functions (elements) of students are available: test (specially created forms of knowledge check within the course, which allow the lecturer to control and check the knowledge acquired by students within the course, as well as allow students to self-test their knowledge); assignment (folder for students, where students must upload assignments in "word" and "pdf" formats). Study confidentiality is implemented by assigning each student a personal username (e-mail address) and password, which are used in the Moodle system and "My BIA" personal cabinet for authorisation.

For each study course, the lecturer develops a course description, study course materials, which include theoretical material, student self-examination tasks, independent work tasks, criteria for assessing learning outcomes. The lecturer uploads the course materials to his Moodle classroom. Video recordings of lectures are available in basic study subjects, which the student can watch in case the teaching material is not clear and in the course of studies it is necessary to study

repeatedly specific materials. Student can watch recordings of lectures and seminars of the course without limits; use the materials in the course room (presentations, books, etc. files), view the test results.

In case the students have additional questions or the existing materials are not clear, the student can use the chat option in the system by writing to specific teaching staff in order to receive explanations.

Moodle system provides for the use of a wide range of methods in the study process: presentations, demonstration of video and audio files, performance of practical work in small groups (breakout rooms), role management of participants during the session, loading of various forms of control (tests with open and closed questions - the lecturer enters the evaluation conditions, correct answers and the system independently checks the tests). Moodle is suitable for use both in groups and in individual lessons and has positively shown itself and justified its meaningful use not only in practical lessons and seminars, but also in project activities, which are relevant in the current stage of digitalization of education. Systematic use of Moodle and adherence to the sequence of modules and activities in conducting the course contribute to the discovery of the pedagogical potential of teaching by maintaining feedback. Moodle allows the lecturer to interact more effectively with the students. However, the successful use of Moodle requires further training of lecturers, good collaboration opportunities and access to this educational technology, technical and administrative support, as Moodle develops new tools that can be used to improve the study process. Communication between students and teaching staff is organised in the element "Forum" in the Moodle system, as well as in the chat room "Notifications" in the Moodle system. Other means of communication may be used if the lecturer has indicated other communication addresses in his profile.

During the COVID-19 pandemic, Moodle and integrated BigBlue Button was the primary platform on which learning for full-time and part-time programme students took place. The Big Blue Button platform offers the function of dividing students into groups. Recordings of video lectures are made in the Big Blue Button programme, they are available to both full-time and part-time face-to-face mode students. Recordings of video lectures are uploaded and saved on the Moodle platform in study courses. Zoom can be used to conduct conferences.

In March 2020, along with the restrictions of COVID-19, BIA realized the study process for all study groups in remote mode. Remote training in using Moodle was organized for BIA students, teaching staff and administration staff. From April 1 to 7, 2020, BIA students and teaching staff were offered to participate in a survey on the quality of online studies at BIA, its shortcomings and necessary improvements. 94 students of the field of study participated in the survey. 72 students had marked Moodle as the best platform for the realization of remote studies in their opinion, noting its advantages - ease of use, variety of options, communication possibilities, etc. Considering that the 1st wave of Covid-19 was followed by the second wave, the Moodle system was modernized.

During the pandemic, teaching staff could also choose alternative options, e.g. ZOOM platform, but only a few lecturers used it. BIA uses the Moodle e-learning platform in the study process, thus providing:

- diverse presentation of information,
- Interactivity
- Availability of the study material
- Student self-control
- Study confidentiality
- Feedback

The IT Service Centre ensures constant monitoring of the information and communication technology infrastructure and timely resolution of user support issues.

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

The mission of BIA is ensured by the highest qualified academic staff, which consists of professors and associate professors, as well as other qualified teaching staff and scientists (doctors, lecturers). Administrative staff, as well as technical and service personnel, serve to achieve academic objectives.

The aim of the BIA staff policy is to provide qualified, professional and motivated employees to achieve high operational efficiency of the Academy. The BIA uses the elected academic staff in the implementation of the study field, as well as attracts teaching staff - foreign lecturers, as well as practitioners who are specialists in the field.

BIA promotes a flexible and attractive recruitment policy. The work of experienced practitioners not having a scientific degree is also used. In order to improve and diversify the study process, first of all for the teaching of applied knowledge, the use of teaching staff and guest lecturers on short-term contracts is supported. BIA uses opportunities to attract foreign specialists.

Uniform, special approach criteria for academic staff elections are reflected in the "[Regulations on the Academic Positions of the BIA](#)". The selection of academic positions is based on an open competition taking into account the requirements of the person's academic qualifications and professional competence. In the election of the academic staff, uniform criteria are set, the most important of which are the achievements of the scientific and pedagogical activity, as well as the coherence of the respective field with the mission of the BIA. The Senate of the BIA shall announce an open competition for professors and associate professors for the vacant academic positions of the BSA at least one month before the elections, by publishing an advertisement in the official publisher of the Republic of Latvia "Latvijas vēstnesis" and the BIA home page. With the elected person, the BIA rector concludes an employment contract with a salary corresponding to the person's academic position. Vacancies are advertised in an open competition by following regulatory enactments.

In the case that the BIA requires a lecturer trainee, the BIA may refer the matter to the partners working in the field concerned to recommend the specialist concerned. Both elected and invited personnel are required to comply with the conditions of study programme implementation and the requirements of laws and regulations, including qualifications, higher education, language skills, pedagogical and practical work experience.

Table 2.3.5.1.

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

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

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

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

The qualification of BIA academic staff has the most direct impact on the quality of study and research work and covers all activities of the Academy: provision of necessary infrastructure, development of international cooperation, education field and study programmes, a vision of development of the scientific activity, etc. Improvement of the academic staff's qualification is both a means to improve the quality of study and research activities and a process that includes both the identification of the necessary competencies of the academic staff and the organization of the qualification improvement, the motivation of the academic staff and performance evaluation.

The BIA academic staff policy includes events of improvement of professional skills, that is:

- participation in scientific conferences, scientific research, methodical seminars, development

of methodical materials, experience exchange events in Latvia and abroad;

- The qualification of the BIA academic staff is monitored based on the academic staff policy developed by the Academy. On the homepage, in the "Quality management" section there is a subsection "[Personnel policy](#)";
- It provides for careful selection of personnel, regular training and professional development.

The BIA has developed and implemented the following policy for the composition of academic staff:

- to ensure that all study courses are delivered by qualified, scientifically and methodologically trained lecturers with well-developed pedagogical and organisational skills, who use modern teaching methods in their work;
- the academic staff consists of highly qualified scientific and professional staff, most of them have a doctoral degree (BIA strategic goal is to reach 65%);
- to attract foreign specialists and lecturers from other higher education institutions for teaching according to the specifics of the programme/field;
- to attract representatives of the sector, expert specialists for teaching according to the specifics of the programmes/fields;
- teaching staff can work in an international environment by communicating and delivering lectures in different languages;
- the teaching staff are experts in the field in Latvia and in international environment;
- The Academy has a favourable and creative atmosphere for the professional development of the teaching staff.

As part of its academic staff policy, BIA encourages teaching staff to deepen their knowledge in various training or to improve their qualifications through doctoral studies. The Academy provides financial support to doctoral students by covering the costs of participation in scientific conferences and by supporting the inclusion of scientific papers in internationally recognised and cited publications.

To promote the improvement of the qualification of the teaching staff, the BIA also holds elections of academic positions of the teaching staff, evaluating the results of scientific research work, pedagogical and organizational achievements of the teaching staff by following the requirements of regulatory enactments. The academic staff is elected for a term of six years. Elections provide a strong incentive for academic staff to maintain high performance. In its turn, the management of the higher education institution has an opportunity to evaluate, improve and renew the quality of the academic staff, opening new perspectives for development.

Lecturers' work is evaluated according to the level of knowledge and skills acquired by students. Student surveys are used to find out students' opinion on the work of the lecturer, the content and implementation of the study course.

BIA promotes the professional development of its teaching staff in several ways:

1. by participating in the inter-university methodological seminars, which are led by both Latvian and foreign experts;
2. by participating in the guest lectures of foreign lecturers organized by the BIA (information is regularly published on the BIA website);
3. by participating in the scientific and business conferences organized by the BIA (BIA conference plan is posted on the BIA website <https://bsa.edu.lv/index.php/en/conferences/plan-of-conferences.html>);
4. by raising the level of knowledge of foreign languages by attending the English language courses organized at the BIA;
5. by raising the digital skills by attending the training courses organized by the BIA for work in

the BIA MOODLE system;

6. by participating in the development and implementation of research projects;
7. by participating in exchange activities, including in the framework of the Erasmus mobility programme.

The content of all study courses is checked and approved at the Council meeting of the study area before being placed on the Moodle platform. The responsible head of the study direction and study program directors. At the same time, control takes place with the technical capabilities of the Moodle platform.

In order to promote the professional development of the teaching staff, they are provided with the following support:

- free attending of the inter-university methodological seminars and training courses for work in the BIA MOODLE system;
- co-financing of the English language courses;
- co-financing of participation in the scientific and business conferences organized by the BIA and the conferences organized by the other universities;
- co-financing of publication of scientific articles in the internationally recognized databases and scientific journals;
- attracting financial resources for the mobility of teaching staff and their participation in the international visits, involving the financial opportunities which were insufficiently used before or not used at all.

These opportunities have already added value to the implementation of the study process and the quality of studies: the number of internationally recognized publications, including WOS and Skopus databases, practically all lecturers are able to work remotely using e-environment (BIA MOODLE system and BigBlueButton system).

After the sample presentation in March 2024, 6 lecturers of the direction choose to participate in the training courses "Innovations in modern andragogy", in two years of study 11 lecturers choose to take part in scientific conferences and 10 lecturers who decide to teach in the field 2022/2023. and 2023/2024 st. chooses to raise the qualification Moodle training.

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

43 Latvian lecturers and 11 foreign visiting lecturers from Luxembourg, Bulgaria, Estonia, Germany, India, Turkey and Ukraine provide studies in the field of study "Economics". Of Latvian lecturers, 22 (51%) have been elected to the BIA and 25 lecturers (58%) have a doctorate degree. Out of 11 foreign lecturers, 10 have doctorate degrees and 3 are associate visiting professors. The academic staff has academic degrees and positions that correspond to the realization of the goals and tasks of the study programs of the field. Taking into account the percentage distribution of the teaching staff, it is concluded that the qualifications of the teaching staff are in accordance with the [Law on Higher Education institutions](#), which states that "in academies, at least 50 percent of the persons elected to academic positions must have a doctoral degree".

The academic staff involved in the course of study is highly qualified and competent and ensures

that students acquire the necessary research skills, theoretical knowledge, skills and competencies.

The analysis of the academic and research workload of BIA teaching staff takes place both in the planning of the study process, in the development of self-assessments of study field and study programs, and in the evaluation of the self-assessment questionnaire of teaching staff before being elected to an academic position. The procedure for determining the salary of BIA teaching staff, the amount of salary and the size of the workload is determined on 08.01.2021. The Senate of BIA approved the "Regulations on the Organization of Labor Payment and Types of Teaching Workload in BIA" (see Annex "Pedagogu darba samaksa 11012024.pdf" LV-only). Teaching staff are paid with a salary of €/month or an hourly tariff rate of €/academic hour.

The remuneration of BIA teaching staff depends on the types of pedagogical workload: classroom workload (lectures, seminars, consultations, semester and final exams) and non-auditory workload (participation in various events, organization and management of conferences; publications; writing of scientific, educational and methodological materials, editing and reviewing). Load size - 1000 ac. hours per year. If the academic staff is involved in administrative work at the same time (rector, vice-rectors), their workload is limited to 50% or 70% (heads of study fields and study programs, branch directors and other administrative personnel). It is the responsibility of the Study Department and the Vice-Rector of Studies to monitor and control that the teaching load is reasonable and to provide timely information to the Rector and the BIA Board for decision-making and reallocation of the teaching load, as a disproportionate teaching load may affect the quality of teaching of the course. In accordance with BIA's internal normative documents, the workload of lecturers for the study year is planned by the program directors, according to the annual study plans. As a result, the load cannot be either proportionate or disproportionate. And the payment of the teaching load for both academic staff and invited lecturers takes place according to the actual working hours of study per month.

The study programs of the "Economics" field are implemented in Latvian and English languages. The foreign language knowledge of the lecturers involved in the program is confirmed by the higher education document with the acquired specialty and the awarded qualification, as well as the lecturers' self-assessment in the European-level document EUROPASS, regardless of whether the language was learned in formal education or outside it, determining the level of proficiency in accordance with the common European guidelines for language learning.

The certification of foreign language knowledge is carried out by the BIA Foreign Language Learning and [ECL \(European Consortium for the Certificate of Attainment in Modern Languages\)](#) Certification Center, which is part of the European Modern Language Proficiency Level Certification Consortium. The center implements English, German and Spanish language certification. MK 20.12.2022. [Regulations No. 795 Rules on replacing the centralized foreign language exam in the general secondary education program with a test in a foreign language](#) (LV-only) by an international testing institution Established international foreign language testing institutions, among them ECL (English, German and Spanish).

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

The support system available to students at the BIA is being developed in several fields.

BIA starts working with applicants before choosing a programme to start their studies, organising open days at the Academy or providing various types of individual consultations to applicants.

For first-year students in September, familiarisation with the study process at BIA begins during the freshman's week, where meetings with the BIA and study programme administration, testing in Latvian, foreign languages and informatics are planned in order to find out the level of knowledge of students, acquaintance with the resources of the BIA Library and culture centres is organised, etc. One of the most important tasks for the heads of study fields and programmes is the formation of a common understanding of students about career development issues, therefore, during the freshman's week, new students are introduced to the opportunities and topicalities of their career growth. First-year students are expected to communicate with the staff of the BIA Admission Committee on all issues related to the commencement of the study process at the Academy. In this case, the staff of the BIA Admissions Committee perform functions of curators of first-year students. Freshmen are assisted by the student council, which includes senior students. During the familiarization week (for Latvian stream students) and Orientation week (for English stream students) they meet with students, during the tour they introduce the academy buildings, the Information Center, the Study Section and Accounting, they help to get the necessary information about the life of the university, and together with the program directors they answer to questions about the study process and other important issues. In the first year of study, the self-government of students provides informational support when students can receive answers to questions and help regarding the study process and other practical issues.

Lecturers work individually with the students and, to the extent possible, provide advice to help them in the learning process. Lecturers, if necessary, offer individual consultations, tasks for completion at home, the use of additional literature and study materials. The BIA has developed a set of measures that includes a student-centred individual approach, finding out the knowledge deficits of a particular student and providing individual support to reduce these deficits. Every BIA student is a personality whose development and growth is taken care of by all academy staff, incl. teaching staff, technical staff and administration. Employees of the Academy take into account the individual features, characteristics, skills and abilities of students in their daily work, as well as take care of the diverse development of students, contribute to the formation of personal growth and tolerance. Great attention by the BIA administration and lecturers is given to students with various problems in both studies and communication. Students who enrol and study in the BIA have different levels of knowledge from different regions of Latvia, as well as from abroad, of different nationalities and with different levels of knowledge of Latvian. There are also students who have different health, social and material problems.

Foreign students have access to all opportunities to study in English in a full spectrum using the MOODLE platform and the video conference system Big Blue Button. All of the above support is available to international students. For 6 years, the Academy, together with partners and representatives of the Student Parliament, has been organizing the International Festival of Friendship of Peoples, where students have the opportunity to get acquainted with the cultural values of different nations - songs, dances and entertainment, as well as to delve into the culture and traditions of each nation. Additional excursions around Latvia are also organized for foreign students, allowing them to be introduced to the beauty of our country. Last year, such an excursion was organized to Ventspils with a visit to Ventspils Science Center VIZIUM. All events for international students are in English.

There is a study information centre (SIC) in the BIA aimed at providing students with advisory assistance on all matters related to the organisation of the study process, as well as the formation

of communication with the administration and lecturers.

The BIA always strives for taking care not only of students' good educational opportunities but also their social needs and psychological support, to the extent possible it supports students in different life situations, particularly in problem situations. The primary support for students is programme directors who can be addressed in any life situation for tackling current matters. When the reconstruction of the BIA's old buildings and the construction of the new buildings were carried out, technical solutions were already planned in the construction projects to ensure students with mobility impairments the opportunity to study at the academy

Each study group has a group elder, who is nominated by the students, who ensures communication with the teaching staff, the director of studies and the BIA administration, creating a continuous study process.

BIA does not have a separate educational programme available to learners with special needs. All enrolled learners are integrated into higher professional education programmes. The Academy is accordingly equipped and suitable for the admission of such students. When the reconstruction of the BIA's old buildings and the construction of the new buildings were carried out, technical solutions were already planned in the construction projects to ensure students with mobility impairments the opportunity to study at the academy. In order for students with reduced mobility to move around the premises of the Academy, elevators are available and easy to use. The premises are all suitable and conveniently accessible to people with special needs. BIA has the necessary facilities for the qualitative provision for special needs of students.

2.4. Scientific Research and Artistic Creation

2.4.1. Description and assessment of the fields of scientific research and/or artistic creation in the study field, their compliance with the aims of the higher education institution/ college and the study field, and the development level of scientific research and artistic creation (provide a separate description of the role of the doctoral study programmes, if applicable).

Scientific activity is an integral part of BIA activity, academic staff and students participate in it. The research activity of the academic staff is one of the basic fields of BIA activity. To ensure a successful research process, BIA has a Scientific Methodological Council, a Scientific Research Institute of Social and Humanitarian Problems. The research process of the BIA is coordinated by the vice-rector of Science, who heads the Scientific Council of the BIA and is responsible for the strategy of the Academy's scientific research work, the implementation of the set goals and the quality of the results achieved. The academic staff of the field of study "Economics" has the opportunity to conduct research at the Scientific Research Institute of Social and Humanitarian Problems of BIA, where such branches of OECD sciences as Social Sciences and Humanities are represented. The tasks of the scientific activity of the BSA are:

- to provide science, research and innovation in line with the research fields defined in the BIA's operational and development strategy;
- develop scientific research capacity;
- increase the number of people employed in science by renewing and developing human resources for science, technology and innovation, promoting international excellence and

quality;

- maintain and improve the scientific infrastructure. Research ethics is defined as the guiding principle of the BIA;
- the indivisibility of teaching and research work;
- knowledge transfer;
- collaboration, interdisciplinarity, integrity.

Scientific activity at the Baltic International Academy

The scientific field	Partner organizations	Heads of fields from BIA
Direction-Economy and finance		
Transformation of the economic policy of the Baltic Sea countries	BIA, Sedlce University of Natural Sciences and Humanities	As. prof. S.Buka,
Economics, Finance, Accounting and Management: An Analysis of Contemporary Development Trends and Prospects	BIA, Kharkiv Institute of Banking Affairs (Ukraine)	Prof. Ž.Caurkubule

A total of 43 teaching staff from Latvia are involved in the implementation of the study course, of which 22 have been elected to an academic position at BIA, including there are 4 professors, 6 associate professors, 2 leading researchers, 9 docent (assistant professors), which testifies to the high academic capacity of the lecturers. It should also be noted that foreign guest lecturers from Luxembourg, Estonia, Germany, India, Ukraine, Bulgaria and Turkey were engaged in the study programs of the field during the reporting period.

List of professors and associate professors of the field of study "Economics" (as of 01.09.2023)

No.	Name and surname	Position	Scientific degree
1	Žanna Caurkubule	Professor	Dr.sc.ing.
2	Aleksandrs Mašarskis	Professor	Dr.oec.
3	Irina Plotka	Professor	Dr.psych.
4	Gaļina Rešina	Professor	Dr.oec
5	Tatjana Jurkeviča	associate professor	Dr.iur.
6	Viktors Morohins	associate professor	Dr.oec.
7	Andrejs Surmačš	associate professor	Dr.oec.
8	Vladislavs Volkovs	associate professor	Dr.sc.soc.
9	Jurijs Baltgailis	associate professor	Dr.oec
10	Ņina Blūmenaua	associate professor	Dr.sc.ing.

List of LZP experts for the field of study "Economics" (as of 01.03.2024)

No.	Name and surname	Branch of Science	A subfield of science	The date
1	Žanna Caurkubule	Social Sciences	Economics and business	06.07.2025
2	Vladimirs Meņšikovs	Social Sciences	Sociology	02.06.2024
3	Tatjana Jurkeviča	Social Sciences	Law sciences	06.09.2026
4	Aleksandrs Mašarskis	Social Sciences	Economics and business	07.09.2025
5	Inese Mavļutova	Social Sciences	Economics and business	02.11.2025
6	Irina Plotka	Social Sciences	Psychology	02.11.2025
7	Gaļina Rešina	Social Sciences	Economics and business	03.11.2024
8	Vladislavs Volkovs	Social Sciences	Sociology and social work	02.02.2025
9	Jurijs Baltgailis	Social Sciences	Economics and business	02.06.2024
10	Boriss Heimanis	Social Sciences	Economics and business	07.02.2027

According to the long-term strategy of the operation and development of the Baltic International Academy for 2022 - 2025, the main fields of BIA's scientific research activities are as follows:

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

The staff of the field of study "Economics" has also actively participated in several international cooperation projects. For example, Associate professor Vladislavs Volkovs participated in the national research project (2018 - 2021) "Interaction of the Individual, Society and State in the Common Historical Process of Latvia: Value Conflicts and the Formation of Shared Values at Historical Turning Points" and led the working group "The Role, Place and Self-Cognition of Ethnic Groups in Latvia: 20th Century Discourse".

During the reporting period, the participation of academic staff in research projects in collaboration with representatives of other disciplines and the public sector has played a major role. For example, Ksenia Doronina and Inese Ratanova participated in the project "Enhancing Green Economy in 3 countries of Asia (EGEA)" (2020-2022).

According to its priority research fields and commercialisation opportunities, the BIA:

- promotes the development of Master studies in the corresponding field of science;
- forms an efficient system for the usage of infrastructure resources and intellectual property;
- ensures the development of new researches formed by its own staff or with its participation;
- promotes the practical usage of their activities and science achievements;
- prepares the publishing of internationally recognised collection of scientific works and journals.

Scientific topics are concerned with regional development, economic and financial field researches and correspond with the objectives of the academy and study field. The basis of the research is primarily related to Latvia's economic development. For the staff representing a different field of study and conducting study courses of the corresponding science field, the topics correspond with the activity objectives and tasks of the respective field. The research activities carried out by the teaching staff in the framework of the studies correspond with the objectives of the study field. Taking into account the specific features of the economic field, the involvement of academic staff occurs mostly in projects related to economics, finances and business activities, in the implementation of which students are also involved.

The dissertations of the doctoral study program "Regional economy and economic policy" correspond to today's economic and political challenges related to changes in both European and world markets, respond to often non-standard management decisions in the national economy. This gives an opportunity to improve the scientific potential of lecturers by working in bachelor's and master's study programs after graduating from the doctorate and defending the doctoral thesis.

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

During the reporting period, the following general objectives and detailed objectives were set for linking scientific research with the study process to the BIA Scientific Council:

General objectives:

- To coordinate scientific research work at BIA and its integration into the study process and programme acquisition (respons. Vice-Rector for Scientific Work of the BIA, heads of study fields and study programmes);
- To develop and coordinate the research activities of the BIA students (resp. heads of study fields and study programmes).

Detailed objectives:

- to participate regularly in the approval of the topics and supervisors of the Master and Bachelor theses of the Master and Bachelor study programmes.
- to participate in the evaluation of the development process of the final theses, in the pre-defence of the Bachelor and Master theses, in the recommendation of the final theses for defence and their reviewing (study programme directors, teaching staff).
- to participate in the development of the BIA's research directions and academy's progress strategy (management of the study field).
- to participate in the organisation and provision of the process of the BIA student scientific conference, to participate as experts in the conference (study programme directors, teaching staff).
- to clarify the standpoints of both internal and external stakeholders on the operations of the BIA SC by carrying out surveys (oral or written) (analytical department of the BIA).

Scientific research activity is an integral part of the study process. Research work carried out by academic staff is used in the preparation of study course programmes and in the training of students, and it has a direct impact on the study work. For example, associate professor Vladislav Volkov participated in the implementation of the State research project "Interaction of individual,

society and state in the overall process of Latvian history: conflicts of values and formation of common values in historical fracture points" (2018 - 2021) that the working group "The role, place and self-understanding of ethnic groups in Latvia: discourse of XX century" leader and organizer of the sociological research (N=1000 respondents). In the study courses Theory and methodology of scientific work, Master's thesis methodology and practical research, Economic research methodology, Scientific knowledge methodology and philosophy, Qualitative and quantitative research methods in regional economy and business, he explains to students the peculiarities of organizing applied sociological research in the field of economics and business, the creation of a sociological research program, the peculiarities of questionnaires, the specifics of analyzing the obtained sociological data, the preparation of a scientific report on publication of sociological research and obtained data in scientific publications.

The research activities of the academic staff have a direct and positive effect on the study work. Participation in conferences and project development offers an opportunity to provide an insight into the latest research directions, current problems of scientific and practical work and their solution. All leading lecturers of the programmes, who actively participate in scientific research, widely apply the obtained scientific results in the study process: preparing for classes, developing a practical example teaching methodology, seminar classes, project works, and topics of final theses. The improvement of the content of study courses is also directly related to the research work and scientific activities of the lecturer. Students are actively involved in various research activities, acquiring the skills, abilities and competences necessary for carrying out research work. Students of all levels participate in both Latvian and international conferences with reports. For master's students, participation in conferences is a mandatory condition.

The linkage of scientific research with the study process is realised in several ways:

- Students are involved in research work during the development of term papers, bachelor's theses, master's theses, as well as by providing an opportunity to work in research projects in case of availability of appropriate funding. In cooperation with employers, students have the opportunity to study and develop research that is important and useful for the industry. The model topics of the final papers are developed by the lecturers of the relevant study programme, and by 1 December they are approved by the Direction Council. The directors of study programmes review and approve or ask for clarification of each application for the topics of the final thesis.
- In cooperation with the supervisor, students acquire the skills to plan and conduct research; to learn or develop research methodologies for the appropriate topic of paper. Also, in cooperation with the supervisor, students are attracted to the process of developing a scientific article, as a result of which students develop a culture of scientific research work. Students participate in scientific conferences where they present their research.
- Students (especially students of the master's study programme "International Finance and Economics") have the opportunity to participate in the research conducted by the academic staff of the field both as research participants and voluntarily, thus getting to know the research process better. Master's students are involved in the research work throughout the studies except for the preparatory semester, the following measures are implemented: conversations and consultations with students on the choice of the topic of the master's thesis are started already from the introductory week.
- Lecturers of the study field "Economics" use the results of both their own and colleagues' research and insights in teaching courses, referring to them in parallel and in addition to the description of research and insights carried out elsewhere in the world.

Articles by teaching staff are actively published in scientific publications within the framework of two research areas approved by the Senate of the Baltic International Academy (Economics,

finance, accounting and management: analysis of modern development trends and perspectives and Studies on the implementation problem of information business technologies in small and medium-sized enterprises). Their scientific publications contribute to the improvement of the content of the study courses

2.4.3. Description and assessment of the international cooperation in the field of scientific research and/or artistic creation by specifying any joint projects, researches, etc. Specify those study programmes, which benefit from this cooperation. Specify the future plans for the development of international cooperation in the field of scientific research and/or artistic creation.

BIA has a wide-ranging international cooperation that has developed at several levels, which is based on the participation of both study fields and study programmes in internationally funded educational or scientific projects, including student exchange projects, as well as on the personal scientific contacts of lecturers involved in study programmes and scientific cooperation, in which students are also successfully involved.

Lecturers of the field regularly participate in various projects of international scale. Being aware of the importance of the internship gained in the course of such projects, the lecturers involve academy students from different programmes in the implementation of projects. BIA has successfully implemented EU fund projects, which has developed experience in the implementation of funds, as well as skills to advise learners and provide information to the general public (see Annex [2.4.3. Projects.xlsx](#)).

For instance, Vladislav Volkov (2018-2022) – State research project "Interaction of individual, society and state in the overall process of Latvian history: conflicts of values and formation of common values in historical fracture points". Working group "The role, place and self-understanding of ethnic groups in Latvia: discourse of XX century" leader. Sources of funding - State research project of Latvia. Amount of funding – 24 000 eur.

During the accredited period, the lecturers of the course participated in the implementation of the following international projects, according to the topic of the study course:

- "Enhancing Green Economy in 3 countries of Asia" (project no. 598470-EPP-1-2018-1-DE-EPPKA2-CBHE-JP).
- Development of the study course "Utility management" for students of the master's program of universities of 3 countries.
- "Promotion of international competitiveness" (project no. 3.2.1.2./16/I/001).
- "Integrations ABC-4" (project no. PMIF/8/2020/4/04. Erasmus+ program, Student and staff mobility between programs and partner countries (program no. 2020-1-LV01-KA107-077347 and 2020-1-LV01 -KA107-077347-LV).

The main problem in the implementation of international projects is related to the fact that LZP rejects applications for research projects of private universities, because private universities do not meet the definition of a research and knowledge dissemination organization. But the implementation of the above-mentioned projects helped to increase the number of enrolled students and for lecturers to improve the content of study courses with novelties in their thematic field.

A number of lecturers are involved in projects related to their field of scientific interest. Detailed

information about scientific work of lecturers in research projects can be found in lecturers' CVs.

Already for 12 years, the Academy has been organising the annual international scientific-practical conference of young researchers "Time of Challenges and Opportunities: Challenges, Solutions, Prospects", one of the tasks of which is to draw students to scientific activities. The co-organisers of the conference in 2023 are V.N. Karazin Kharkiv National University (Ukraine), Uniwersytet Przyrodniczo-Humanistyczny w Siedlcach (Poland), Šiauliai State College (Lithuania), College of Accounting and Finance (Latvia). The conference is also attended by participants from other higher education institutions of Latvia and other countries. Conferences are usually organised in May, i.e. at the end of the study year, so they have the opportunity to present research that has been created during the entire study year.

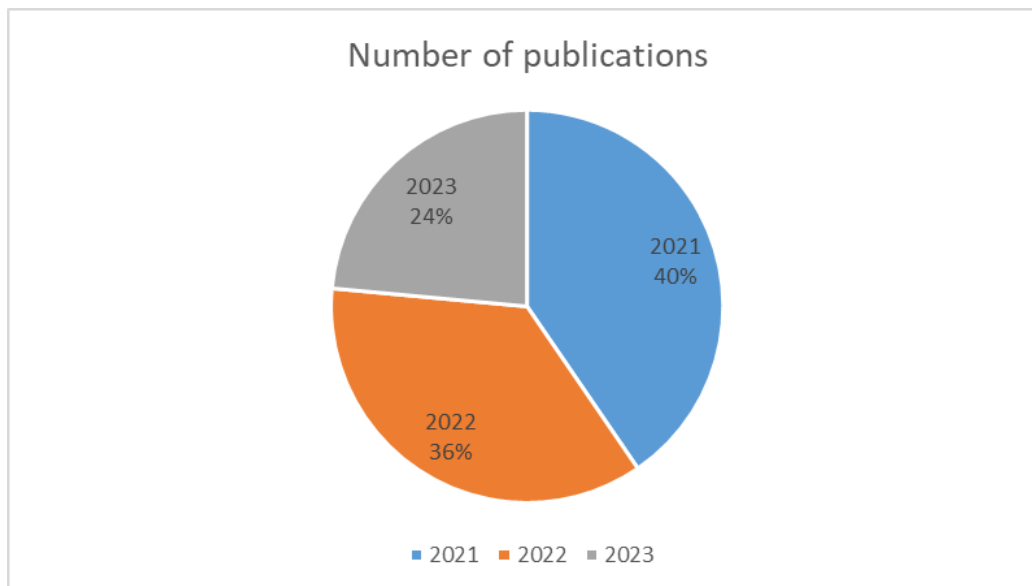
For the twelfth year, the annual international scientific-practical conference "Society Transformations in Social and Human Sciences" is organised (until 2019 the name of the conference was "The Process of Transformation in Law, Regional Economy and Economic Policy: Current Problems of Economically Political and Legal Relations". The co-organisers of the conference are Daugavpils University (Latvia), College of Accounting and Finance (Latvia), V.N. Karazin Kharkiv National University (Ukraine), Kyiv National University of Technologies and Design (Ukraine), Research Centre of Industrial Problems of Development of NAS of Ukraine, Simon Kuznets Kharkiv National University of Economics (Ukraine), Panevezys University of Applied Sciences (Lithuania), Lithuanian Sports University, University of Oradea (Romania) and Uniwersytet Przyrodniczo-Humanistyczny w Siedlcach (Poland).

The work of these conferences results in the publication on the [Academy's website](#). BIA prepares and publishes the scientific journal "[Baltic Journal of Legal and Social Sciences](#)", which publishes [scientific and analytical articles](#) on current issues of social science and practice both in the Baltic region and beyond.

Cooperation within the framework of the ERASMUS+ programme: academic staff of the study field undergo internships in foreign universities and other institutions in order to objectively understand student exchange trips and study opportunities, opportunities for exchange of lecturers and a new form of cooperation, as well as signing new cooperation agreements.

2.4.4. Specify the way how the higher education institution/ college promotes the involvement of the teaching staff in scientific research and/or artistic creation. Provide the description and assessment of the activities carried out by the academic staff in the field of scientific research and/or artistic creation relevant to the study field by providing examples.

The Program employs 54 lecturers. Most of them are actively engaged in scientific work, as evidenced by their fairly high activity in scientific publications. As can be seen from the Table (see Annex [Kvantitatīvo datu apkopojums Ekonomika.xlsx](#)),



in 2021, lecturers published 55 articles, in 2022 - 49, and in 2023 - 32 articles. However, it cannot be said that the scientific activity of lecturers has decreased in 2023 compared to previous years. Many articles accepted for publication in scientific journals will appear in 2024. At the same time, it should be noted that some lecturers over the last three years either published few articles or did not publish any articles at all. The overwhelming majority are visiting lecturers who teach mainly practical courses. Despite this, the Program management encourages these lecturers to be scientifically active and is busy searching for and attracting scientific forces from other higher education institutions in Latvia and foreign specialists who have a high rating of scientific activity. The Academy has developed a System [for stimulating scientific activity](#), information about which is posted on the Academy's Home page.

The staff involved in the implementation of the BIA study field „Management, Administration and Management of Real Property” ensures sufficient scientific capacity for the performance of the scientific activities in the economic science, the assistant professors involved in the field have published the results of the researches in a variety of journals and scientific publications. Each year, the academy organises international scientific research conferences, in which the academic staff is actively participating.

The full list of the BIA conferences planned can be viewed on the BIA website in the section [“Conferences”](#).

The academic staff of the BIA publishes the research results in the scientific publications and journals of Latvian and foreign universities, which are included in WEB OF SCIENCE, SCOPUS, EBSCO and other databases.

The main scientific publications of the academic staff involved in the implementation of the study field and a list of the study literature prepared during the reference period is shown in the [Annex Economics List of scientific publications for 21-23.docx](#).

The academic staff involved in the study field regularly presents the results of their research to the scientific community by participating in scientific conferences, in projects, congresses in Latvia and abroad, as well as by publishing their research and monographs. Lecturers of the field publish articles and participate in the organisation of the international scientific-practical conference "Society Transformations in Social and Human Sciences".

The Baltic International Academy has developed a [system for stimulating and supporting the scientific activities](#) of academic staff, doctoral students and other students. This system

corresponds to the main objectives of scientific activity, which are reflected in the Law on Scientific Activity: «to strengthen ... taking care of science as a particularly important factor in the development of society» (Article 2 of the [Law on Scientific Activity](#)), promotes the motivation of teaching staff to write publications and raises their level of qualification, also increasing the quality and academic depth of the content of classes.

In accordance with the extract from "Regulations on the Organisation of Work Remuneration and Types of Pedagogical Workload for Academic Staff and Visiting Lecturers at the Baltic International Academy", available on the website, stimulation of scientific activity includes:

- Organisation and management of international conferences
- Publication of scientific papers in Web of Science, SCOPUS and ERIH+ databases.
- Writing, editing and reviewing scientific, teaching and methodological materials from 2 to 5 academic hours (taken into account when determining the load of teaching carried out).

Stimulation of scientific activity of BIA's academic staff also includes:

- the opportunity to use the Erasmus Programme resource to deliver lectures in European countries at universities;
- to handle the costs of participation in international scientific conferences.

The system of stimulation and support of scientific activity is open to suggestions for improvement for academic staff, doctoral students and other students of the Baltic International Academy.

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

The study research work is being planned in terms of content and organisationally in accordance with the requirements of the study programme and targeted in a way that future professionals would gradually acquire the necessary knowledge and abilities. The development and defence of 3 term papers and diploma thesis is foreseen in Bachelor study programmes, for Master students – mandatory participation in the conference and preparation of a scientific article, Master thesis development and defence.

Within the framework of the programme, special attention is paid to the conduction of research work. The research activity of students is related to the implementation of various projects both within the framework of BIA activities and outside it. In the course of various study courses, research or creative projects are implemented that contribute to strengthening the competitiveness of students. Students must independently conduct micro-studies in relation to the problems to be studied in the course, developing skills of both empirical and theoretical work. By collecting, compiling and analysing all the information to be learned on a particular issue, students form an experience of empirical work, while interpreting the material in accordance with the theoretical knowledge of specialists in the field and presenting their conclusions in a paper, report, article, they develop the skills of scientific work.

The research work of students carried out within the framework of studies corresponds to the objectives of the study direction. The final (bachelor's, master's) thesis in the study programmes of

the field "Economics" is a project independently developed and implemented by the student with a practical implementation part in the problem chosen by the student. The project is independently developed, implemented and presented. In order to successfully qualify, it is necessary to acquire competences in one's professional and research work, to be able to justify and realise creative idea, to understand and be able to apply various knowledge, skills and competences related to the future profession. Throughout the study process, these competences are integrated and promoted, starting with small creative tasks, and later - practical projects and scientifically based research. Students acquire basic knowledge of research in the study course "Theory and Methodologies of Scientific Work" and their involvement in scientific activity basically takes place within the framework of the study process, theoretical knowledge is tested in practical works and creative projects, developing term papers and final (bachelor's, master's) theses.

Writing term papers and final (bachelor's, master's) theses is considered to be the most significant contribution to the improvement of students' research-creative activity. The development and defence of the final thesis is a confirmation of the student's professional competence in order to be able to obtain the appropriate qualification. Other forms of research work of students are reports, research within the framework of specific study courses. Students present the results of their research at conferences and actively participate in both Latvian and international conferences with reports. Graduate students also actively participate in scientific conferences, since participation in conferences and publications of scientific articles is part of the practical training that is included in the master's study programme.

Involvement of students in scientific research has improved comparatively to the previous reporting period and more students are getting involved, but despite this increase, most students are not motivated to participate in scientific research. Students are given the opportunity to develop scientific papers, competent supervisors and partially sufficient equipment are also provided. For the implementation of scientific activity in the field of study "Economics", the equipment is sufficient. It is partially sufficient meaning that not all the equipment of the university is necessary for the field.

For doctoral students, the topic of the doctoral thesis, the scientific supervisor and, if necessary, the scientific consultant are approved by the Council of Doctoral Studies immediately after the doctoral student's admission to studies, and from the amount of studies, 180 CP, 124 CP are intended for the development of the doctoral thesis and 16 CP for scientific research seminars.

2.4.6. Provide a brief description and assessment of the forms of innovation (for instance, product, process, marketing, and organisational innovation) generally used in the higher education institution, especially in study field subject to the assessment, by giving the respective examples and assessing their impact on the study process.

BIA has developed and brought into the study process the Academy's e-learning platform BIA MOODLE and BigBlueButton (BBB) platform, which provided an opportunity to improve the quality of the content of study programmes, providing students with a better opportunity to increase their competences and skills. Work continued on the improvement of the BIA database by introducing the NEXUS programme, which made it possible to interconnect an integrated e-solutions platform with the processes of study programme content, personnel and student file management, financial resources and document flows. By improving the organisational structure of the BIA and performing the support available to students in the study process, the Student Information Centre was created,

where students and academic staff can receive informational support. BIA continues to optimise its management by organising the Quality Management Department in order to improve the quality of studies and provide the Latvian economy with a competitive workforce, moving closer to the current demand of the labour market.

In the Psychology study field, The Laboratory of Neurocognitive Implicit Processes gives the opportunity to attract students and lecturers of different study fields to acquire different programmes – psychologists, economists, marketing specialists, entrepreneurs for prospective and topical research areas. The opportunities for the Academy to cooperate with Latvian and European researchers and to participate in joint international, scientific and research programmes increase significantly. There is a real opportunity to conduct fundamental research on the cognitive mechanisms of implicit social cognition, as well as contemporary applied research focused on the study of implicit attitudes in various professional fields.

The aim of the laboratory is to provide a scientific-technical basis for carrying out scientific research for students of master's, bachelor and doctoral study programmes.

The laboratory performs the following functions:

1. Scientific-methodological and equipment provision for the development of practical work, bachelor and master papers;
2. Scientific-methodological and equipment provision for teachers engaged in scientific-research work in implicit social cognition.
3. Conducting business research (in the field of the market) on behalf of companies and organizations (transport, communications, industry, trade, advertising, marketing, etc.);
4. Development and improvement of the content of Master study courses.

In order to perform the above functions, the laboratory is equipped with computer hardware and software allowing to conduct group lectures, practical classes in psychology and provides the ability to carry out all four above-mentioned lab functions. At this moment study direction`s “Economics” and “Psychology” researchers and lecturers are working in creating new activities in scientific practical research.

2.5. Cooperation and Internationalisation

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

In order to ensure the quality of education, the goal of cooperation and internationalization of BIA primarily includes promoting the sustainability of study field. BIA cooperates with several organizations in Latvia to achieve the goals and study results of the field: companies, state and non-state organizations, professional associations, higher education institutions, colleges,

secondary schools, etc. (the list of cooperation agreements is in the Appendix [List of cooperation agreements \(1\).docx](#)).

Cooperation with employers and professional organizations is formed in the following directions:

- participation in the improvement of study directions and study programs - inviting professionals to work in the council of the field or program;
- participation in the implementation of study programs as guest lecturers, teaching one or more study courses or part of them;
- participation in scientific, research and creative activities;
- provision and management of internships;
- organization of guest lectures and creative workshops;
- development, discussion and approval of the topics of term papers and final theses;
- conducting and reviewing final theses;
- participation in the commissions for the defense of final theses and internship reports.

Within the scope of the review period in the field "Economics", cooperation with various Latvian institutions was mainly due to individual activities of doctors and researchers. Cooperation has developed as the number of guest doctors of other Latvian institutions of higher education increases, the number of scholarly institutions and academic institutions dividers at the annual scientific and practical conferences of the BIA, the updating of the composition of the academy and internal institutions of the direction took place, attracting new representatives of employers' structures and local governments, as well as the number of guest speakers from various Latvian institutions with guest lectures on current economic problems in the national economy of Latvia increases.

The abovementioned cooperation improves the quality of the courses to be doctored, increases the emphasis on practical provision of the content part, gives the academic staff of the direction of initiatives to learn more about the specific economic problems of the Latvian national economy and ways of solving them, and to improve informal co-operation among co-workers, which will allow improvement of this co-operation in the future.

Students of the study field are offered opportunities to participate in lectures, seminars and excursions. For example:

- On November 26, 2021, the guest lecture of the Bank of Latvia "The response of the monetary policy of the Eurozone to the pandemic" was held. Lecturer: Krista Kalnbērziņa, Chief Economist of the Monetary Policy Analysis Department of the Bank of Latvia
- On January 20, 2022, the guest lecture of the Bank of Latvia "Modern payments - how they are affected by innovation, technological development and daily digital transformation", Lecturer: Emīls Dārziņš, Chief Payment and Financial Market Analyst of the Payment Systems Department of the Payment Systems Administration
- On April 22, 2022, a guest lecture "Corporate tax planning" was held, Lecturer: Kārlis Ketners, Dr. oec., Director of the Budget Development Policy Department of the Ministry of Finance
- On October 18, 2022, a guest lecture "Fintech as sign of new Industry 4.0" was held, Lecturer: Oļegs Cherniševs, head of the technical department - BlackCatCard project (Malta), founder and CEO of Fintech Company - SIA StarBridge (Latvia).
- In November 2022 the students of the field went on excursion to the "Money World" Knowledge Centre of the Bank of Latvia.
- On November 29, 2022, a lecture was held on sustainability for a green lifestyle: "What's the point of sorting if you throw everything in one car?", Lecturer - Latvian green point ecocoach - Jeļena Zemņicka.
- On May 22, 2023, an open lecture "Emotional Intelligence" was held, Lecturer: Mg. psych.

Oksana Meišele, certified psychologist and psychologist-supervisor in the field of organizational psychology, certified coach in D. Goulman's program in emotional intelligence

- On May 30, 2023, the workshop "Silence-management" was held, Lecturer: Assoc. Prof. Miguel Rivas, external quality consultant and Quality&Performance auditor of the United Nations World Tourism Organization (UNWTO).

In order to more quickly and successfully integrate students from third countries into Latvian society, to learn about the country's cultural, historical and other aspects, BIA has long-term experience with the association "Cooperation Platform" in various integration events. Attending events, attending integration courses, simulations have been an integral part of foreign students of the field in the period from 2020 to 2022.

The main specific criteria for attracting partners are their scientific and professional level, because these people are well known in the society of economists, research and study process activities in Latvia and abroad, professional activities in various specialist activities, related to solving economic problems for prospects in the national economy.

The main mechanisms for attracting partners are:

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

The staff of the "Economics" field of study of the Baltic International Academy is actively involved in projects that are not directly related to science, but are related to education in Latvia and integration into the environment. One of such projects is the program "Latvian language lessons for Ukrainian civilians" 2023.LV/LVUKR funded by the Latvian state budget, which is implemented by BIA in the period from March 1 to December 31, 2023. The event is financially supported by the Society Integration Fund from the allocated Latvian state budget funds.

During the project, 22 groups were completed, which acquired Latvian language categories A-1, A-2 and B-1 in person and remotely in different cities of Latvia: Riga, Ventspils, Malpils. In total, more than 300 Ukrainian civilians were taught. The staff of the study field was actively involved in the project: guest lecturer Līga Šilova and manager of the Daugavpils branch Valentīna Rumyantseva (teaching staff within the project), lecturer Ksenija Doroņina (project coordinator), as.prof. Tatjana Jurkeviča (legal support of the project), assist.prof. Žanna Černoštana (management of financial processes related to the project).

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

attraction of the cooperation partners.

With partner universities implementing programs and conducting research in the field of Economics in the EU and beyond, including cooperation agreements with the Three Seas University Network, the Research Center for Industrial Development Problems of the National Academy of Sciences of Ukraine and the Institute economic and social research in Georgia.

BIA contributes to:

- mobility of students and teaching staff with the aim of improving the quality of studies and raising staff qualifications;
- participation in international academic and professional organizations (including associations);
- attraction of foreign students by increasing the proportion of courses taught in foreign languages;
- active participation in international scientific and educational exhibitions, conferences, seminars, qualification improvement courses, and other events;
- creation and implementation of summer school and International Week programs with international study course offers;
- development of international higher education study programs;
- participation in international education and research programs and projects.
- BIA is trying to expand the exchange of teaching staff and students and to develop the exchange process between BIA and foreign higher education institutions (using the possibilities of EU programs and bilateral agreements).

The Academy has intensified the renegotiation of existing and the conclusion of new agreements for the period until 2027 (see [Action plans 2024-2027 Ukraine.pdf](#)) within the framework of the ERASMUS+ program, as well as agreements on additional exchange of students, teachers and administrators, providing the opportunity to participate in such programs not only full-time, but also remotely, as well as mixed formats. In addition to bilateral agreements under the ERASMUS+ program, the Academy has concluded:

- 65 additional cooperation agreements, of which 27 agreements were re-signed and concluded during the reporting period;
- 44 additional agreements on cooperation in the field of science and research, including 17 agreements that were concluded or re-issued between 2021 and 2023;
- 20 agreements on additional student exchange, of which 8 agreements relate to the period 2021 -2023.

Cooperation is ensured on the basis of mutually concluded cooperation agreements, as well as on the basis of long-term established collegial and friendly relations. BIA has actively developed cooperation with foreign higher education institutions in recent years. Its cooperation with foreign and EU universities within the framework of the ERASMUS program allows not only to implement the student exchange program, but also the exchange of lecturers. Lectures, open seminars, international conferences strengthened place of the BIA in the European higher education space. The higher education institution has successfully joined the Erasmus program, which is confirmed by more than 65 cooperation agreements (see Annex [Appendix 2. Cooperation agreements.docx](#)). Cooperation is used by students, academic staff and HEI administration. Within the framework of international cooperation, the HEI is regularly visited by delegations from foreign related higher education establishments and other institutions, which share their work experience and are

interested in getting to know the HEI's achievements. Insights are gained in the discussions, which allow to improve the work of the higher education establishment.

The international cooperation of the field "Economics" and its study programs fully complies with the Academy's development strategy 2022-2025, goals and objectives of the field. The following directions were chosen as the main tasks of international cooperation:

- increasing the international visibility of the field and its programs by joining international associations and organizations focused on preparing specialists;
- creating and maintaining new international relations with other higher education institutions, academic and professional organizations and associations;
- maintenance of students' practically oriented outgoing mobility in the ERASMUS + program;
- gradual internationalization of program curricula, including courses in English, by inviting guest lecturers within the framework of the ERASMUS+ program;
- promotion of lecturers' participation in Latvian and international projects;
- to increase the participation of lecturers of the field in international scientific activity by increasing the number of internationally recognized publications and participating in international conferences.

When choosing international partners, the field and its study programs are focused on:

- the availability of similar specialist study areas at an appropriate level;
- the desire to cooperate in the field of science, exchange of students, lecturers, administrative staff;
- the existence of an English stream, lecturers and administration with knowledge of the English language;
- geographical location, taking into account the recommendations of the Ministry of Foreign Affairs and the Ministry of Education of the Republic of Latvia, the geopolitical interests of Latvia with an emphasis on the development of the Baltic region, the inclusion of the country in the lists of countries that are awarded scholarships of the Republic of Latvia and with which Latvia has signed international agreements on education, science and (or) in the field of culture;
- the role of the relevant association/organization/association in shaping economic policy in Europe and the world.

The main mechanisms for attracting international partners are:

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

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

Developing a multi-faceted experience of cooperation with Ukrainian higher education establishments, in July 2023 the BIA held Ukrainian Science Days, in which professors and assistant professors of five Ukrainian scientific institutions participated. Science days were held in Riga within the Erasmus+ program Grant KA-107. Objectives of the event:

- Exchange of experience;
- Innovative study methods;
- Joint scientific research activity;
- The possibility of exchange of teaching staff in teaching professional and research modules;
- Publication of scientific articles in the partner university of the second country.

Participants:

- V.N. Karazin Kharkiv National University,
- Kyiv National University of Technology and Design,
- Semyon Kuznets Kharkiv National University of Economics,
- National Technical University "Kharkiv Polytechnic Institute",
- Research Center of Problems of Industrial Development of the National Academy of Sciences of Ukraine.

Round tables, discussions and seminars were held as part of the event. Seminar participants: Professor, Vice-Rector of V.N. Karazin Kharkiv National University Boris Samorodov, Head of Sociology Department of National Technical University "Kharkiv Polytechnic Institute", Professor Volodymyr Moroz, Head of Design Department of Kyiv National University of Technology and Design Kalina Pashkevich, head of International Economics department of Simon Kuznets Kharkiv National University of Economics Nadiia Proskurnina, deputy director of the Research Center of the Academy of Sciences of Ukraine Irina Gubareva and their colleagues. From the direction "Economics" (BIA) the event was attended by: administrative staff and teaching staff: as.prof. V.Volkov, assistant prof. T.Jurkeviča, doc. B.Heimanis, lect. K.Doroņina, guest lecturer. I.Novikova, program director J.Mahmudova.

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

In the bachelor's, master's and doctoral study programs of the field "Economics", there are students from several countries: Azerbaijan, Belarus, India, Cameroon, Kazakhstan, Pakistan, Ukraine, Uzbekistan and others. In general, since 2019/2020 the number of foreign students enrolled in bachelor's and master's study programs has grown every year, and 29 foreign students studied in 2022/2023 study year.

At the moment, BIA students are attracted mainly by participating in international exhibitions, using a network of agents, as well as potential foreign students are applying individually. After the accredited period of the Erasmus+ program, there were 10 lecturers from 5 countries in incoming mobility, 15 lecturers in outgoing mobility to 9 countries. Outside the Erasmus program, there were outbound mobility for 8 lecturers to 6 countries. At the beginning of the period, the main difficulties were related to the consequences of the COVID-19 pandemic.

Several communication channels are used to attract foreign students:

- International education exhibitions in certain target countries;
- Student recruitment agents;
- Current students and alumni.

In addition to these channels, the academy's social media, such as Facebook, Instagram, Youtube and others, are actively used. Students also gain international experience in guest lectures, practical classes and seminars, meetings with foreign specialists. Foreign specialists are attracted based on personal contacts, as well as within the framework of the Erasmus+ program. There are 11 representatives of academic staff from foreign countries in the study field: Luxembourg, Estonia, Germany, Ukraine, Bulgaria, Turkey.

Students can get acquainted with the experience of foreign teaching staff in guest lectures organized throughout the study year. Thus, guest lectures of 2023:

- Professor Katja Kerin Rozman (GEA College, Slovenia) - Consumer wisdom - is there a hope for future consumption society?
- Professor Katja Kerin Rozman (GEA College, Slovenia) - Become unstressable;
- Professor Hasan Gul (Adana Alparslan Turkes Science and Technology University, Turkey) - Circular Economy in the Tourism sector;
- professor Maria Isabel Borges (Polytechnic Institute of Portalegre, Portugal) - Sampling and data analysis in business sciences;
- Joanna Omieciuch (Uniwersytet Przyrodniczo-Humanistyczny w Siedlcach, Poland) - Ecotourism in Poland;
- Bartosz Ziemblicki (Wroclaw University of Economics and Business, Poland) - Multinational Corporations as Subjects of International Law.

Also in the future, it is planned to attract foreign teaching staff from different countries of the world within the framework of Economics studies. Economics studies students who study in Latvian have the opportunity to attend courses in BIA study programs in English as free choice subjects.

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

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

The previous accreditation of the study direction was carried out in 2021. (SKK decision No. 2022/01-A from 19.01.2022). Following the recommendations of experts, the following activities were carried out to improve the study direction and the study process. As the main can be specified.

Short-term recommendations.

1. A new long-term strategy of BIA operation and development for 2022-2025 has been developed. year, which has been approved by the BIA Senate and posted on the [BIA website](#);
2. The revised documents include the following quantitative indicators for achieving the goals: academic staff with a doctorate degree (to reach 60% of the total number within two years), the number of LZP experts participating in the implementation of the program (to reach 25% of the academic staff within two years, academic ERASMUS mobility, young cooperation

agreements with foreign universities, scientific publications and monographs in cited international databases, organization and co-organization of international conferences and seminars, defended doctoral theses, number of professors and associate professors (to reach 20%-25% of the total academic staff within two years), implemented programs in English, the number of foreign visiting lecturers;

3. A new bsa.edu.lv platform has been created in Latvian and English, which has been modified, improved and supplemented with all organizational and normative materials on the course of study work;
4. A program for attracting academic staff to research activities has been developed and systems for promoting scientific activity and [raising and stimulating academic staff's scientific qualifications have been developed and implemented](#).

Long-term recommendations.

1. In the 2022/2023 study year, the Academy invested in the development and implementation of the Quality Management System (QMS). KPS is based on the requirements of the international ISO 9001 standard and the guidelines of the Investors in Excellence standard of the United Kingdom;
2. After the previous accreditation, the academy with guest lectures on the topic of the direction were lecturers from 14 countries, incl. from 7 EU countries. Currently, two lecturers with a doctorate degree from Ukraine are working in the direction.

BIA appreciates the recommendations given in the previous accreditation process (2021) and tried to take them into account when improving the quality of the study process and study programs. By summarizing the recommendations given by the experts in the accreditation of the previous study field, a plan for the implementation of the experts' recommendations was developed, the implementation of which had already started in 2020/2021 study year. The main activities of the Academy for the implementation of the plan were related to the improvement of the study program and the study process, as well as the improvement of the material and technical base in the study process.

In general, it can be concluded that the recommendations given by the experts in the previous evaluation influenced the quality of the studies and helped to improve the study process in the study field and the corresponding study programs.

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

(Not applicable)

Annexes

I - Information on the Higher Education Institution/ College		
Information on the implementation of the study field in the branches of the higher education institution/ college (if applicable)		
List of the governing regulatory enactments and regulations of the higher education institution/ college	List of the main internal regulatory documents of the Academy.docx	Saraksts ar galvenajiem akadēmijas iekšējiem normatīvajiem dokumentiem.docx
The management structure of the higher education institution/ college	2024-01 BSA organizational chart EN.pptx	2024-01 BSA organizatoriskā struktūrschéma.pptx
II - Description of the Study Field - 2.1. Management of the Study Field		
Plan for the development of the study field (if applicable)	Development plan of the field of study Economics.docx	Studiju virziena Ekonomika attīstības plāns.docx
The management structure of the study field	Study Fields "ECONOMICS" Structure of Direction.pdf	SV Ekonomika pārvaldes struktūra.pdf
A document certifying that the higher education institution or college will provide students with opportunities to continue their education in another study programme or another higher education institution/ college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.	Cooperation agreement BIA_EKA.pdf	Nodrošina iespējas turpināt izglītības iegūvi citā studiju programmā.pdf
A document certifying that the higher education institution or college guarantees compensation for losses to students if the study programme is not accredited or the study programme license is revoked due to actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.	2.1.4. BIA obligations.edoc	2.1.4. Par saistību izpildi BSA LV.edoc
Standard sample of study agreement	Ligums_Agreement.pdf	Ligums_Agreement.pdf
II - Description of the Study Field - 2.2. Efficiency of the Internal Quality Assurance System		
Analysis of the results of surveys of students, graduates and employers	Survey results.docx	Aptauju rezultātu analīze.docx
II - Description of the Study Field - 2.3. Resources and Provision of the Study Field		
Basic information on the teaching staff involved in the implementation of the study field	Teaching staff_Economics.xlsx	Docētāji_Ekonomika.xlsx
Biographies of the teaching staff members (Curriculum Vitae in Europass format)	Cv angļu valoda.7z	Cv latviešu valoda.7z
A statement signed by the rector, director, head of the study programme or field that the knowledge of the state language of the teaching staff involved in the implementation of the study programmes within the study field complies with the regulations on the state language knowledge and state language proficiency test for professional and official duties.	Economics about the national language_knowledge.edoc	Ekonomika par valsts valodu_zināšanas_lv.edoc
A statement of the higher education institution/ college on the respective foreign language skills of the teaching staff involved in the implementation of the study programme at least at B2 level according to the European Language Proficiency Assessment levels (level distribution is available on the website www.europass.lv, if the study programme or part thereof is implemented)	Economics on English language skills.edoc	Ekonomika par angļu valodas zināšanas_LV.edoc
II - Description of the Study Field - 2.4. Scientific Research and Artistic Creation		
Summary of quantitative data on scientific and/ or applied research and / or artistic creation activities corresponding to the study field in the reporting period.	Compilation of quantitative data Economics.xlsx	Kvantitatīvo datu apkopojums Ekonomika.xlsx
List of the publications, patents, and artistic creations of the teaching staff over the reporting period.	Economics List of scientific publications for 21-23.docx	Ekonomika Zinatisko publikāciju saraksts par 21-23.docx
II - Description of the Study Field - 2.5. Cooperation and Internationalisation		
List of cooperation agreements, including the agreements for providing internship	List of cooperation agreements (1).docx	Sadarbības līgumi Latvija.docx
Statistical data on the teaching staff and the students from abroad	2.5.2. Statistical data on foreign students and teaching staff.docx	2.5.2. Statistiskie dati par ārvalstu studējošajiem un mācībspēkiem.docx
Statistical data on the incoming and outgoing mobility of students (by specifying the study programmes)	2.5.2. Statistical data on the outgoing and incoming mobility of students.xlsx	2.5.2. Statistiskie dati par studējošo izejošo un ienākošo mobilitāti.xlsx
Statistical data on the incoming and outgoing mobility of the teaching staff	2.5.2. Statistical data on the incoming and outgoing mobility of teaching staff.xlsx	2.5.2. Statistiskie dati par mācībspēku ienākošo un izejošo mobilitāti.xlsx
II - Description of the Study Field - 2.6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Report on the implementation of the recommendations received both in the previous accreditation and in the licensing and/ or change assessment procedures and/ or the procedures for the inclusion of the study programme on the accreditation form of the study field.	Appendix 3. Implementation of the recommendations given by experts in the previous Economic Accreditation.docx	3.pielikums. Iepriekšējā Ekonomikas akreditācijā ekspertu rekomendāciju ieviešana.docx
An application for the evaluation of the study field signed with a secure electronic signature	BIA application_Economic_15.03.24.edoc	BSA iesniegums_Ekonomika_15.03.24.edoc
III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme		
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period		
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		
The curriculum of the study programme (for each type and form of the implementation of the study programme)		
Descriptions of the study courses/ modules		
Description of the organisation of the internship of the students (if applicable)		
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		

Other annexes

Name of document	Document
20230801-BIA_COMMITMENT.pdf	20230801-BIA_COMMITMENT.pdf
Pielikums Nr.1 Komersanata aplieciba.pdf	Pielikums Nr.1 Komersanata aplieciba.pdf
Pielikums Nr.2 izglitibas iestades reg.kods.pdf	Pielikums Nr.2 izglitibas iestades reg.kods.pdf
Pielikums Nr.3 BSA zin.institucija aplieciba.jpg	Pielikums Nr.3 BSA zin.institucija aplieciba.jpg
Pielikums Nr.4 BSA_akkred.lapa.jpg	Pielikums Nr.4 BSA_akkred.lapa.jpg
Pielikums Nr.5 Stud_program. akred. term. uz 01.09.2023.docx	Pielikums Nr.5 Stud_program. akred. term. uz 01.09.2023.docx
BSA_Studiju_kval_nodros_sist_lv.pdf	BSA_Studiju_kval_nodros_sist_lv.pdf
BIA Study Quality Assurance System.pdf	BIA Study Quality Assurance System.pdf
2.1.4. Par saistibu izpildi_EEB.pdf	2.1.4. Par saistibu izpildi_EEB.pdf
2.1.4. Par saistibu izpildi_FV.pdf	2.1.4. Par saistibu izpildi_FV.pdf
2.1.4. Par saistibu izpildi_SF.pdf	2.1.4. Par saistibu izpildi_SF.pdf
2.1.4. Par saistibu izpildi_REEP.pdf	2.1.4. Par saistibu izpildi_REEP.pdf
2.1.4. On fulfillment of obligations_EEB.pdf	2.1.4. On fulfillment of obligations_EEB.pdf
2.1.4. On fulfillment of obligations_FV.pdf	2.1.4. On fulfillment of obligations_FV.pdf
2.1.4. On fulfillment of obligations_SF.pdf	2.1.4. On fulfillment of obligations_SF.pdf
2.1.4. On fulfillment of obligations_REEP.pdf	2.1.4. On fulfillment of obligations_REEP.pdf
BSA statistikas datu veidi, sniegšanas termiņi un institūcijas.docx	BSA statistikas datu veidi, sniegšanas termiņi un institūcijas.docx
Types of the BIA statistical data, deadlines and institutions.docx	Types of the BIA statistical data, deadlines and institutions.docx
BSA elektroniskās datu bāzes.docx	BSA elektroniskās datu bāzes.docx
BIA electronic databases.docx	BIA electronic databases.docx
2.3.1.1. Studiju virziena "Ekonomika" ieņēmumi no studiju maksas	2.3.1.1.Studiju virziena "Ekonomika" ieņēmumi no studiju maksas.pdf
2.3.1.6.Studiju virziena "Ekonomika" izmaksas (EUR) uz vienu studējošo	2.3.1.6.Studiju virziena "Ekonomika" izmaksas (EUR) uz vienu studējošo.pdf
2.3.1.1.Income of the BIA Study Field "Economics" from tuition fees.pdf	2.3.1.1.Income of the BIA Study Field "Economics" from tuition fees.pdf
2.3.1.6.Expenses (EUR) per student for the Study Field "Economics".pdf	2.3.1.6.Expenses (EUR) per student for the Study Field "Economics".pdf
Pielikums Nr.6 BSA ieņemumi 2020-2022.pdf	Pielikums Nr.6 BSA ieņemumi 2020-2022.pdf
Pielikums Nr.7 BSA izdevumi_2020-2022.pdf	Pielikums Nr.7 BSA izdevumi_2020-2022.pdf
Pielikums Nr.8. BSA Finanšu stabilitātes rādītāji.pdf	Pielikums Nr.8. BSA Finanšu stabilitātes rādītāji.pdf
2.4.3. Projekti.xlsx	2.4.3. Projekti.xlsx
2.4.3. Projects.xlsx	2.4.3. Projects.xlsx
Cooperation agreement BIA_JGUAS.pdf	Cooperation agreement BIA_JGUAS.pdf
SVID analīze.docx	SVID analīze.docx
SWOT analysis.docx	SWOT analysis.docx
BSA pārvaldības sistēma AKTUALA 01.12.2023.pdf	BSA pārvaldības sistēma AKTUALA 01.12.2023.pdf
BSA Management system ENG LINKI v2023-11-30.pptx	BSA Management system ENG LINKI v2023-11-30.pptx
Prakses līgumu saraksts FV 2020-2023.pdf	Prakses līgumu saraksts FV 2020-2023.pdf
List of Internship contracts ENG FV 2020-2023.pdf	List of Internship contracts ENG FV 2020-2023.pdf
Pedagogu darba samaksa 11012024.pdf	Pedagogu darba samaksa 11012024.pdf
Pielikums Nr.6. BSA darbības mērķi, uzdevumi, pamatvirzieni un pamatprincipi.docx	Pielikums Nr.6. BSA darbības mērķi, uzdevumi, pamatvirzieni un pamatprincipi.docx
Appendix No.6. Objectives, tasks, main directions and basic principles of the BIA.docx	Appendix No.6. Objectives, tasks, main directions and basic principles of the BIA.docx
Pielikums Nr.1. BSA struktūra.pdf	Pielikums Nr.1. BSA struktūra.pdf
Annex No.1. Structure of BIA University.jpg	Annex No.1. Structure of BIA University.jpg
Pielikums. BSA_Studiju_kval_nodros_sist_lv.pdf	Pielikums. BSA_Studiju_kval_nodros_sist_lv.pdf
Annex. Study quality assurance system.pdf	Annex. Study quality assurance system.pdf
SADARBĪBAS LĪGUMS_BSA_EKA piel 2.edoc	SADARBĪBAS LĪGUMS_BSA_EKA piel 2.edoc
DU BSA vienošanās 01 12 2021.edoc	DU BSA vienošanās 01 12 2021.edoc
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21 Info About BIA International partners lv	21_Info_About_BIA_International_partners_lv.pdf
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23 Assistant applicant form lv	23_Assistent_applicant_form_lv.pdf
24 Lector Applicant Form lv.pdf	24_Lector_applicant_form_lv.pdf
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International Finance and Economics (45343)

Study field	<i>Economics</i>
ProcedureStudyProgram.Name	<i>International Finance and Economics</i>
Education classification code	<i>45343</i>
Type of the study programme	<i>Academic master study programme</i>
Name of the study programme director	<i>Žanna</i>
Surname of the study programme director	<i>Černoštana</i>
E-mail of the study programme director	<i>zanna.bki@inbox.lv</i>
Title of the study programme director	<i>Mg.oec.</i>
Phone of the study programme director	<i>+37129228827</i>
Goal of the study programme	<i>To prepare qualified specialists with in-depth theoretical knowledge, analytical and research skills and competences in the field of finance and economics, according to the 7th level of the framework determined in the Education Classification of Latvia, who are able to realize their professional activities in the conditions of sustainable economic development</i>
Tasks of the study programme	<ul style="list-style-type: none"> <i>- to provide students with a set of knowledge, skills and competence in finance in accordance with the 7th level of the framework defined in the education classification of Latvia;</i> <i>- to provide in-depth theoretical knowledge and develop an understanding of theories and concepts of monetary and financial management, sustainable economy, financial technology development, implementation of innovative policies in the national and global context and related fields;</i> <i>- to develop students' research work competencies, innovative thinking and creative work skills and abilities;</i> <i>- to develop students' abilities to analytically formulate and make objective decisions in conditions of increased risk and in crisis situations ;</i> <i>- to stimulate the development of students into critically and strategically thinking, emotionally intelligent and digitally skilled specialists, promoting personal growth and involving them in the lifelong learning process</i>

Results of the study programme	<p><i>Knowledge:</i></p> <p>1 SR. Able to demonstrate expanded knowledge of contemporary global economic and financial challenges and their impact on the social, economic and financial environment, the importance and targets of the concept of sustainable development.</p> <p>2 SR. To demonstrate an in-depth understanding of modern theoretical concepts and models of corporate finance; to understand the nature of financial risks and their prevention approaches, including compliance with the requirements in the field of anti-money laundering and prevention of terrorism and proliferation financing and the restrictions of international and national sanctions; to comply with the sustainable and ethical principles in making financial decisions.</p> <p>3 SR. Knowledge of research methods in finance and economics, research framework, its elements and their mutual interaction, economic/financial data modelling and forecasting methods using modern information technologies.</p> <p><i>Skills:</i></p> <p>4 SR. Able to analyse and critically assess trends in the international financial market, able to use the results of research into the factors influencing the organization's operation in improving the organization's operation.</p> <p>5 SR. Able to apply modern analysis methods for decision-making for provision of the organization's financial stability, able to evaluate the possibilities of attracting financial resources, identify financial risks and make proposals for improving financial performance, able to harmonize the organization's goals with the interests of the financial environment and society.</p> <p>6 SR. Able to carry out research in the relevant field, able to use innovative information technologies and processing methods in their professional activities and the performance of scientific activities.</p> <p><i>Competences:</i></p> <p>7 SR. Able to predict, define and transfer into action the strategic vision of the development of the organization or industry, make informed decisions, using different approaches and in compliance with the principles of professional and general ethics; The ability to predict, define and transfer into action the strategic vision of the development of the organization or industry, to make informed decisions using different approaches and observing the principles of professional and general ethics.</p> <p>8 SR. Able to conduct research in the field of finance and economics, explore alternatives and come up with creative and innovative solutions using intuition, experimentation and new perspectives</p> <p>9 SR. The ability to independently advance the improvement of one's own competences, to continue learning, to constantly understand the most important trends in the technical, professional and economic and financial fields</p>
Final examination upon the completion of the study programme	Master`s Thesis

Study programme forms

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)	120
Admission requirements (in English)	<i>Bachelor`s degree or 1st cycle professional higher education in other fields or the duration of previous studies is less than 4 years and their English language knowledge is at least at B2 level.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master's degree in Social Sciences in International Finance</i>
Qualification to be obtained (in english)	---

Places of implementation

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

Full time studies - 1 years, 5 months - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	1
Duration in month	5
Language	<i>latvian</i>
Amount (CP)	90
Admission requirements (in English)	<i>Bachelor`s degree or 1st cycle professional higher education in the fields of economics and business, provided that the duration of previous studies is at least 4 years</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master's degree in Social Sciences in International Finance</i>
Qualification to be obtained (in english)	---

Places of implementation

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

Full time studies - 1 years, 5 months - english

Study type and form	<i>Full time studies</i>
Duration in full years	1
Duration in month	5
Language	<i>english</i>
Amount (CP)	90

Admission requirements (in English)	<i>Bachelor`s degree or 1st cycle professional higher education in the fields of economics and business, provided that the duration of previous studies is at least 4 years and their English language knowledge is at least at B2 level</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master's degree in Social Sciences in International Finance</i>
Qualification to be obtained (in english)	---

Places of implementation

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

Full time studies - 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)	120
Admission requirements (in English)	<i>Bachelor`s degree or 1st cycle professional higher education in other fields or the duration of previous studies is less than 4 years</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master's degree in Social Sciences in International Finance</i>
Qualification to be obtained (in english)	---

Places of implementation

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

3.1. Indicators Describing the Study Programme

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

The Baltic International Academy has been implementing the academic master's study program "International Finance and Economics" (until January 19, 2022, the professional master's study program "International Finance") since 2004, when, with the integration of Latvia's economics into the EU, qualitatively new requirements were set for the preparation of specialists in the field of international finance. Until now, the program was accredited with a positive expert report for the maximum term of 6 years, twice, in 2007 and 2013. Decision No. 2022/01-A of the meeting of the study quality commission of January 19, 2022, as well as the accreditation sheet of the study direction No. 2022/03 of February 1, 2022, the academic master's study program of the Baltic International Academy "International Finance and Economics " is accredited with the rating "Good" for two years until January 20, 2024.

Since the previous accreditation of the study direction, the following changes and clarifications were made in the parameters characterizing the academic master's study program "International Finance and Economics" based on the [Cabinet Regulations No.240 of October 3, 2023 "Regulations on the standard of state academic education" \(latvian only\)](#):

Table 3.1.1.1.

Parameter changes, clarifications and actualization of the Academic Master's study program "International Finance and Economics"

	Study program parameters of the previous accreditation period	Changes, clarifications and updating of study program parameters
Scope of the study program	40 KP (60 ECTS) / 60 credits (90 ECTS)	90 KP / 120 credits
Degree	Master's degree in Social Sciences in Finance	Master's degree in Social Sciences in International Finance
Duration of implementation	1 year / 1 year and 5 months	1 year and 5 months / 2 years

The change of the study period is related to the expansion of opportunities to get enrolled in the master's program for students who have a 3-year first cycle education. According to Part 4 of Article 57 of the Law on Universities, the total amount of first and second cycle studies shall not be less than 300 credits and five years. And the second reason is that students do not have time to acquire theoretical knowledge and conduct qualitative research and prepare for the defence of the master's thesis.

According to paragraph 8 of Section 1 of the [Law on Higher Education Institutions](#), higher education in Latvia uses credit points (CP) that are equated to European Credit Transfer and Accumulation System (ECTS) credit points. When converting into ECTS, the number of Latvian credit points is multiplied by 1.5. Also, credit points are expressed as whole numbers. One credit point corresponds to 25-30 hours of study work. According to the BIA Rector's order of February 05, 2024 *On the transition to ECTS*, one credit point corresponds to 25 hours of study work, of which in the master's study program full-time flow 30% are contact hours.

The targets and tasks of the academic master's study program "International Finance and Economics" have been updated and improved in accordance with the [guidelines for the development of the self-evaluation report of the Study Direction](#), as well as in accordance with AIKA's recommendation Kennedy, Deklana (KENNEDY, D. 2006. Writing and using learning outcomes: a practical guide, Cork, University College) [practical manual "Formulation and use of study results"](#).

Table 3.1.1.2.

Parameter changes, clarifications and actualization of the Academic Master's study program "International Finance and Economics" (continuation)

	Study program parameters of the previous accreditation period	Changes, clarifications and updating of study program parameters
Target of the study program	To prepare qualified specialists with in-depth theoretical knowledge, analytical skills and research work skills in the field of international finance and economics, who apply innovative technologies and analytical skills in the work of a modern financial specialist.	To prepare qualified specialists with in-depth theoretical knowledge, analytical and research skills and competences in the field of finance and economics, in accordance with the 7th level of the framework determined in the Education Classification of Latvia, who are able to realize their professional activities in the conditions of sustainable economic development.
Tasks of the study program		To provide students with a set of knowledge, skills and competence in the field of finance and economics in accordance with the 7th level of the framework determined in the Education Classification of Latvia.
	To improve in-depth theoretical knowledge based on the modern concepts of monetary and financial management theory, which form the basis of a modern financial specialist.	To provide in-depth theoretical knowledge and develop understanding of theories and concepts of monetary and financial management, sustainable economy, financial technology development, implementation of innovative policies in national and global context and related fields.
	To promote students' understanding of financial processes in today's changing socio-economic environment, the interrelationships of their diverse developments and development	

Due to the increase in the duration of the academic master's study program "International Finance and Economics", new study courses were developed on current topics in the field of international finance and economics.

Table 3.1.1.3.

Parameter changes, clarifications and actualization of the Academic Master's study program "International Finance and Economics" (continuation)

Name and scope of the study course of the previous accreditation period		Name and scope of the study course of the previous accreditation period	
Part A1. Study courses which ensure the acquisition of the latest achievements in the theory and practice of the field (not less than 27 credit points)		Part A1. Study courses which ensure the acquisition of the latest achievements in the theory and practice of the field (not less than 27 credit points)	
<i>Name of the study course</i>	<i>credits/ECTS</i>	<i>Name of the study course</i>	<i>ECTS</i>
Monetary theory and policy	3/4,5	Monetary theory and policy	6
<i>Was not included</i>		Sustainable economics	5
Global economics and international finance	3/4,5	<i>Not included</i>	
Corporate finance management and risk analysis	4/6	Corporate finance management and risk analysis	8
<i>Was not included</i>		International finance institutions and markets	6
Innovation finance	2/3	Innovation finance	5
Credits in total:	20/30	Credits in total:	30
Part A2. Study courses, which provide research work, creative work, design work		Part A2. Study courses, which provide research work, creative work, design work	
<i>Name of the study course</i>	<i>credits/ECTS</i>	<i>Name of the study course</i>	<i>ECTS</i>
Econometrics	2/3	Econometrics	5
Data analysis and business modelling	2/3	Data analysis and business modelling (advanced)	4
<i>Was not included</i>		Academic writing	3
Credits in total:	4/6	Credits in total:	12

Part A3. Development and defence of the Master's thesis (not less than 30 credits)		Part A3. Development and defence of the Master's thesis (not less than 30 credits)	
<i>Name of the study course</i>	<i>credits/ ECTS</i>	<i>Name of the study course</i>	<i>ECTS</i>
Methodology and practical research of the Master's thesis	4/6	Methodology and practical research of the Master's thesis	6
Development of the Master's thesis	16/24	Development of the Master's thesis	24
Credits in total:	20/30	Credits in total:	30
Part B. Courses of a limited choice (not less than 18 credits)		Part B. Courses of a limited choice (not less than 18 credits)	
<i>Name of the study course</i>	<i>credits/ ECTS</i>	<i>Name of the study course</i>	<i>ECTS</i>
<i>Was not included</i>		Development of digital currency and financial technology (FinTech)	5
<i>Was not included</i>		Prevention and combating money laundering	4
<i>Was not included</i>		Security analysis and portfolio management	5
<i>Was not included</i>		Behavioural economics	4
<i>Was not included</i>		Private Banking & Wealth Management	4
Social liability and business ethics	2/3	Social responsibility and business ethics	3
Leadership: concepts and strategies	2/3	Leadership and Organizational Behaviour	3
		Professional Latvian*	
		Civil protection and environment protection**	
Credits in total:	4/6	Credits in total:	18

* For foreign students

** The study course is intended for students who have not studied it at the level of a bachelor's program (provides the obtaining of a certificate)

Part AA. Study courses, which provide basic knowledge in finance and economics (preparatory semester)		Part AA. Study courses, which provide basic knowledge in finance and economics (preparatory semester)	
Name of the study course	credits/ ECTS	Name of the study course	ECTS
Macroeconomics	2/3	Basics of economic theory	6
Microeconomics	2/3	Business economics and management	6
<i>Was not included</i>		Legal security of business	6
Economic statistics	2/3	<i>Not included</i>	
Basics of accounting	3/4,5	Accounting and financial reporting	6
Finance system	2/3	Basics of finance	
Corporate finance	3/4,5		6
Finance analysis	2/3		
Organizational financial planning	2/3		
Financial risk management	2/3		
Credits in total:	20/30	Credits in total:	30

It can be seen from the table that based on significant changes in the socio-economic environment and in the field of finance, changes have been made in the content of the Master's study program "International Finance and Economics". In order to provide students with modern knowledge in the field of finance, such new study courses were developed, like „ Sustainable economics“, „International finance institutions and markets“, „Development of digital currency and financial technology (FinTech)“, „Prevention and combating money laundering“, „Analysis of financial instruments and portfolio management“, „Behavioural economics“, „Private Banking & Wealth Management“. In these study courses, special attention is paid to the development trends of international finance under the influence of globalization and FinTech technologies. In order to increase the quality of master's theses and research, the amount of credits for study courses that provide research work has been increased.

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

The academic master's study program "International Finance and Economics" has been developed in compliance with the targets and priorities set in the development planning documents of the EU, national and Baltic International Academy. The academic master's study program "International Finance and Economics" has been developed for evaluation based on the following regulatory documents:

1. [Law on Higher Education Institutions \(edition, which enters into force on 01.01.2024\)](#)
2. [Cabinet Regulations of the Republic of Latvia No.322, Regulations on the Education Classification of Latvia" \(13.06.2017\); LV-only](#)
3. [Cabinet Regulations of the Republic of Latvia No.240 "Regulations on the National Standard of the Academic Education" \(edition, which enters into force on 05.10.2023\)](#)
4. [European Commission Reflection Paper "Towards a Sustainable Europe by 2030" \(LV-only\)](#)
5. [Strategy of Sustainable Development in Latvia by 2030](#)
6. [Guidelines for Development of the Self-assessment Report for the Study Direction \(20.08.2021\);](#)
7. [Standards and Guidelines for Quality Assurance in the European Higher Education Area \(ESG\)\(15.05.2019\);](#)
8. [Strategy for Operation and Development of the Baltic International Academy 2022-2025](#)

According to the above-mentioned development planning documents, it is noted that technological competence, the ability to integrate skills and competences of various fields, creative skills, people and risk management skills, as well as openness to international and intercultural cooperation are gaining more and more importance among the development directions in education. An innovative economy requires ever-new skills and competences, creates the need to repeatedly and regularly improve the knowledge and skills in order to adapt to the changing requirements of the labour market.

The name of the academic master's study program, the degree to be obtained, the targets and objectives, as well as the admission requirements are interconnected and relevant.

Academic master's study program "International Finance and Economics"

Target

To prepare qualified specialists with in-depth theoretical knowledge, analytical and research skills and competences in the field of finance and economics, according to the 7th level of the framework determined in the Education Classification of Latvia, who are able to realize their professional activities in the conditions of sustainable economic development.

Tasks

- to provide students with a set of knowledge, skills and competence in finance in accordance with the 7th level of the framework defined in the education classification of Latvia (PU1);
- to provide in-depth theoretical knowledge and develop an understanding of theories and concepts of monetary and financial management, sustainable economy, financial technology development, implementation of innovative policies in the national and global context and related fields (PU2);

- to develop students' research work competencies, innovative thinking and creative work skills and abilities (PU3);
- to develop students' abilities to analytically formulate and make objective decisions in conditions of increased risk and in crisis situations (PU4);
- to stimulate the development of students into critically and strategically thinking, emotionally intelligent and digitally skilled specialists, promoting personal growth and involving them in the lifelong learning process (PU5).

The content of the academic master's study program "International Finance and Economy" ensures the acquisition of knowledge, skills and competences, which are necessary for the performance of professional activities in accordance with the knowledge, skills and competences of level 7 of the framework determined in the Education Classification of Latvia.

Knowledge

- Able to demonstrate expanded knowledge of contemporary global economic and financial challenges and their impact on the social, economic and financial environment, the importance and targets of the concept of sustainable development (SR 1);
- To demonstrate an in-depth understanding of modern theoretical concepts and models of corporate finance; to understand the nature of financial risks and their prevention approaches, including compliance with the requirements in the field of anti-money laundering and prevention of terrorism and proliferation financing and the restrictions of international and national sanctions; to comply with the sustainable and ethical principles in making financial decisions (SR 2);
- Knowledge of research methods in finance and economics, research framework, its elements and their mutual interaction, economic/financial data modelling and forecasting methods using modern information technologies (SR 3).

Skills

- Able to analyse and critically assess trends in the international financial market, able to use the results of research into the factors influencing the organization's operation in improving the organization's operation (SR 4);
- Able to apply modern analysis methods for decision-making for provision of the organization's financial stability, able to evaluate the possibilities of attracting financial resources, identify financial risks and make proposals for improving financial performance, able to harmonize the organization's goals with the interests of the financial environment and society (SR 5);
- Able to carry out research in the relevant field, able to use innovative information technologies and processing methods in their professional activities and the performance of scientific activities (SR 6).

Competences

- Able to predict, define and transfer into action the strategic vision of the development of the organization or industry, make informed decisions, using different approaches and in compliance with the principles of professional and general ethics; The ability to predict, define and transfer into action the strategic vision of the development of the organization or industry, to make informed decisions using different approaches and observing the principles of professional and general ethics (SR 7);
- Able to conduct research in the field of finance and economics, explore alternatives and come up with creative and innovative solutions using intuition, experimentation and new perspectives (SR 8);

- The ability to independently advance the improvement of one's own competences, to continue learning, to constantly understand the most important trends in the technical, professional and economic and financial fields (SR 9).

The academic master's study program "International Finance and Economy" is a logical continuation of the professional bachelor's programs "Finance" and "European Economy and Business" implemented at the Baltic International Academy. The academic master's study program "International Finance and Economics" includes bachelor's competencies and will provide qualified specialists with analytical skills, research work skills, will create a motivation for further education and will provide an opportunity to prepare for continuing studies in the doctoral study program of the Baltic International Academy "Regional Economy and Economic Policy".

The programme is implemented in two languages - Latvian and English, full-time in person.

Admission of applicants to the academic master's study program "International Finance and Economics" at the Baltic International Academy is carried out in accordance with the [Admission Rules and Matriculation Procedure](#) (hereinafter - Rules) (Approved on October 25, 2022, at the BIA Senate meeting, Protocol No. 155).

Admission in the academic master's programme "International Finance and Economics" shall be the right of persons who have obtained a professional or academic bachelor's degree in economics and business fields, provided that the duration of previous studies is at least 4 years (240 CP) - with the normative study duration of 1.5 years (90 CP). The persons who have obtained an academic or professional bachelor's degree in other fields or the duration of previous studies is less than 4 years (240 CP) may enrol in the second cycle academic master study programme "International Finance and Economics" with the normative study duration of 2 years (120 CP). Upon enrolment in the higher education institution academic master's programme "International Finance and Economics" (English language flow), candidates must submit a document certifying the proficiency of the English language issued by the international testing institution over the last five years (see Annexes 1 and 2). Language proficiency must correspond at least to ECG B2 level. The referred to document shall not be submitted by those candidates who have acquired previous education in the language of implementation of the relevant study programme.

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

The Baltic International Academy International Finance and Economics Academic Master Study Programme provides an opportunity to master in-depth theoretical knowledge, research skills and skills development in the field of international finance and economics. Within the framework of this programme, study courses are implemented that provide relevant knowledge, skills and competencies necessary for the labour market of the financial and economic sector. The implementation of the study programme is based on a number of European Union and Latvian higher education guidelines for the coming periods.

The International Finance and Economics Academic Master Study Programme has been developed in accordance with:

- *European Commission REFLECTION PAPER [TOWARDS A SUSTAINABLE EUROPE BY 2030](#)*, which states that one of the challenges of Latvian HE is the need to strengthen the link between

education, research and business in order to promote excellence and innovation;

- *Sustainable Development Strategy of Latvia until 2030*, in which it is noted that technological competence, ability to integrate skills and competencies of different fields, creative skills, people and risk management skills, as well as openness to international and intercultural cooperation are gaining in importance;
- *National Development Plan of Latvia for 2021-2027 (NAP2027)*, which states that further economic growth and provision of a higher standard of living for the population of Latvia depends on the ability to create new, knowledge-based competitive advantages in a rapidly changing environment, namely to increase productivity through investment in human capital, research and innovation, and the introduction of new digital technologies. Changing the business model of companies from short-term profitability to long-term productivity and, consequently, sustainable profitability, as well as cross-sectoral partnerships in building a knowledge- and technology-intensive economy, will be crucial in creating new competitive advantages.

The global economy is undergoing serious, systemic change. Global supply chains, automation, e-commerce development, process efficiency, ability to make quick decisions, the entry of new technologies into the market are a modern reality that affects both large corporations and small businesses. In general, in the economy, similarly to nature, the laws of gravity operate - consolidation and merger processes take place. Such changes and a tendency towards gigantism and unification can be seen in all sectors. Taking into account the "[Informative report on medium- and long-term labour market forecasts](#)" (latvian only) prepared by the Ministry of Economics in 2022, it can be concluded that the demand for highly qualified specialists (managers, senior specialists, professionals) will only increase in the future due to the development of modern technologies and the need to transport them efficiently.

Employer surveys show that there are all opportunities for people with good knowledge of mathematics to become successful financial experts. These people should have an analytical mind-set, good memory, ability to analyse the information received. Good financial experts are able to focus on tasks. Perseverance and resilience to stress are important in this area of activity. In addition, it is important to have high effectiveness, the desire to achieve the goal. Today's changing socio-economic environment and labour market make it necessary to acquire new knowledge and skills on a regular basis, as well as to improve existing ones.

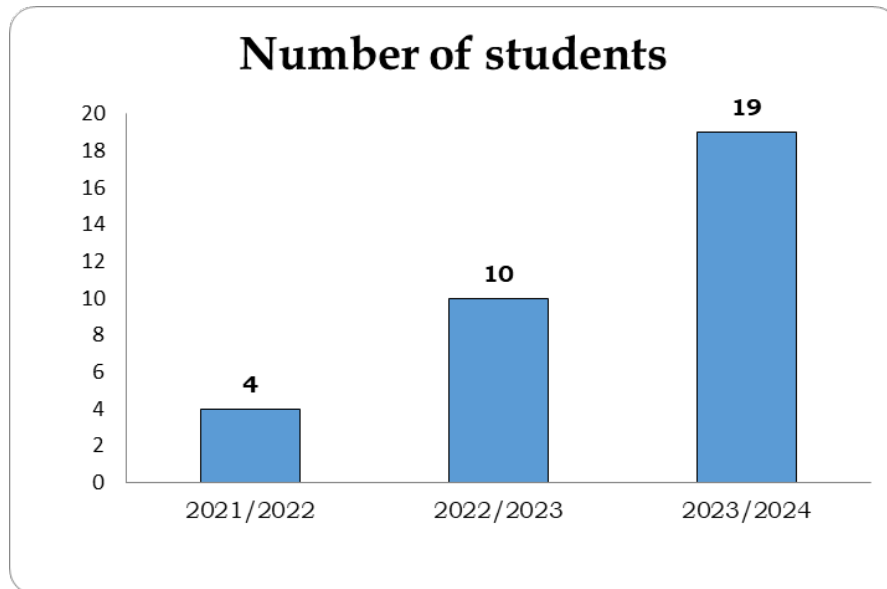
These trends are included in the content of the study programme and study courses.

In the analysed period, two graduates from the Latvian stream defended their Master's theses. One of them works at SEB banka in the AML risk department, the other is a chief accountant in an international company.

3.1.4. Statistical data on the students of the respective study programme, the dynamics of the number of the students, and the factors affecting the changes to the number of the students. The analysis shall be broken down into different study forms, types, and languages.

The Academic Master study programme "International Finance and Economics" was accredited on 19 January 2022 for two years and is offered in Latvian and, for the first time, in English, in a full-time, intramural form.

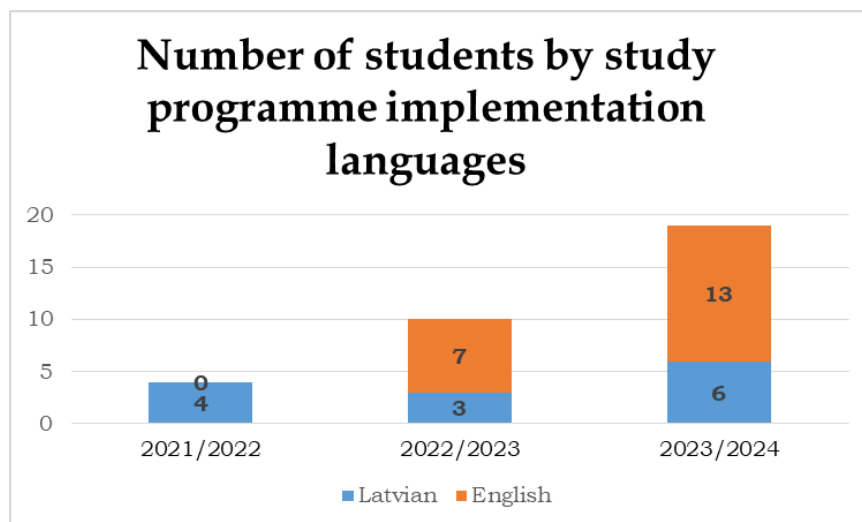
Figure 3.1.4.1. The Academic Master Study Programme "International Finance and Economics" number of Students as of 01.10 of the academic year, Total



In the reporting period from 2021/2022. till 2023/2024, at the beginning of the academic year, the total number of students has increased from 4 to 19, due to the following factors:

- the launch of the study program in English. Currently, more than 60% of the total number of students are from other countries;
- the content of the study program has been changed by introducing topical courses;
- foreign lecturers have been invited to teach.

Figure 3.1.4.2. The Academic Master Study Programme "International Finance and Economics" number of Students as of 01.10 of the Academic year (by implementation language), Total



As a negative factor, the restriction of admission rules to students who have previous 3-years higher education could be mentioned. Therefore, the decision was made to change the period of study to 3 and 4 semesters respectively.

The drop-out rate is low. The most common reasons for drop-out are the inability to combine studies with work.

More information on the dynamics of the number of students is available in [Annex 5](#).

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

3.2. The Content of Studies and Implementation Thereof

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

The Academic Master's study programme "International Finance and Economics" is developed in accordance with the Regulation of the Cabinet of Ministers of the Republic of Latvia [No.240 "Regulations on State Academic Education Standards"](#) (version, which comes into force on 05.10.2023) (LV only). The compliance of the study programme with the requirements of the regulatory enactments is reflected in Annex 6.

The interrelationship between the courses of study is assessed as appropriate to the requirements of the field and to the outcomes to be achieved. The aim, objectives and learning outcomes of the programme reflect the totality of knowledge, skills and competences to be acquired in the programme's study courses. The information contained in the courses of study is derived from the overall aims, objectives and learning outcomes of the programme. The linkages are clearly visible in the mapping of the programme's study courses in Annex 8. The content of the study courses is regularly updated in line with current developments in the field.

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

The International Finance and Economics Academic Master Study Programme has been designed to update the bachelors' competencies in the field of international finance and economics and to develop analytical, research and technical competencies. Within the framework of the programme, special attention is paid to financial processes in the international financial environment, the interconnections of their various processes and development trends in the context of globalisation; modern theoretical concepts and models of financial management; sustainable finance as a new paradigm for the development of the financial sector. These issues were explored in the compulsory part of the programme in courses such as *"Monetary Theory and Policy"*, *"Sustainable Economics"*, *"Corporate Finance Management and Risk Analysis"*, *"International Financial*

Institutions and Market's.

Within the framework of the master study programme, special attention is paid to the development priorities of the financial sector - the development of the Latvian innovation ecosystem, innovation trends and the availability of financing. A new course Innovation Finance has been developed. New limited elective courses are offered on topical subjects such as "Development of digital currency and financial technology (FinTech)", "Prevention of money laundering", "Behavioural Economics".

In order to improve students' research skills, new courses "Econometrics", "Data Analysis and Business Modelling" (advanced), "Master's Thesis Methodology and Practical Research", "Academic Writing" were developed.

Correspondence of the study programme and study courses to the trends in science

Based on the [Baltic International Academy long-term strategy of activities and development for 2022 - 2025](#), the main directions of the development strategy in the field of science and researches have been developed in the study direction Economics are:

- BIA participation in European Union's and other international programmes and projects. BIA participation in Latvian projects and state research programmes.
- Motivating academic staff to prepare and submit scientific publications, especially for publications included in internationally recognised databases (Thomson Reuters Web of Science, Scopus, etc.).
- Organization of regular international scientific conferences and seminars in BIA research directions. Organisation of the annual scientific conference of young researchers.
- Involvement of students in conducting research and preparing publications, ensuring the principle of succession in all fields of study implemented by BIA;
- Attracting doctoral students for the implementation of study courses.

The compliance of the International Finance and Economics Academic Master Study Programme with the requirements of science is ensured by: 1) updating of study courses, including the latest literature; 2) in order to ensure the orientation of research to market demand, not only academic staff, but also practitioners-experts in the field of finance and economics are attracted to give lectures and conduct study work; 3) participation of lecturers of the International Finance and Economics study programme in international grants and projects; 4) participation of lecturers in international scientific conferences and publication of research in scientific publications. Students of the programme are also involved in scientific work. For example, research conducted within the framework of Master's theses is presented at both scientific and industry professional conferences; 5) Attracting the BIA Regional Economics and Economic Policy Doctoral Study Programme students to the implementation of study courses.

The academic master's study program with 90 CP is intended for applicants who have an academic bachelor's degree or professional bachelor's degree in the fields of economics and business provided that the duration of previous studies is at least 4 years .

The academic master's study program with 120 CP is intended for applicants who have an academic bachelor's degree or professional bachelor's degree in other fields of education or the duration of previous studies is less than 4 years .

In order to ensure equal educational quality results, and that the master's students without prior knowledge in the field of economics and finance can also achieve the specified knowledge, skills and competences, in the first semester of study basic disciplines are presented in depth, which provide the basic knowledge of the direction: Basics of finance, business economics and management, fundamentals of economic theory, accounting and financial reporting and

commercial and labor law. The amount of each discipline is 6 ECTS. It is important to acquire this knowledge in the first semester of study, in order to later learn the profile disciplines related to research work in the field of finance without obstacles.

Conclusion: Summarising the mentioned information it is concluded that the structure of the programme is logical, the content of the study programme corresponds to the needs of modern labour market in the field of finance and trends of scientific development and offer a competitive education.

3.2.2. In the case of master's and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation. In the case of a doctoral study programme, provide a description of the main research roadmaps and the impact of the study programme on research and other education levels (if applicable).

According to the mission and strategic plan of the Baltic International Academy, the aim of the Master's study programme "International Finance and Economics" is to prepare qualified specialists with in-depth theoretical knowledge, analytical and research skills and competences in the field of finance and economics, in accordance with the framework level 7 of the Latvian education classification, who are able to implement their professional activities in the conditions of sustainable economic development.

Successful completion of the Master study programme in International Finance and Economics leads to the Master's degree in Social Sciences in Finance (45 343), which allows graduates to specialise or continue their professional activity in the fields of international finance and business, as in the course of their studies they will acquire both theoretical knowledge and practical and analytical skills in financial management, based on research and creative work.

The title, degree, aims, objectives and outcomes of the academic Master's programme, as well as the admission requirements, are interrelated and relevant. Graduates of the Academic Master's degree programme "International Finance and Economics" may pursue doctoral studies.

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

The BIA academic master study program "International Finance and Economics" 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 direction "Economics" 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. *Meetings with invited experts, industry professionals* are organised during the study process.

Seminar sessions with discussions on current issues in financial and economic fields (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, project development, analysis of scientific articles, preparation of presentations. In practical classes, the focus is on training the student's practical and analytical skills, as well as developing of personal, social, interpersonal and inter-cultural competencies. 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 academic master study program "International Finance and Economics" 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 financial management and analysis, process the obtained data, interpret them and eliminate their practical significance independently.

In order to create a basis for the development of general scientific, creative, innovative and professional competence, during the studies master students are involved in scientific projects implemented by the teaching staff of the study direction "Economics", based on team work and

focused on applied research. 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.

According to paragraph 8 of Section 1 of the [Law on Higher Education Institutions](#), higher education in Latvia uses credit points (CP) that are equated to European Credit Transfer System (ECTS) credit points. When converting into ECTS, the number of Latvian credit points is multiplied by 1.5. Also, credit points are expressed as whole numbers. One credit point corresponds to 25-30 hours of study work. According to the BIA Rector's order of February 05, 2024 *On the transition to ECTS*, one credit point corresponds to 25 hours of study work, of which in the bachelor's study program full-time flow 40% are contact hours.

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

The evaluation system used within the program complies with the regulations for the organization of BIA study course examinations (Approved at the BIA Senate meeting on July 09, 2020, protocol No. 143). https://bsa.edu.lv/docs/nolikums/Regulations_Evaluation_Study.pdf The evaluation of study courses takes place in a 10-point system. As intermediate test methods, lectures and seminars use tests that motivate students to study independently throughout the semester, as well as allow to test the acquired knowledge and assess student`s skills, analyze the material to be acquired. At the end of each course there is a final examination of the study course, written and / or oral examination, knowledge assessment tests, reports, essays are used, as well as practical knowledge acquisition courses, students independently develop study papers, confirming a certain level of professional skills. At the same time, forms of examination are used, such as recordings of the consultation process, development of research opinions, presentations in seminars, essays, etc.

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

In general, lecturers have developed an appropriate and diverse assessment system, which is also evidenced by the information gathered in student surveys. In general, the assessment system includes the following basic principles: *compulsory character of assessment* - education as an integral part of teaching and learning, in which students receive assessment of the acquisition of the compulsory content of educational programs; *openness, clarity and accessibility* of the content and criteria of assessment in accordance with the set goals and tasks of the educational program, as well as the goals and tasks of the study subject; *summation of achievements* - provision of reliable and useful information for students and teachers on student performance / work performance; *objectivity* of assessment - in accordance with the requirements of a specific

educational program or study subject program, the content of assessment, course conditions, assessment criteria are the same for all students.

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

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

3.2.6. Analysis and assessment of the topics of the final theses of the students, their relevance in the respective field, including the labour market, and the marks of the final theses.

Between the academic year 2020/2021 and the spring of the academic year 2022/2023, 3 Master's theses have been defended in the academic Master's study programme "International Finance and Economics". The development and defence of the Master's thesis follows a strictly regulated procedure, which is detailed in the "Regulation on the graduation paper development and defence in the Baltic International academy" (https://bsa.edu.lv/docs/2020/BSA_diplomdarbu_nolikums_ENG.pdf)

See Table 3.2.6.1 for a breakdown of the Master's thesis topics.

Table.3.2.6.1. Master's thesis topics of the Academic Master study programme "International Finance and Economics"

Nr.	Maģistra darbu tēmas	Master`s theses topics	Atzīme
1	"Nepilnības starptautiskajos normatīvajos regulējumos komercbanku darbībā Latvijā un ar to saistītās finanses, nelegāli iegūtu līdzekļu legalizācijas terorisma finansēšanas novēršanas jomā"	Inadequacies in international commercial banking activities in Latvia and related finance prevention of anti money laundering in the field of terrorism financing	8
2	Privāto uzņēmumu biroju telpu nomas izmaksu optimizācija, izmantojot kopstrādes pakalpojumus	Optimization of private companies office space rental costs using coworking services	8

Topics of students' master theses are relevant to the company and the industry as a whole. Analysing the topics, it can be concluded that most of them are related to issues of ensuring the efficiency of organisations, the impact of digitalisation on the financial and accounting sphere,

issues of preventing money laundering and terrorism financing. These issues are relevant both in the labour market and in scientific research. The analysis shows that students choose master's thesis topics that are closely related to their future professional and scientific activities.

The weighted average mark for the final work is 8 (Very good). If the programme is successfully completed and the final examinations are passed with a pass (lowest pass mark 4), students will be awarded a degree in Social Sciences in Finance.

3.3. Resources and Provision of the Study Programme

3.3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples.

Information, material and technical resources are provided for the needs of the study programme and achievement of study results, which are available both within the scope of the direction (see Part 2.3. direction`s self-valuation), as well as at the University in general. For example, in order to ensure knowledge in economic and financial knowledge, study literature and [electronic resources](#) are available, as well as classrooms for lessons and independent work, library and reader. The specific security shall include the following resources:

- Specialised books in the programme: 1163 titles (see *Annex 3.3.1. Summary of the collection books Economics. Economic knowledge*);
- Periodicals: the Financial times, the Economist, iFinances.

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

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

For the needs of the study program and the learning outcomes the necessary financial resources are available both within the field of study (see 2. section Direction`s study resources and provision, p.2.3.1.) and within the University as a whole.

The tuition fee income of the Academic master study program "International finance and economics" is increasing.

Table 3.3.3.1. Academic master study program "International finance and economics" income from tuition fees

Study program name	Branche	2020/2021 ac.year		2021/2022 academic year		2022/2023 academic year		2020-2023	
		Tuition fee	Discount	Tuition fee	Discount	Tuition fee	Discount	Tuition fee	Discount
1	2	5	6	7	8	9	10	15	16
International finance and economics	Rīga	6 450	255	6 450	255	13 065	933	25 965	1 443

This allows to invest financial resources in providing the programme with highly qualified staff, including inviting practising professionals and foreign lecturers.

The expenses of the "International finance and economics" study program per student is 1 612 Euros per year. In the 2021/2022 study year, tuition fees in the master's study program: full-time latvian language - 1800 Euros per year, full-time english language (depend on country) - 2 200 - 3000 Euros fper year. Considering the number of students in the study programme (as of 01.10.2022, 10 master students), the financial support of the master study programme "International Finance and economics" is sufficient.

The BIA founders use their right to control expenses and set the minimum number of students in the study programme, thus giving the right to learn for students from minority groups. In order to ensure the effectiveness of the program, if the number of students is small, similar study courses are implemented in streams for students of several study programs.

For more information on the programme's available funding and cost per student, see Section 2.3.2.

3.4. Teaching Staff

3.4.1. Assessment of the compliance of the qualification of the teaching staff members (academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants) involved in the implementation of the study programme with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments. Provide information on how the qualification of the teaching staff members contributes to the achievement of the learning outcomes.

Qualification and number of teaching staff employed in the academic master's study program "International Finance and Economics" meet the requirements of the Law on Higher Education Institutions and implementation of the goals and tasks of the strategic priorities of BIA. Professional

teaching staff is involved in the implementation of the study program: all of them have a doctor's degree or a master's degree, education obtained by the lecturers of the specialized courses corresponds to the field of the study course. The majority of the teaching staff are practicing specialists. Some of the lecturers employed in the field of studies are simultaneously employed in scientific research work, which ensures the synergy of studies and research work. The main criteria for selection of teaching staff are: education (degree), professional experience and research and creative activity, communication skills.

In the period from 2020/2021 academic year until spring of academic year 2022/2023, not only quantitative composition of the teaching staff of the academic master's study program "International Finance and Economics" has changed, but also its qualitative changes took place.

26 teaching staff are involved in the realization of the academic master's study program "International Finance and Economics", incl. 8 foreign lecturers. According to scientific degrees - 18 (7 elected BSA, 11 unelected, including 7 foreign lecturers) teaching staff have a doctorate degree (69%), 8 (3 elected BIA, 5 unelected, including 1 foreign lecturer) teaching staff have a master's degree (31%).

Tab. 3.4.1.1. Scientific degree of the teaching staff of the academic master's study program "International Finance and Economics".

	Doctors		Masters		Total	
	Number	%	Number	%	Number	%
Elected BIA	7	27	3	12	10	38
Not elected BIA	4	15	4	15	8	31
Foreign lecturers	7	27	1	4	8	31
Total	18	69	8	31	26	100

According to academic positions - the quality of studies is ensured by 1 professor (4%), 4 associate professors (15%), 4 associate visiting professors (16%), 4 assistant professors (15%), 7 visiting assistant professors (27%), 1 lecturer (4%), 5 visiting lecturers (19%) .

Tab. 3.4.1.2. Academic position of the teaching staff of the academic master's study program "International Finance and Economics".

	Professors		As.prof.		Docents		Lecturers		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%
Elected BIA	1	4	4	15	4	15	1	4	10	38
Not elected BIA			1	4	3	12	4	15	8	31
Foreign lecturers			3	12	4	15	1	4	8	31

Total	1	4	8	31	11	42	5	23	26	100
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In general, involvement of the academic staff can be evaluated very positively. Within the framework of the program, changes in the positions are controlled and systematic personnel development is carried out.

In general, qualifications of teaching staff can be assessed as adequate. In the implementation of the academic master's study program "International Finance and Economics", scientific and pedagogical experience of the teaching staff ensures achievement of goals of the educational program, as well as is appropriate for students knowledge, skills and competences, achieving the set study results.

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

In the period from academic year 2020/2021 until academic year 2022/2023, analysis of dynamics of the number of teaching staff of the academic master's study program "International Finance and Economics" shows that the number of teaching staff has increased from 14 to 26 (see Annex [Teaching staff_Economics](#)). The number of teaching staff with doctoral degrees participating in the study program has changed - from 9 to 18, while the number of elected teaching staff has decreased from 11 to 10. Not only the quantitative composition of the teaching staff has changed, but also its qualitative changes has been made. This follows from the development policy of the teaching staff - to involve in BIA teaching process young scientists, practitioners, as well as foreign lecturers.

In the period from academic year 2020/2021 until academic year 2022/2023, there are also positive trends associated with:

- changes in the number of associate professors and professors in the study program. Baltgailis, T. Jurkeviča have become associate professors, docent A. Surmačs has been appointed to the position of an associate professor;
- increase in the number of foreign lecturers. In the period from academic year 2020/2021 till autumn of the academic year 2022/2023, the number of foreign guest lecturers was increased by 75%. The following are involved in the realization of the study program: *Aleksandrova* (Assoc. visiting professor, D. A. Tsenov Academy of Economics, Bulgaria). *G. Fainštejn* (visiting professor, Euro Academy, Estonia), *D. Stoilova Georgieva* (assistant professor, Southwest University "Neofit Rilski", Bulgaria), *Çelik Şaban* (Izmir Katip Çelebi University, Turkey), *M. Yigit* (Isparta University of applied sciences, Turkey). Involvement of foreign teaching staff in the activities of the program gives an opportunity to increase scientific potential of the study program, which helps to enhance the results of study.

The goal of the academic master's study program "International Finance and Economics" is ensured by the highly qualified academic staff, which consists of the core - professors and associate professors, as well as qualified assistant professors and lecturers. Academic personnel involved in the implementation of the study program who have the right of an expert of the Latvian Science Council can be seen in table 3.4.2.1

Tab. 3.4.2.1. Teaching staff involved in the academic master's study program "International Finance and Economics" - LSC experts

Name, surname	Field of science	A subfield of science	Date
Žanna Caurkubule	Social Sciences	Economics and business	06.07.2025
Jurijs Baltgailis	Social Sciences	Economics and business	02.06.2024
Tatjana Jurkeviča	Social Sciences	Law	06.09.2026
Inese Mavļutova	Social Sciences	Economics and business	02.11.2025
Vladislavs Volkovs	Social Sciences	Sociology and social work	02.02.2025

Changes made contribute to the quality of the study process, because the involved teaching staff have a doctorate degree, experience in scientific research work and practical work in the field of taught study courses. Increase of number of teaching staff makes it possible to plan development of the program in the long term and also to implement the existing plans.

3.4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals or peer-reviewed monographs may be additionally specified. Information on the teaching staff included in the database of experts of the Latvian Council of Science in the relevant field of science (total number, name of the lecturer, field of science in which the teaching staff has the status of an expert and expiration date of the Latvian Council of Science expert) (if applicable).

3.4.4. Information on the participation of the academic staff, involved in the implementation of the doctoral study programme, in scientific projects as project managers or prime contractors/ subproject managers/ leading researchers by specifying the name of the relevant project, as well as the source and the amount of the funding. Provide information on the reporting period (if applicable).

3.4.5. Assessment of the cooperation between the teaching staff members by specifying the mechanisms used to promote the cooperation and ensure the interrelation between the study programme and study courses/ modules. Specify also the proportion of the number of the students and the teaching staff within the study programme (at the moment of the submission of the Self-Assessment Report).

The implementation of the study courses will take place by coordinating them with other bachelor's study programmes, in some cases combining student groups in order to promote student interaction in the study process. So, for example, in the first year of study, such study courses as Higher Mathematics, Microeconomics, Macroeconomics, etc. are combined with the "Entrepreneurship Management" programme.

Following forms of interaction of the teaching staff are used to determine the quality of academic and scientific activities during the implementation of the study programme:

- Preparation of annual reports of the BIA lecturers on the academic and scientific activities, publications, participation in scientific researches and scientific conferences
- Facilitating the international exchange of academic teachers by attracting the funding from the international foundations and creating the opportunities for academic teachers to gain experience in the foreign universities;
- Inviting the highly qualified guest lecturers to lead the study courses, conduct master classes, including from foreign universities;
- Student surveys which provide the opinion on the implementation of the study programme specific courses, the content and presentation of the study programme
- Use of the external experts to evaluate the study process and students' knowledge
- Strategic planning of the study process, analyzing the weaknesses of the study programme, their elimination and opportunities for programme development.

The BIA mission is carried out by highly qualified academic staff consisting of a core of professors and associate professors, as well as qualified teaching staff (assistant professors) and a reserve for academic renewal. The BIA uses the opportunities to attract the internationally renowned professionals. General teacher-specific approach criteria are established for the teacher elections. Optimal staffing structure of the BIA is determined by the operational objectives of the BIA and may vary depending on the study programme. Working in the market of free competition in the field of education and academic services, the BIA promotes a flexible and attractive recruitment policy. The work of experienced practitioners without scientific degree is also used.

Within the study program, the lecturers communicate on a regular basis during the study field meetings (where current study issues are regularly considered and discussed and where decisions are made on aspects of study content and process improvement), as well as during the programme lecturer meetings, they have also meetings with the programme director. Exchange of experience also takes place through participation in conferences and seminars, as well as joint participation in Erasmus + mobility. BIA organizes field seminars and gathering events, for example on 11-12 of July, 2022, the field seminar "Hybrid learning technologies: experience and perspectives" was held, where colleagues shared their experiences.

In 2023/2024. academic year training courses were organised for BIA academic staff "Innovation in modern andragogy", as the research seminar "Different forms of Rationality with potential applications in Social Sciences" by Michel Verlain, Phd in Economics and Management, Luxembourg

Since 1999 year, 3-4 days trips for staff have been organized as part of the team-building and corporate culture of the Baltic International Academy. 30.09.2023- 02.10.2023 the BIA travelled XIV times to neighboring Lithuania, Kaunas- Vilnius-Trakai-Birjai, visiting historic sites, cultural monuments and museums: monastery of Pajaislis, National Museum of Art named M. K. Churlenis, National Museum of Lithuania in Vilnius, etc.

In 2023/2024. academic year training courses were organised for BIA academic staff "Innovation in modern andragogy", as the research seminar "Different forms of Rationality with potential applications in Social Sciences" by Michel Verlain, Phd in Economics and Management, Luxembourg

At the moment of submission of the self-evaluation report, 26 lecturers per 19 students are involved in the programme.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	Model diploma with Annex SF90_eng_merged.pdf	Paraugs Dipl ar pielikumu SF90_lv_merged.pdf
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	Annex Nr.5. Students statistics MG_IFE 13.03.2024 ENG.pdf	Pielikums Nr.5. Statistika par studējošajiem MG_SFE 13.03.2024.xlsx.pdf
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	Annex 6. Conformity of the Academic Master's Study Program IFE.docx	6.pielikums_MG_SFE_atbilstiba_valsts_izglitiba_standartam.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Annex 8. Mg_IFE Study courses mapping_EN.pdf	8.pielikums_Ma_SFE_Studiju_kursu_kartejums.pdf
The curriculum of the study programme (for each type and form of the implementation of the study programme)	Annex 9. Mg_IFE study plans ENG 90KP, 120 KP.xlsx	9.pielikums_Ma_SFE_studiju_plani_LV_90_KP_120_KP.xlsx
Descriptions of the study courses/ modules	Study courses descriptions Ma_IFE ENG.pdf	Kursa apraksti Mg_SFE LV.pdf
Description of the organisation of the internship of the students (if applicable)		
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)	Compliance LHEI_55.section_Ms IFE.edoc	Apliecinājums AL_55.pants MG_SFE.edoc

Finance (42343)

Study field	<i>Economics</i>
ProcedureStudyProgram.Name	<i>Finance</i>
Education classification code	<i>42343</i>
Type of the study programme	<i>Professional bachelor study programme</i>
Name of the study programme director	<i>Žanna</i>
Surname of the study programme director	<i>Černoštana</i>
E-mail of the study programme director	<i>zanna.bki@inbox.lv</i>
Title of the study programme director	<i>Mg.oec.</i>
Phone of the study programme director	<i>29228827</i>
Goal of the study programme	<i>To prepare highly qualified specialists with the necessary professional competences in the field of finance, in accordance with the 6th level of the framework structure determined in the Classification of Education in Latvia, who are able to realize their professional activities in the conditions of an innovative economy</i>
Tasks of the study programme	<ul style="list-style-type: none"> <i>- to provide students with a set of knowledge, skills and competences in finance in accordance with the 6th level of the framework structure determined in the Classification of Education in Latvia;</i> <i>- to ensure the acquisition of theoretical basic knowledge in the field of finance, creating students' understanding of the regularities of macroeconomic processes and their impact on the financial environment and public interests;</i> <i>- to ensure the acquisition of the industry's professional study courses, creating the relevant knowledge and skills necessary for the financier profession and a critical understanding of this knowledge ;</i> <i>- to create an understanding of the possibilities of using modern innovative information and communication technologies for the performance of work duties, research and lifelong learning ;</i> <i>- to develop independent analytical and critical thinking, promote personal and professional growth of students, motivating them for further education and professional development, provide the opportunity to continue education in higher education programs</i>

Results of the study programme	<p><i>Knowledge: 1. Knows the most important concepts of economic and financial theory, understands current financial trends and regularities; 2 .Able to demonstrate knowledge of accounting, tax system, legislation, organizational security and internal control issues; 3. Able to demonstrate basic and specialised knowledge specific to the financier profession and a critical understanding of this knowledges.</i></p> <p><i>Skills: 1.Able to prepare financial statements, systematize the obtained information, analyse performance results, assess the organization's financial position, develop proposals for improvement of the financial situation; 2. Able to carry out the organization's financial planning, assess financing sources, identify and assess financial risks of transactions and prepare proposals for the effective implementation of the organization's financial management; 3. Able to use information and communication technologies, to implement applied research in the field of finance and economics.</i></p> <p><i>Competences: 1.Able to analyse, evaluate and forecast financial performance; reasonably support proposals for effective implementation of financial activities, comply with the principles of corporate responsibility; 2. Able to work in a team and individually, observing the principles of professional ethics and general communication, understanding and using professional terminology and concepts; 3. Able to demonstrate a scientific approach to problem solving; able to think critically and creatively; able to direct own further learning and professional development.</i></p>
Final examination upon the completion of the study programme	<i>Diploma thesis</i>

Study programme forms

Full time studies - 4 years - latvian

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

Places of implementation

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

Full time studies - 4 years - english

Study type and form	<i>Full time studies</i>
---------------------	--------------------------

Duration in full years	4
Duration in month	0
Language	english
Amount (CP)	240
Admission requirements (in English)	Secondary education and English at least at B2 level
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Professional Bachelor's degree in Finance
Qualification to be obtained (in english)	Financier

Places of implementation

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

Part time studies - 4 years, 5 months - latvian

Study type and form	Part time studies
Duration in full years	4
Duration in month	5
Language	latvian
Amount (CP)	240
Admission requirements (in English)	Secondary education
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Professional Bachelor's degree in Finance
Qualification to be obtained (in english)	Financier

Places of implementation

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

3.1. Indicators Describing the Study Programme

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

The Baltic International Academy implements the study program "Financial Management" since 2005, when it obtained the licence (licence No.04029-15 as of 07.03.2005, current licence No.04030-32 is changed in accordance with the changes in the name of the university) for starting the implementation of the 1st cycle professional higher education study program. Until now, the program was accredited with a positive expert report for the maximum term of 6 years, twice, in 2007 and 2013. With a decision No. 2022/01-A of January 19, 2022 of the study quality commission meeting, as well as Study Direction Accreditation Sheet No.2022/03 of 01.02.2022, the Baltic International Academy's professional bachelor study program "Financial Management" is accredited with the rating "Good" for two years until January 20, 2024.

Since the previous accreditation of the study direction, the following changes and clarifications were made in the parameters characterizing the professional bachelor's study program "Financial Management" based on the Cabinet Regulations [No.305 of 13.06.2023 "Regulations on the standard criteria of state professional higher education"](#) (LV only):

Table 3.1.1.1.

Parameter changes, clarifications and actualization of the Professionals Bachelor's Study Program „Finances”

	Changes, clarifications and updating of study program parameters	Study program parameters of the previous accreditation period
Program name	Finances	Financial management
Scope of the study program	240 CP (ECTS)	160 Latvian CP

The name change of the study program "Finance" (formerly "Financial Management") is related to the recommendations of the previous accreditation quality commission. "Within the study program, economics and finance are basically studied in study courses, while entrepreneurship study courses are secondary. While the name of the study program, the content and the professional qualification and the name of the professional degree to be obtained as a result of the study, as well as the code The Classification of the Education of Latvia shall be interconnected and resulting from the study content and the knowledge, competences and skills to be acquired by the students within the study program". (Approved on September 6, 2023, at the BIA Senate meeting, Minutes of the Meeting No.160).

The name of the study program, degree to be obtained, professional qualification or degree and professional qualification, objectives, tasks, study results and admission requirements are mutually

compatible.

The professional bachelor's study program "Finance" has been developed for assessment on the basis of the following regulatory documents:

1. [The Law on Higher Education Institutions \(the law edition, which enters into force on 11.07.2023\)](#)
2. [Vocational Education Law the law edition, which enters into force on 01.08.2023\)](#)
3. Cabinet Regulations of the Republic of Latvia No.322 „Regulations on the Classification of the Education of Latvia" (13.06.2017); (LV only)
4. Cabinet Regulations of the Republic of Latvia No.305 “Regulations on the Standard of the State Professional Higher Education” (13.06.2023). (LV only)
5. European Qualifications Framework;
6. Guidelines for the development of the self-assessment report of the field of study (20.08.2021);
7. Standards and Guidelines for Provision of Quality in the European Higher Education Area (ESG)(15.05.2019.);
8. Standard of the Financier’s Profession (16.10.2019) (LV only).

According to paragraph 8 of Section 1 of the [Law on Higher Education Institutions](#), higher education in Latvia uses credit points (CP) that are equated to European Credit Transfer and Accumulation System (ECTS) credit points. When converting into ECTS, the number of Latvian credit points is multiplied by 1.5. Also, credit points are expressed as whole numbers. One credit point corresponds to 25-30 hours of study work. According to the BIA Rector's order of February 05, 2024 *On the transition to ECTS*, one credit point corresponds to 25 hours of study work, of which in the bachelor's study program full-time flow 40% are contact hours.

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

The name of the professional bachelor's studies, the obtained degree, goals and tasks, as well as the admission requirements are interconnected, since it is a professional bachelor's program that is realized in 4 years in the form of full-time studies, and in 4.5 years in a form of part-time study program, obtaining a professional bachelor's degree in finance and a financier's qualification, which opens up opportunities to continue studies in both academic and professional master's study programs.

The aim, objectives and learning outcomes of the programme are defined in accordance with the professional qualification to be obtained - Financier.

The target of the professional bachelor’s study program “Finance” is to prepare highly qualified specialists with the necessary professional competences in the field of finance, in accordance with the 6th level of the framework structure determined in the Classification of Education in Latvia, who are able to realize their professional activities in the conditions of an innovative economy.

The tasks of the professional bachelor's study program "Finance":

- to provide students with a set of knowledge, skills and competences in finance in accordance with the 6th level of the framework structure determined in the Classification of Education in Latvia;
- to ensure the acquisition of theoretical basic knowledge in the field of finance, creating students' understanding of the regularities of macroeconomic processes and their impact on the financial environment and public interests;
- to ensure the acquisition of the industry's professional study courses, creating the relevant knowledge and skills necessary for the financier profession and a critical understanding of this knowledge;
- to create an understanding of the possibilities of using modern innovative information and communication technologies for the performance of work duties, research and lifelong learning;
- to develop independent analytical and critical thinking, promote personal and professional growth of students, motivating them for further education and professional development, provide the opportunity to continue education in higher education programs.

In accordance with the Latvian Qualifications Framework (LQF) level 6 and Professional Qualification (PKL) standard 6, the following achievable learning outcomes have been set in the Bachelor's study programme:

Knowledge:

- Knows the most important concepts of economic and financial theory, understands current financial trends and regularities;
- Able to demonstrate knowledge of accounting, tax system, legislation, organizational security and internal control issues;
- Able to demonstrate basic and specialised knowledge specific to the financier profession and a critical understanding of this knowledges.

Skills:

- Able to prepare financial statements, systematize the obtained information, analyse performance results, assess the organization's financial position, develop proposals for improvement of the financial situation;
- Able to carry out the organization's financial planning, assess financing sources, identify and assess financial risks of transactions and prepare proposals for the effective implementation of the organization's financial management;
- Able to use information and communication technologies, to implement applied research in the field of finance and economics.

Competences:

- Able to analyse, evaluate and forecast financial performance; reasonably support proposals for effective implementation of financial activities, comply with the principles of corporate responsibility;
- Able to work in a team and individually, observing the principles of professional ethics and general communication, understanding and using professional terminology and concepts;
- Able to demonstrate a scientific approach to problem solving; able to think critically and creatively; able to direct own further learning and professional development.

The learning outcomes of the programme are in line with the objective and will enable students to demonstrate basic and specialised knowledge of financial management and to use it to carry out

professional, innovative or research activities; to apply a scientific approach to solving business financial problems; to take responsibility and initiative; to make decisions and find creative solutions in changing circumstances.

After completing the study programme, the student receives a first cycle professional higher education diploma of a professional bachelor's degree in finance and obtains the qualification "Financier", which corresponds to the fifth level of professional qualification. The qualification awarded confirms that graduates have acquired comprehensive knowledge of the processes taking place in the financial environment and of current financial development trends and regularities, and have acquired the skills necessary for professional activity.

The programme is implemented in two languages - Latvian and English, full-time and part-time. Admission requirements - secondary education, in addition for the English language group, knowledge of English at least at the B2 level. Full-time studies are ideal for post-secondary students who do not have intense work commitments or family responsibilities that require a large time commitment. This allows to fully focus on studies and make the most of available resources. As well as full-time studies aimed at foreign students. On the other hand, part-time studies are intended for students who want to combine work with studies. Part-time studies take place on Friday evenings and Saturdays, which allows the schedule to be adjusted to the work schedule and allows students to obtain an education while maintaining a balance between personal, professional and academic responsibilities. The study program has a demand for both study forms.

Admission requirements for the study program "Finance":

The admission of students to the Baltic International Academy in the full-time and part-time professional bachelor's study program "Finance" is carried out in accordance with the [Admission Rules and Matriculation Procedures](#) (hereinafter - Rules) (Approved on October 25, 2022, at the BIA Senate meeting, Minutes of the Meeting No. 155).

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

The analysis of the business environment results in the fact that the modern business environment is becoming more and more complex and is characterized by an increasing degree of internationalization. Companies are increasingly active across national borders, integrating into the international environment, and here large multinational financial, accounting and consulting companies gain certain advantages. In order to survive in this time of changes, it is necessary to be aware of the latest development trends in the field of finance and accounting. As the business and legal environment of the country and the world changes and considering the continuous achievements in technologies, the importance and role of financial professionals and accountants will change significantly in the near future.

According to the medium and long-term forecasts of the Ministry of Economy of the [Republic Latvia for the labour market until 2040](#), it is expected that the proportion of the fields of financial services could decrease slightly.

Table 3.1.3.1.

Development trends for industries (changes in percent)

	2011-2019 average per year	2020-2021 average per year	2022-2030 average per year	2031-2040 average per year
Financing and insurance activities	-2.3	8.4	4.1	2.2

According to the labour market forecasts of the State Employment Agency of the Republic of Latvia, the number of specialists in finance and mathematics is expected to increase by +5% in the period 2022-2029.

Global forecasts of the financial industry show that the banking sector will experience faster development in the coming years than in the last 30 years. Among other priorities, the "Finance Latvia Association" defines digitization, digital security, compliance, financial literacy. Priority areas in the training and upgrading of the qualifications of employees of the financial sector are issues of banking operations and development, technologies, provision of investment services, operational compliance and prevention of financial crimes, as well as internal audit training (see [Priorities of the Finance branch \(LV only\)](#)).

According to the concept proposed by the Federation of European Accountants (FEE) and the plan developed by the Accountants Association of the Republic of Latvia ([LRGA](#)) (LV only), in order to ensure the main elements in solving issues related to the provision of professional services, the following conditions must be ensured:

- service diversification;
- innovations, data storage and digitalization;
- added value to services;
- modern knowledge and progressive thinking.

In fact, accountants in today's environment need to educate themselves in financial management, researching and choosing the latest mobile applications, and developing in-depth national and international tax knowledge.

Analysing job vacancies, it has been concluded that the need for financial specialists is high enough. The analysis shows that there is a demand for new specialties in the field of finance, such as data management specialist, AML specialist, data analyst. Keep in mind that these professions require knowledge not only in the specific fields, but attention should also be paid to knowledge of foreign languages, which is important in this type of profession.

Table 3.1.3.2.

Assessment of demand in labour market for financial specialists (performed on 30/10/2023)

	www.ss.com	www.cv.lv	www.workingday.lv	www.nva.gov.lv
Finance and accounting	72	356	19	50

Analysing the employment of graduates of the professional bachelor's study program "Finance" of the last year, it was concluded that 91.7% of graduates have been successfully joined the labour market. Graduates of the 2022/2023 st.y. participated in the survey. 12 graduates answered the questions. The survey was conducted remotely using the BIA's internal system NEXUS.

Extract from Alumni Survey

Table 3.1.3.3.1.

3. What is Your occupation?	number of responses	%
Student	0	0.0%
Still studying and employed	0	0.0%
Employed	11	91.7%
Parental leave	0	0.0%
Job-seeking	1	8.3%
Other	0	0.0%
	12	100.0%

83.3 % of graduates work in their speciality.

Table 3.1.3.3.2.

4. Is your professional activity related to the education acquired in BIA?		
	number of responses	%
Yes	10	83.3%
Partially	1	8.3%
No	1	8.3%
	12	100.0%

More than 90 percent of graduates work in business field, private sector.

Table 3.1.3.3.3.

5. What is Your workplace?	number of responses	%
Public entity	0	0.0%
Large commercial company	5	41.7%
Medium commercial company	1	8.3%
Small commercial company	4	33.3%

Self-employed person	1	8.3%
Not employed	1	8.3%
	12	100.0%

The graduates work as both accountants and financial specialists.

Table 3.1.3.3.4.

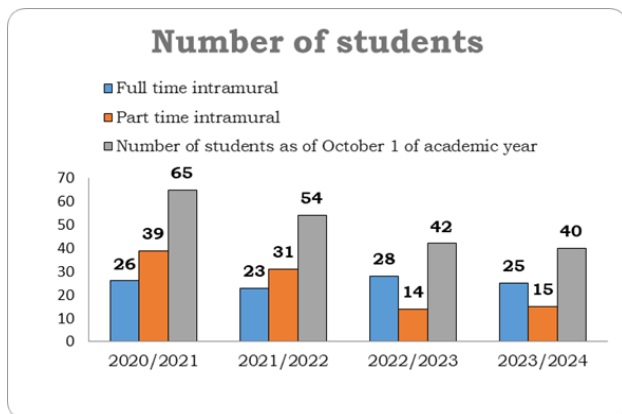
6. What is Your position?	number of responses	%
Accountant, qualification of level I	1	8.3%
Accountant, qualification of level II	0	0.0%
Accountant, qualification of level III	2	16.7%
Financial specialist, qualification of level I	1	8.3%
Financial specialist, qualification of level II	4	33.3%
Financial specialist, qualification of level III	0	0.0%
	12	100.0%

It should be noted that one of the tasks of the professional bachelor's study program "Finance" is to promote the further education of graduates, so those graduates who continue their studies in the academic master's study program "International Finance and Economics" are highly motivated for further professional activity and will probably create new jobs themselves in the near future.

3.1.4. Statistical data on the students of the respective study programme, the dynamics of the number of the students, and the factors affecting the changes to the number of the students. The analysis shall be broken down into different study forms, types, and languages.

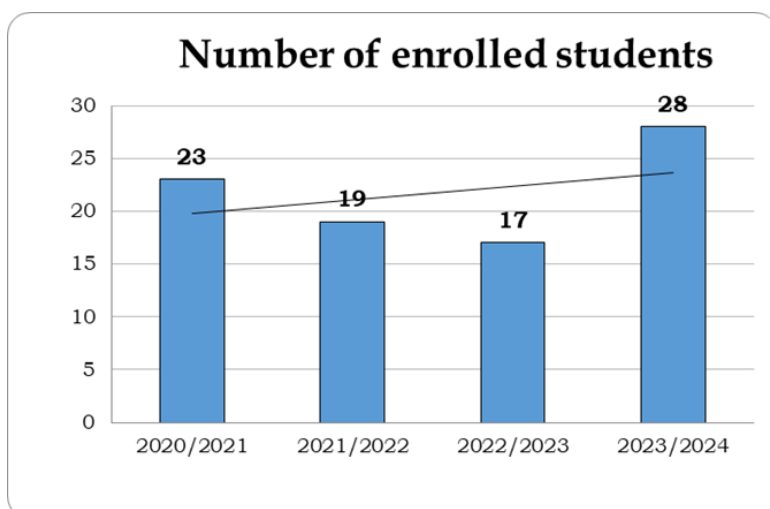
In the reporting period from 2020/2021 to 2023/2024 at the beginning of the academic year (as of 01.10), the number of students in the Professional Bachelor Study Programme "Finance" decreased (see Annex [Annex5.Statistics students in reporting period.pdf](#)), which coincides as with the demographic situation in the country observed in recent years, as with the impact of COVID on employment instability, as with the development trends in the field of finance. Companies that provide financial services are considered the best jobs, wages are also higher in this sector than in other sectors of the economy. In recent years, instability in the banking sector and the reduction of the number of employees in the banking sector has influenced the choice of professions of the financial expert.

Figure 3.1.4.1. Number of Students of the Professional Bachelor Study Programme Finance as of 01.10 of the Academic year, Total



The decrease in student enrolment in 2021/2022 and 2022/2023 was due to the impact of COVID and development trends in the financial sector (see Annex [Annex5.Statistics students in reporting period.pdf](#)). In the context of COVID, many companies in the finance and accounting sector have moved to remote working. In the first period, this led to heavy workloads and an inability to combine with studying. Many students in private universities combine their studies with work.

Figure 3.1.4.2. Number of Enrolled Students of the Professional Bachelor Study Programme Finance (by study year), Total

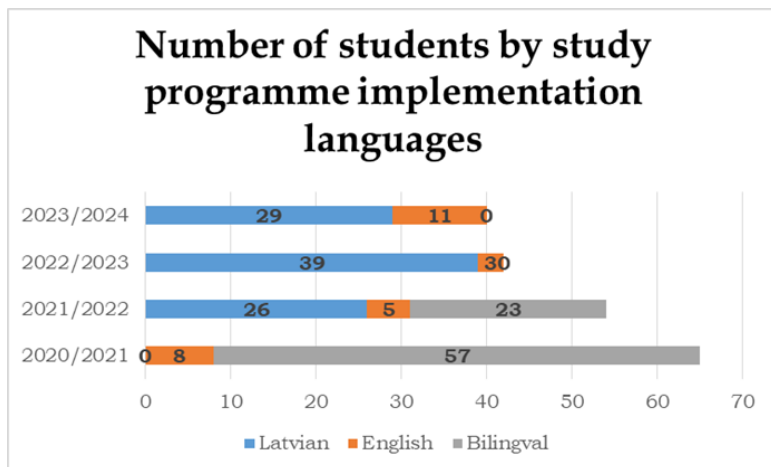


Currently, some students who stopped their studies two years ago have being reinstated to continue their studies.

35 graduates have successfully completed their studies in the reporting period from 2020/2021 to the beginning of the academic year 2023/2024 (as of 01.10) (see Annex [Annex5.Statistics students in reporting period.pdf](#)).

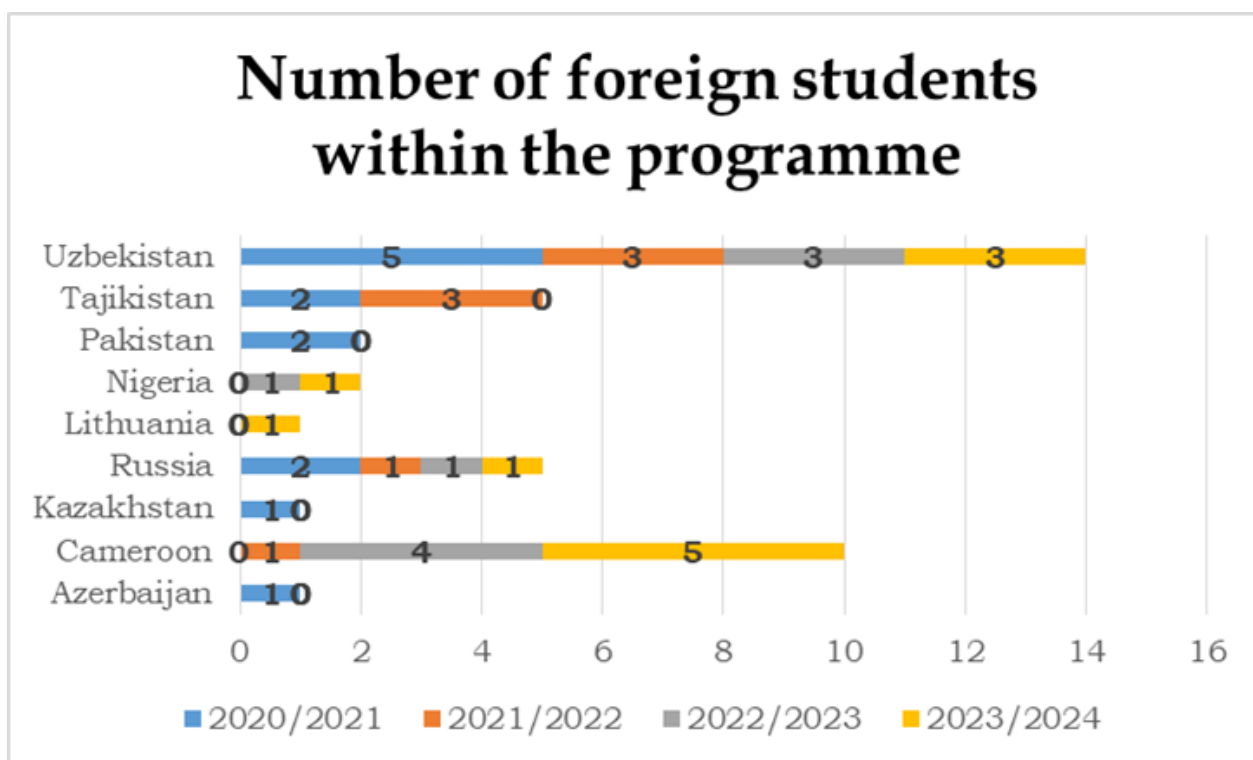
Until the academic year 2020/2021 the study programme was implemented bilingually (latvian/russian), from the academic year 2020/2021 the study programme is implemented in Latvian and English (see Annex [Annex5.Statistics students in reporting period.pdf](#)).

Figure 3.1.4.3. Number of Students of the Professional Bachelor Study Programme Finance (by language of implementation), Total



That allows to admit students from other countries, develop international cooperation and broaden the perspectives for programme development. The number of foreign students is gradually increasing (Annex Nr.5, tab.Nr.4).

Figure 3.1.4.4. Number of Foreign Students of the Professional Bachelor Study Programme Finance (by study years), Total



Analysing the trends in the drop-out students, it can be noted that the majority of students are foreign students who have problems with temporary residence permits (see Annex [Annex5.Statistics students in reporting period.pdf](#)). Most of them were students from Cameroon, Pakistan. Every student who has decided to drop out is asked to complete a questionnaire on the reasons for dropping out, which helps the Academy find out the reasons for dropping out. Personal reasons are most often given (voluntary, financial debts, academic debts, etc.).

The largest part of full-time and part-time students study at the expense of a natural person. There are no state budget places in the study programme, but there are budget places financed by the BIA Board, which are regulated by the "Nolikums par konkursu uz budžeta vietām, ko nodrošina Baltijas Starptautiskā akadēmija" *Regulations on the competition for budget places provided by the Baltic International Academy*" <https://bsa.edu.lv/index.php/lv/studiju-maksa/budzeta-vietas.html> (only LV)

Various marketing events are organised to increase the number of students:

- To meet students, representatives of the programme take part in Career Days at schools in Riga,
- BSA participates in the exhibition "Skola" every year,
- study programme is advertised on social networks,
- students who attract other graduates are given a "Bring a friend" discount.

To attract students from abroad:

- BSA participates in international exhibitions,
- attracting students through agents,
- in 2023, the Baltic International Academy has signed an agreement No SKV-L-2023/142 with the Investment and Development Agency of Latvia for support in the measure "Promotion of International Competitiveness", co-financed by the European Regional Development Fund. Within the framework of the project, the English version of the website was updated.

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

3.2. The Content of Studies and Implementation Thereof

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

The professional bachelor's study program "Finance" of the Baltic International Academy complies with the necessary requirements of the Cabinet Regulations of the Republic of Latvia No. 305 «[Rules on the standard of state professional higher education](#)». (13.06.2023); (LV-only) and „[Standard of the profession of financier](#)” (LV only).

The study programme is implemented in Riga. The types of implementation are full-time (4 years) and part-time (4 years 5 months). Study languages are latvian (full-time and part-time studies) and english (full-time studies)

As it can be seen in the Annex 6, the total amount of the program is 240 CP (ECTS). It consists of:

- comprehensive study courses in the mandatory volume (part A) 30 CP (ECTS) - the study

- program offers 8 study courses of 30 CP (ECTS);
- theoretical basic courses of the industry (fields of professional activity) and information technology courses (part AI) 54 CP (ECTS) - the study program offers 12 study courses of 54 CP (ECTS);
- professional specialization courses of the industry (fields of professional activity) (Part B) 90 CP (ECTS) - the study program offers 21 study courses of 90 CP (ECTS);
- optional courses (Part C) at least 9 CP (ECTS);
- traineeship (part P) 39 CP (ECTS) - the study program offers 4 traineeships of 39 CP (ECTS);
- state examination, which consists of the development and defence of the diploma thesis - 18 CP (ECTS).

The study plan covers 4 study years (eight semesters), in full-time studies and 4.5 study years (or nine semesters) in part-time studies. In the first two years of studies the students mainly learn the compulsory study subjects, thus forming a subsequent foundation of financial science, basic economic knowledge, the regularity of the development of the financial sector and learning the methodology of research work. In the third and fourth year of studies, students learn mostly compulsory optional subjects, which give the opportunity to acquire in-depth knowledge at the user level and practical skills in the field of professional activity. The specificity of the study program consists of how it gives the opportunity to gain in-depth knowledge in the field of financial management of companies, as well as accounting.

Analysing the connection between the planned results of the study courses and the achievable results of the bachelor's study program "Finance", a mapping of the courses included in the program was carried out. When obtaining the mapping results (see the Annex 8), it was concluded that the planned results of the study courses included in the study program fully correspond to all the achievable results of the study program.

The majority of study courses require the ability to demonstrate a critical understanding of knowledge in the field of science, an understanding of the most important concepts and regularities, both within the professional boundaries of financial science and in cross-sectoral aspects; the ability to independently obtain, select, analyse and critically evaluate information from various sources, analytically describe information, problems and solutions.

Table 3.2.1.1. Study program "Finance" structure

Program structure	Credits	Result of the components of the study programs
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Comprehensive study courses	30	The comprehensive study courses provide for the acquisition of knowledge in humanities, natural sciences and social knowledge, develop basic social, communicative and organizational skills. A student:
		analyses the macroeconomic environment and economic development trends;
		is able to work in a team and individually, in compliance with the professional ethic and general communication principles;
		can communicate freely, write, read in foreign languages, understanding and using professional terminology and concepts;
		is able to reasonably justify proposals for the efficient implementation of financial activity, to comply with the principles of corporative liability;
		is able to demonstrate a scientific approach to the problem solving;
		is able to think in generalizations and creatively;
		is able to direct own further learning and professional development;

Theoretical basic courses of the field	54	The theoretical basic courses of the field ensure the acquisition of basic theoretical knowledge in the field of economics, accounting and finance, to create an understanding of the regularity of macroeconomic processes, organizational goals and their impact on the financial environment and public interests. After successful completing of the theoretical basic courses of the field, the student acquires theoretical knowledge and practical skills in economics, business environment, management, marketing, quantitative methods of financial analysis, basics of information technology. A student:
		is able to analyse and forecast the regularities and trends of economic and financial development;
		is able to demonstrate knowledge of accounting, tax system, legislation, provision of organizational security and internal control issues;
		is able to use innovative information and communication technologies in their professional activities, implement applied research in the field of finance and economics;
		is able to comply with the application of regulatory enactments and standards binding on the field; perform work tasks in compliance with labour legal relations and labour protection requirements, as well as the requirements of civil protection and environmental protection regulatory enactments.

Professional specialization courses of the field	90	Acquiring the study courses of the field's professional specialization forms the necessary set of knowledge and skills specific to the financier profession.. The student:
		understands financial analysis, assessment of the organization's financial situation, forecasting the financial results, drawing up financial plans and budgets, preparing investment projects, managing financial risks;
		is able to draw up financial statements, systematize the obtained information, analyse performance results, assess the organization's financial situation, develop proposals for improvement of the financial situation;
		is able to carry out financial planning of the organization, analyse and control the execution of the financial plan and prepare proposals for the effective implementation of financial management of the organization;
		is able to evaluate the organization's financing sources, identify and assess the financial risks of transactions, develop financial risk management measures;
		is able to use the information processing methods.
Optional courses	9	<p>The target of this set is:</p> <ul style="list-style-type: none"> ■ to find an opportunity for students to get acquainted with new other directions of science; ■ to give students the opportunity to supplement their knowledge in some specialized financial and economic courses; ■ to attract new potential teaching staff to the study process.
Diploma thesis	18	<p>After the successful defence of the diploma thesis the student:</p> <ul style="list-style-type: none"> ■ is able to detect and solve professional issues; ■ to collect empirical material, systematize, analyse, interpret and find the best solution; ■ to describe the research system; ■ to present the research results in a reasoned manner.

Therefore, it can be concluded that, upon completion of the study program, the student will have achieved all study results provided for in the study program. The study results are defined for each study course, which forms a single study program and forms the common study results.

The professional bachelor's study program "Finance" of the Baltic International Academy gives an opportunity to acquire the basic education in the field of finance. Courses designed and implemented in accordance with the knowledge, skills and competences required in the labour market of the financial sector are implemented within the framework of this program. The content of study courses is regularly evaluated and, if necessary, updated according to the needs of the industry, the labour market and scientific trends.

The analysis of the business environment results in the fact that the modern business environment is becoming more and more complex and is characterized by an increasing degree of internationalization. Companies are increasingly active across national borders, integrating into the international environment, and here large multinational financial, accounting and consulting companies gain certain advantages. In order to survive in this time of change, it is necessary to be aware of the latest development trends in the field of finance and accounting.

In accordance with the requirements of the modern labour market, new study courses such as "Digital Economy", "Digital Marketing", "Technology and Innovation Ecosystem Management", "Personal Finance" were developed in the bachelor's study program "Finance". In order to provide students with modern knowledge in the field of finance, guest lectures with representatives of the industry are constantly organized.

Table 3.2.1.2. List of guest lectures

2022.10	Oļegs Čerņiševs, BIA Doctoral Student, Chief Technical Officer - project BlackCatCard (Malta), Founder and CEO of Fintech Company - SIA StarBridge (Latvia), Chief Technical Officer - K2 Fintech (Germany)	Fintech as sign of new Industry 4.0
2022.04	Kārlis Ketners, Director of the Department of Development Policy of the Ministry of Finance	Korporatīvā nodokļu plānošana
2022.01	Emīls Dārziņš, Chief payment and financial market analyst of the Payment Systems Division of the Payment Systems Authority	Mūsdienīgi maksājumi - kā tos ietekmē inovācijas, tehnoloģiju attīstība un ikdienas digitālā transformācija
2021.11	Krista Kalnbērziņa, Monetary Policy Analysis Division Chief Economist, Bank of Latvia	Eiro zonas monetārās politikas atbilde uz pandēmiju
2021.04	Krista Kalnbērziņa, Monetary Policy Analysis Division Chief Economist, Bank of Latvia	Euro area monetary policy response to the Covid-19 pandemic
2020.11	Jadvigan Neilande, certified tax consultant, Member of the Latvian Association of Tax Consultants	Noziedzīgi iegūtu līdzekļu legalizācijas novēršanas prasības ārpakalpojuma grāmatvedim". sestdien
2020.10	Ilze Palmbaha, Deputy head of the Management Board of the Association of Accountants of the Republic of Latvia, head of the Tax Management and Accounting Department of Pricewaterhouse Coopers LLC	Digitālās grāmatvedības horizonti

In order to ensure the compliance of the study courses of the program with industry trends,

meetings of the direction council are organized periodically, in which representatives of the industry, students, academic and administrative staff are involved. The direction council reviews the study plan, the content of study courses and, if necessary, decides on changes to the program.

3.2.2. In the case of master's and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation. In the case of a doctoral study programme, provide a description of the main research roadmaps and the impact of the study programme on research and other education levels (if applicable).

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

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

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

The lecturers choose the study methods according to the aims, specifics and planned outcomes of the study course to be taught. The lecturers of the study courses use the lecture not only as reading a report, but also integrate active study methods in it, stimulating discussions and organising work in small groups, presenting their independent works. Active study methods are widely used in seminars. Seminars allow students to independently study both theoretical and practical issues, present them and express their views. Important forms of work are practical classes and independent work, in which students analyse, interpret, solve problems independently, improve professional skills and develop analysis skills. Thus, the workload of students corresponds to 25 academic hours of work for one credit point (ECTS) (of which 40% are contact hours, while the rest are intended for independent work).

When developing part-time studies, there are fewer contact hours than in the full-time study stream. The proportion of independent study is correspondingly higher, and the emphasis is on information in the e-study environment. Students' independent studies are oriented more towards

independent learning of the subject.

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

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

Practically all lecturers involved in the implementation of the professional bachelor study programme use the electronic BIA E-Learning environment, which provides a wide range of opportunities for inserting study materials, organising the submission of homework and independent work, their presentation and defence. Study materials and tools are developed in electronic form and placed in a way accessible to students in the BIA E-Learning environment in the Moodle environment. BIA provides students with access to internationally cited databases: EBSCO, including outside the academy, and Scopus and SienceDirect at the BIA Scientific Library in Riga and BIA branches.

Business simulators (for example, simulator "Corporate management" , game programs (for example, games for accountants), specially adapted computer programs (accounting programs IC, PayTraq) and databases (e.g. Lursoft) are used to develop and improve practical professional skills. In order to define research priorities, as well as to identify future technology development trends, periodic meetings are organized with representatives of the industry, and practical lessons are held at the Bank of Latvia's knowledge center "Money World".

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

The assessment system used in the Finance Professional Bachelor Study Programme operates as a 10-point system in accordance with the [Regulations for the Assessment of Study Outcomes](#) at the Baltic International Academy (Approved at the BIA Senate meeting on 09 July 2020, Minutes No. 143). The process of training qualified professionals in the field of finance is not possible without an extensive and rigorous assessment of students' knowledge, skills and competencies. The object of assessment is not only the knowledge and skills acquired within the study courses, but also competences and skills to logically substantiate one's opinion, express one's views by public speaking, be able to independently find the necessary information and analyse it. The description of the study courses of parts A, B and C of the professional bachelor study programme defines the assessment criteria and the results to be achieved.

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

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

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

during the first two lessons.

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

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

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

Conclusions on the assessment system:

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

3.2.4. If the study programme envisages an internship, describe the internship opportunities offered to students, provision and work organization, including whether the

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

The internship is a compulsory part of the professional study programme and its organisation takes place in accordance with the [Provisions for traineeships at the Baltic International academy](#) (approved by the BIA Senate on 23.05.2018). According to the Cabinet of Regulations [No. 305 of 13 July 2023 "Regulations on the State Standard of the Professional Higher Education" \(LV only\)](#), the extent of internship must be at least 24 CP (ECTS) (at BIA, it is 39 CP (ECTS)).

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

Common **objectives** of the internship are:

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

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

Table 3.2.4.1. Professional Bachelor`s Study Programme "Finance" description of internships

Internship	Internship duration Extent of credit points (ECTS)	Internship objectives

<p>Internship - 1 Financial Accounting and Accounting Organisation (LO 1, LO 2, LO 4, LO 7)*</p>	<p>Full time, Part time: 4th semester - 9 CP (ECTS)</p>	<ul style="list-style-type: none"> • Get acquainted with the company and its finance organisation; • Review the internal documentation that ensures the organisation of accounting work in the company; • Get acquainted with the used accounting software and other technical devices; • Form an idea about the preparation of financial statements and tax returns; • Provide practical work skills with accounting justification documents and accounting records.
<p>Internship - 2 Management Accounting and Organisation Financial Planning (LO 1, LO 2, LO 3, LO 4, LO 7)</p>	<p>Full time, Part time: 6th semester - 9 CP (ECTS)</p>	<ul style="list-style-type: none"> • Get acquainted with the organisation's management accounting documentation; • Perform analysis of the internal and external environment of the organisation; • Get acquainted with the classification of expenses, cost calculation systems and calculation methods; • Master the company's budget planning system and analyse the major budget indicators in accordance with the company's core business; • Prepare the organisation's financial planning documents (profit or loss statement, balance sheet, cash flow, cost calculation, etc.) and substantiate them in the developed financial plans.

<p>Internship - 3 Organisation Financial management (LO 1, LO 2, LO 3, LO 4, LO 5, LO 7)</p>	<p>Full time: 7th semester - 9 CP (ECTS) Part time: 8th semester - 9 CP (ECTS)</p>	<ul style="list-style-type: none"> • Get acquainted with the company's practice and its operation (type of activity, belonging to the industry, management structure and organisation); • Get acquainted with the activities of the company structures related to financial management; • Get acquainted with the sources of information used in financial analysis, their structure and regularities; • Apply various methods of analysis that can be used to assess the financial position and results of operations; • Analyse and assess the company's liquidity, solvency, efficiency of use of funds, return on capital and profitability of economic activity; Summarise the results of financial analysis in decision-making; • Assess the organisation's internal and external sources of funding; • Substantiate the formation of the capital structure of the specified organisation; • Identify and assess the financial risks of the organisation's operations.
<p>Internship - 4 Undergraduate internship (LO 4 - LO 7)</p>	<p>P Full time: 8th semester - 12 CP (ECTS) Part time: 9th semester - 12 CP (ECTS)</p>	<ul style="list-style-type: none"> • Work with information sources; • Supplement the empirical part of the research; • Analyse research results; • Present the results of the research.

* LO- Learning outcomes

At the end of the first internship, students are able to demonstrate theoretical and practical knowledge in the field of accounting; are able to keep records of the organisation's economic transactions; are able to draw up accounting documents and systematise financial information in accordance with the needs of the target audience; are able to use modern information technologies and applications for work tasks; are able to orientate in the laws and regulations regulating the field of accounting; are able to observe the principles of professional ethics.

At the end of the second internship, students are able to demonstrate in-depth knowledge of the types of organisation costs, cost calculation, the organisation's financial planning sequence; are able to analyse and interpret management accounting data; are able to prepare financial planning documents of the organisation; are able to analyse and critically evaluate budget execution; are able to formulate, analytically describe management accounting information and provide reasoned proposals for management decision making.

At the end of the third internship, students are able to demonstrate in-depth knowledge of financial analysis methods, evaluation of organisation investments, assessment of operational financial risks; are able to summarise the results of financial analysis in decision-making; are able to assess the

financial position of the organisation; are able to substantiate the formation of the capital structure of the specified organisation; are able to evaluate the organisation's internal and external sources of funding; are able to develop proposals for improving the financial position of the organisation; are able to use quantitative and qualitative analysis methods; are able to comply with the principles of corporate responsibility.

The aim of the undergraduate internship is to strengthen the practical skills of independent work, to systematise and expand the bachelor's theoretical and practical knowledge in accordance with the requirements of the profession of financial expert, to strengthen the ability to detect and analyse current problems, to conduct research and make informed decisions; to study and analyse the company's operations, to collect the necessary information and materials in order to be able to perform analytical and research work in accordance with the chosen Bachelor's thesis topic.

The internship is organised outside the Academy in an institution (company, organisation) related to the profession to be acquired by the student, where the fulfilment of the objectives specified in the internship guidelines is guaranteed. A cooperation agreement is concluded between the Academy and the organisation (company) where the internship is located, which includes the rights, obligations and responsibilities of the three parties, the term of the agreement, the conditions for terminating the mutual settlement agreement and other regulations (see the direction at the annex).

At the end of the internship, the students have to write an internship report, which should include answers to the questions of the internship program, argue their thoughts, draw conclusions and make proposals. In the internship, the students must complete the tasks provided in the internship task, and if possible, they can collect the materials for the Bachelor's thesis - then the optimal result of the internship is obtained. The students write the internship report and defend it publicly.

Students' internships are closely related to the learning outcomes of the professional bachelor study programme, which are reflected in the corresponding descriptions of study courses.

Students have the possibility to do their internships at a place of their choice, but the Academy also offers help in the implementation of the internship. Students can contact the program director who actively cooperates with the Association of Accountants and outsourced accountants, maintains cooperation with the study program "Finance" graduates and part-time students who now work in companies or have become employers themselves. E.g. Outsorsinga, accounting company "MG Alliance" Ltd., Jumis-HB Ltd. The Programme Director helps students to prepare their CVs, upload information on portal www.prakse.lv, www.visasiespējas.lv, informs about internship offers, Erasmus+ internship opportunities.

In order to ensure foreign students with internships, the "Regulations on Internships at the Baltic International Academy", the "Methodical Instructions for Internships" and the "Internship Program" were translated into English and are explained to students during the training sessions on internships. Since there are many branches and representative offices of foreign companies operating in Latvia, English language students have the opportunity to find internships both in Latvia and in their own country's company, and to apply for an internship within the student exchange program ERASMUS.

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

3.2.6. Analysis and assessment of the topics of the final theses of the students, their relevance in the respective field, including the labour market, and the marks of the final theses.

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

The elaboration and defence of the diploma thesis takes place in accordance with the regulated procedure, which is detailed in the "Regulation on the graduation paper development and defence in the Baltic International academy (https://bsa.edu.lv/docs/2020/BSA_diplomdarbu_nolikums_ENG.pdf).

Students may complete the final thesis if:

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

Students choose the topic of their diploma thesis from the study topics offered by the leading lecturers of the study programme. According to the requirements of the study programme, the topics of students' final theses must be related to Financial Management. Lecturers' Paper topics and research directions are reviewed and recommended by the Direction Council, and then lists of the Graduation Paper topics and research directions are placed on the BSA website in the MOODLE system. The choice of topics is coordinated by the director of the study program. It must be concluded that students choose topical and practically important topics in the financial sector, which expand what is already known in research and provide an in-depth understanding of specific issues in Latvia and Europe.

In the period from 2020/2021 academic year to the spring of the 2022/2023 academic year, 35 diploma theses were defended at the Professional Study Program "Finance". The topics of the defended diploma theses are reflected in the Appendix (see Annex [Topics of defended diploma theses SP Finance.pdf](#)).

Table 3.2.6.1

Distribution of diploma thesis topics by research directions

<i>Nr.</i>	<i>Research directions</i>	<i>Theses, number</i>	<i>Theses, %</i>
1.	Financial Management	30	86
2.	Investment Management	1	3

3.	Accounting Organisation	1	3
4.	Taxes	3	8
Pavisam		35	100

The analysis shows that students mostly choose to write a diploma thesis on the topics of improving the organisation's financial management, investment management assessment and tax system, which emphasises that the topics of students' theses are closely related to their further professional and scientific activities. In turn, from the topics of Financial management, the most frequently studied are issues related to the assessment of the organisation's financial position, improvement of the organisation's credit policy, analysis and assessment of solvency, analysis of the organisation's efficiency, investment project efficiency assessment and others.

Assessing the distribution of student diploma thesis grades, it can be concluded that more than half of the graduates most often received the grades of 6 (almost good), 7 (good) and 8 (very good). There is a tendency in diploma thesis grades that in recent years there is a wider range of grades for students' theses. For example, more graduates have received the lowest grades in recent years than at the beginning of the reporting period, which can be explained by developed detailed assessment criteria.

If the study programme has been successfully mastered and a positive assessment has been received in the final examinations (the lowest successful grade is 4), students will be awarded the Professional Bachelor's degree in Finance and the sixth level professional qualification of financial expert.

3.3. Resources and Provision of the Study Programme

3.3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples.

Methodological and informative resources provided by the BIA are sufficient to ensure the qualitative study process in the study programme "Finance". Since 2015 the Moodle study environment has been used. Study programme lecturers have created the Moodle study courses in which the students can access the study materials, study course description and study course requirements. In several study courses the students take exams, submit homework and communicate with the lecturer in the Moodle environment. The lecturers provide feedback on the students' work. Moodle and BigBlueButton systems have been created with the aim to expand the opportunities for lecturers to contact as larger audience as possible (incl. branches) and to provide an opportunity to communicate with the audience during the lectures in two directions: lecturer - audience; audience - lecturer.

The BigBlueButton program provides

- lectures and seminars, discussions in the virtual environment;
- virtual consultations in live mode before the exam or test;
- students can attend lectures, seminars and practical classes in a virtual environment, ask the lecturer questions of their interest, present homework and group work, as well as have discussions with course members and the lecturer.

Information system NEXUS and "My BIA" plays an important role in informing students and lecturers. In "My BIA" system students and lecturers can get acquainted with the schedule of classes and auditoriums, as well as consultation times. All important information and notifications are placed in the "My BIA" system in the "Notifications" section. In the "My BIA" system, students can view their academic progress, as well as information about financial payments and debts.

Complete information on the study programmes, their volume and content is available on the [BIA websites](#) as an important source of information for the students and potential students.

Practically all lecturers involved in the implementation of the professional study program use electronic learning environment - e-studies: video lectures, video seminars and video consultations on MOODLe platform, Web meetings, SKYPE consultations, ZOOM, Whatsapp group information platform, video calls, sms, e-mail, etc.

Sufficient technical equipment and digital skills of the teaching staff allow to organise remote lectures of high quality, which, in accordance with the Cabinet of Ministers Regulation No.111 of 08.02.2022 "[Procedure for the Organisation and Implementation of Distance Learning](#)"(only latvian), may be up to 50 per cent of the number of contact hours for the relevant study programme, specified in the study plan of the relevant study programme approved by the educational institution.

Remote learning and studies are implemented as an effective, qualitative, full and inclusive part of the face-to-face learning and study process in order to provide the learner with the opportunity to acquire the expected learning and study outcomes and develop transferable skills, as well as to ensure a differentiated, personalised and interdisciplinary learning and study process for the learner.

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

Students of the BIA and other interested parties have the opportunity to use the resources of the [BIA library](#). The BIA library is aimed to provide the students of the study programme "Finances" with the qualitative study process and scientific work and information services to the students, lecturers and other visitors. Library consists of the subscription section and the reading room. Reading room is equipped with 11 computers with the Internet access, printing and copying facilities for students' convenience. It is also possible to work with laptops there. The library regularly receives periodicals published in Latvia and abroad. Library provides the access to the [electronic databases](#) is provided to the students and academic staff. It is also rendering the copying, printing and scanning services.

The specific security shall include subscriptions to the following resources:

ifinanses - a journal on taxes, accounting and labour law;

manakabata.lv - knowledge platform for accountants and financiers;

lursoft.lv - Enterprise database;

specialized books in the program: 1 163 titles (1687 copies) (see Annex [Summary of the collection books Economics. Economic knowledge.docx.](#));

periodicals: the Baltic times, the Economist.

Study process in the study programme "Finance" takes place in the premises of two buildings in Riga at Lomonosova Street 4 and Lomonosova Street 1/4. These buildings have classrooms equipped with modern technical aids - whiteboards, TV sets, VCRs, camcorders, multimedia projectors. Many classrooms are equipped with a stationary multimedia projector, screen, computer with internet connection and other technical means. Free Wi-Fi is available in all buildings. Cafes are located on the ground floors of the buildings for the needs of the students and staff of the BIA, there are also vending machines with various drinks.

More information on the evaluation of the informational base (including the library) and the material and technical base is available in the Study Direction p. 2.3.2.

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

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

For the needs of the study program and the learning outcomes the necessary financial resources are available both within the field of study (see section Direction`s study resources and provision p. 2.3.1.) and within the University as a whole.

The tuition fee income of the Professional Bachelor's study programme "Finance" is increasing.

Table 3.3.3.1. Professional bachelor study programme "Finance" income from tuition fees

Study program name	Branche	2020/2021 ac.year		2021/2022 academic year		2022/2023 academic year		2020-2023	
		Tuition fee	Discount	Tuition fee	Discount	Tuition fee	Discount	Tuition fee	Discount
1	2	5	6	7	8	9	10	15	16
Finance	Rīga	74 875	15 126	66 909	12 093	91 790	17 674	233 574	44 893
	Kopā	74 875	15 126	66 909	12 093	91 790	17 674	233 574	44 893

This allows to invest financial resources in providing the programme with highly qualified staff, including inviting practising professionals and foreign lecturers.

The expenses of the "Finance" study program per student is 1 540 Euros per year. In the 2021/2022 study year, tuition fees in the bachelor's study program for latvian citizens: full-time - 1700 Euros (3000 Euros from other countries) per year; part-time Riga - 1500 Euros per year. Considering the number of students in the study programme (as of 01.10.2022, 40 bachelor students), the financial support of the professional bachelor study programme "Finance" is sufficient.

The BIA founders use their right to control expenses and set the minimum number of students in the study programme, thus giving the right to learn for students from minority groups. In order to ensure the effectiveness of the program, if the number of students is small, similar study courses are implemented in streams for students of several study programs.

For more information on the programme's available funding and cost per student, see Section 2.3.2.

3.4. Teaching Staff

3.4.1. Assessment of the compliance of the qualification of the teaching staff members (academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants) involved in the implementation of the study programme with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments. Provide information on how the qualification of the teaching staff members contributes to the achievement of the learning outcomes.

Qualification and number of academic staff employed in the professional bachelor's study program "Finance" meet requirements of the Law on Higher Education Institutions and implementation of goals and tasks of the strategic priorities of BIA. Qualification of the teaching staff can be assessed as appropriate, because in general, implementation of the program involves both teaching staff who are actively engaged in research activities, thus able to ensure high quality in acquisition of knowledge in connection with the latest scientific knowledge in the relevant field, as well as recognized professionals in the field of finance, who directly and indirectly share their experience in practical work, thus, improving students' skills. In general, the teaching staff involved in the program are able to create appropriate competencies for students, achieving the set study results.

43 teaching staff are involved in implementation of the professional bachelor's study program "Finance", incl. 7 foreign lecturers. According to scientific degrees - 25 (13 elected BIA, 12 not elected, including 6 foreign lecturers) teaching staff have a doctorate degree (58%), 18 (4 elected BIA, 14 not elected, including 1 foreign lecturer) teaching staff have a master's degree degree (42%). Of the teaching staff involved in the study programme, 17 have their main professional activity and/or education in the field of Finance.

Tab. 3.4.1.1. Scientific degree of the teaching staff of the professional bachelor's study program "Finance".

	Doctors	Masters	Total
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	Number	%	Number	%	Number	%
Elected BIA	13	30	4	9	17	40
Not elected BIA	6	14	13	30	19	44
Foreign lecturers	6	14	1	3	7	16
Total	25	58	18	42	43	100

According to academic positions - study quality is ensured by 2 professors (8%), 4 associate professors (11%), 3 associate visiting professors (11%), 9 assistant professors (22%), 10 visiting assistant professors (19%), 1 lecturer (3%), 13 guest lecturers (24%) and one leading researcher (3%).

Tab. 3.4.1.2. Academic position of teaching staff of the professional bachelor's study program "Finance".

	Professors		As.prof.		Docents		Lecturers		Leading researchers		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Elected BIA	2	5	4	9	9	21	1	2	1	2	17	40
Not elected BIA			1	2	6	14	12	28			19	44
Foreign lecturers			2	5	4	9	1	2			7	16
Total	2	5	7	16	19	44	14	33	1	2	43	100

In general, involvement of the academic staff can be evaluated very positively. Within the framework of the program, changes in the positions are controlled and systematic personnel development is carried out.

In general, qualification of teaching staff can be assessed as adequate. In the implementation of the professional bachelor's study program "Finance", scientific and pedagogical experience of the teaching staff ensures achievement of the educational program goals, as well as is appropriate for students' knowledge, skills and competences, thus, achieving the set study results.

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

In the period from academic year 2020/2021 till academic year 2022/2023, analysis of the dynamics of number of teaching staff of the professional bachelor study program "Finance" shows that the teaching staff has increased from 40 to 43 people (see the teaching staff involved in the implementation of the field of study). The number of teaching staff with doctoral degrees participating in the study program has changed - from 23 to 25, while the number of elected staff has decreased from 25 to 17. Not only the quantitative composition of the teaching staff has changed, but also its qualitative changes took place. This follows from the development policy of the teaching staff - to involve in BIA teaching process young scientists, practitioners, as well as foreign professors.

In the period from academic year 2020/2021 until academic year 2022/2023 took place also positive trends associated with:

- changes in the number of associate professors and professors in the study program. Nikiforovs has become a researcher, J. Baltgailis, T. Jurkeviča have become associate professors, docent A. Surmačš has been appointed to the position of associate professor, A. Berdnikovs, J. Vozniukas have become docents.
- attraction of professionals to the program (A. Berdnikovs (Head of IDAL Technology Business Center), O. Garkājs (Balticovo Joint Stock Company , lawyer) R. Indrika (outsourced accountant), L. Yadčenko SIA "AG Capital CFO Services", financial consultant, FUNDAUS TRUST AGENT OÜ, member of the board), A. Muste (head of the Scientific Center "New World" of the Bank of Latvia), J. Pouha (outsourced accountant, DATU VADĪBA SIA, member of the board), O. Simonovs (head of the internal audit department and audit project manager at the commercial company of sworn auditors SIA "Sandra Dzerēle and Partneris"), A. Surmačš (securities specialist, member of the board of SIA Latvian Development Holding) A. Tjurina (chief accountant of SIA "Skymax Technologies"), A. Uzbekovs (SAP consultants Walldorf Consulting);
- increase in the number of foreign lecturers. During the analyzed period, the number of foreign guest lecturers increased by 75% . The following persons are involved in the implementation of the study program: *Fainštein* (visiting assistant professor, Euro Academy, Estonia), *J. Žukovska* (visiting assistant professor, Humbolt-Universitat zu Berlin, Germany), *D. Stoilova Georgieva* (visiting associated professor, Southwest University "Neofit Rilski ", Bulgaria), *Çelik Şaban* (visiting associated professor, Izmir Katip Çelebi University, Turkey), *A. Aleksandrova* (visiting assistant professor, D. A. Tsenov Academy of Economics, Bulgaria). Teaching staff from Ukrainian universities are involved in the study program - *Nadiia Proskurnina* (visiting assistant professor, Kharkiv, Simon Kuznets Kharkiv National University of Economics) and *Innola Novykova* (visiting assistant professor, Kiev, Kiev National University of Construction and Architecture).

Involvement of foreign teaching staff in the activities of the program gives an opportunity to increase scientific potential of the study program, which helps to enhance the results of study. Foreign lecturers live outside Latvia and give lectures remotely or in a combined format. E.g., visiting assistant professor G.Fainštein from Estonia partly give lectures in person.

Changes made contribute to the quality of the study process, because the involved teaching staff have a doctorate degree, experience in scientific research work and practical work in the field of taught study courses. Increase of number of teaching staff makes it possible to plan development of the program in the long term and also to implement the existing plans.

3.4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals or peer-reviewed monographs may be additionally specified. Information on the teaching staff included in the database of experts of the Latvian Council of Science in the relevant field of science (total number, name of the lecturer, field of science in which the teaching staff has the status of an expert and expiration date of the Latvian Council of Science expert) (if applicable).

3.4.4. Information on the participation of the academic staff, involved in the implementation of the doctoral study programme, in scientific projects as project managers or prime contractors/ subproject managers/ leading researchers by specifying the name of the relevant project, as well as the source and the amount of the funding. Provide information on the reporting period (if applicable).

3.4.5. Assessment of the cooperation between the teaching staff members by specifying the mechanisms used to promote the cooperation and ensure the interrelation between the study programme and study courses/ modules. Specify also the proportion of the number of the students and the teaching staff within the study programme (at the moment of the submission of the Self-Assessment Report).

Collaboration between programme teaching staff is encouraged through both formal and informal mechanisms. Meetings of the study direction council are organized regularly, in which the leading teaching staff of the programme participate, as well as students and industry representatives are invited. The direction council approves changes in the structure of study courses, in their interconnection, as well as discusses the work of teaching staff.

The implementation of the study courses will take place by coordinating them with other bachelor's study programmes, in some cases combining student groups in order to promote student interaction in the study process. So, for example, in the first year of study, such study courses as Higher Mathematics, Microeconomics, Macroeconomics, etc. are combined with the "Entrepreneurship Management" programme.

Following forms of interaction of the teaching staff are used to determine the quality of academic and scientific activities during the implementation of the study programme:

- Preparation of annual reports of the BIA lecturers on the academic and scientific activities, publications, participation in scientific researches and scientific conferences
- Facilitating the international exchange of academic teachers by attracting the funding from the international foundations and creating the opportunities for academic teachers to gain

experience in the foreign universities;

- Inviting the highly qualified guest lecturers to lead the study courses, conduct master classes, including from foreign universities;
- Student surveys which provide the opinion on the implementation of the study programme specific courses, the content and presentation of the study programme
- Use of the external experts to evaluate the study process and students' knowledge
- Strategic planning of the study process, analyzing the weaknesses of the study programme, their elimination and opportunities for programme development.

The BIA mission is carried out by highly qualified academic staff consisting of a core of professors and associate professors, as well as qualified teaching staff (assistant professors) and a reserve for academic renewal. The BIA uses the opportunities to attract the internationally renowned professionals. General teacher-specific approach criteria are established for the teacher elections. Optimal staffing structure of the BIA is determined by the operational objectives of the BIA and may vary depending on the study programme. Working in the market of free competition in the field of education and academic services, the BIA promotes a flexible and attractive recruitment policy. The work of experienced practitioners without scientific degree is also used.

Within the study program, the lecturers communicate on a regular basis during the study field meetings (where current study issues are regularly considered and discussed and where decisions are made on aspects of study content and process improvement), as well as during the programme lecturer meetings, they have also meetings with the programme director. Exchange of experience also takes place through participation in conferences and seminars, as well as joint participation in Erasmus + mobility. BIA organizes field seminars and gathering events, for example on 11-12 of July, 2022, the field seminar "Hybrid learning technologies: experience and perspectives" was held, where colleagues shared their experiences. Since 1999 year, 3-4 days trips for staff have been organized as part of the team-building and corporate culture of the Baltic International Academy. 30.09.2023- 02.10.2023 the BIA travelled XIV times to neighboring Lithuania, Kaunas- Vilnius- Trakai-Birjai, visiting historic sites, cultural monuments and museums: monastery of Pajaislis, National Museum of Art named M. K. Churlenis, National Museum of Lithuania in Vilnius, etc.

In 2023/2024. academic year training courses were organised for BIA academic staff "Innovation in modern andragogy", as the research seminar "Different forms of Rationality with potential applications in Social Sciences" by Michel Verlaine, Phd in Economics and Management, Luxemburg

At the moment of submission of the self-evaluation report, 43 lecturers per 40 students are involved in the programme.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	Sample Diploma with appendix FV_lat_eng.pdf	Paraugs Dipl ar pielikums FV_pl_lv.pdf
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	Annex5.Statistics students in reporting period.pdf	Pielikums Nr.5 Statistika par studējošajiem pārskata periodā.pdf
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	Appendix 6. Compliance of the SP Finance with the national education standard.docx	6.pielikums. FINANSES atbilstība valsts izglītības standartam.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)	Appendix 7. Compliance of the qualification to be obtained FINANCE to the professional standard.docx	7.pielikums. SP FINANSES iegūstamās kvalifikācijas atbilstība profesijas standartam.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Appendix 8.THE STUDY COURSE MAPPING FOR THE PROFESSIONAL BACHELOR'S STUDY PROGRAM "FINANCE".docx	8.pielikums.Studiju kursu kartējums SP Finances studiju rezultātu sasniegšanai.docx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	APPENDIX 9. Study program Finance plan.xlsx	9. pielikums. Studiju programmas Finances plāns.xlsx
Descriptions of the study courses/ modules	Study courses descriptions_Bc_Finances.pdf	Kursa apraksti SP_Finances.pdf
Description of the organisation of the internship of the students (if applicable)	BIA_Prakses_method_instructions.pdf	BSA_Prakses_metod_noradījumi_FV.pdf
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		

European Economics and Business (43311)

Study field	<i>Economics</i>
ProcedureStudyProgram.Name	<i>European Economics and Business</i>
Education classification code	<i>43311</i>
Type of the study programme	<i>Academic bachelor study programme</i>
Name of the study programme director	<i>Jūlija</i>
Surname of the study programme director	<i>Mahmudova</i>
E-mail of the study programme director	<i>jmahmudova@bsa.edu.lv</i>
Title of the study programme director	<i>Mg.oec.</i>
Phone of the study programme director	<i>+37167100645</i>
Goal of the study programme	<i>The aim of the academic study program “European Economics and Business” is to prepare qualified, internationally competitive specialists who meet the requirements of the Latvian economy and European economy, who have acquired the competencies and digital skills for work in the commercial and public sector institutions and who are able to conduct various research and apply them in their professional activities, develop their personality and the opportunity to continue their studies in master's degree.</i>
Tasks of the study programme	<i>In order to achieve the proposed aim, the following tasks have been established:</i> <ul style="list-style-type: none"> <i>• to provide the basic theoretical knowledge in economics and business using the European and global experience;</i> <i>• to develop the understanding of entrepreneurship, its scientific and practical management and the skills of economic process analysis and digital skills;</i> <i>• to acquaint with the problems and tendencies of economic development of European countries; to provide the analysis of the European integration process and identify the problems and perspectives for development;</i> <i>• to develop the ability to apply the acquired theoretical knowledge in scientific-research work;</i> <i>• to develop the analytical and critical thinking, problem-solving analysis and independent decision-making abilities;</i> <i>• to promote the personal and professional development by motivating the students to continue education</i>

Results of the study programme	<p><i>Knowledge and understanding: 1. Ability to demonstrate critical understanding of key concepts, theories, and regularities in the field of economics and business.</i></p> <p><i>Skills: 2. Ability to understand the trends and regularities of socio-economic processes in Latvia and the world, analyse and evaluate economic policy development trends and processes in Latvia and Europe, business macro and micro environment in the local and international market, factors influencing them and economic risks at both micro and macro level; 3. Ability to perform the tasks and find innovative solutions using the acquired knowledge and skills, analyse and interpret economic information, evaluate and compare alternatives to economic activity, assess their possible consequences and use it in decision-making, keeps the track of the achievements of economic theory and practice, uses them in their professional activities, supplements one's knowledge in the field of economics by using various sources of information and digital tools; 4. Ability to collect, analyse and interpret economic data using statistical and other scientific research methods, formulate and analytically describe information, problems and solutions in the economic sector, provide reasoned proposals for the improvement of economic activity and problem solving, to perform research activities and applied research, interpret and analyse their results; to present the results of their research, to express their opinion in an argumentative manner and to defend it; to independently structure one's own learning, to direct one's own and subordinates' further learning and professional development;</i></p> <p><i>Competences: 5. Ability to understand the basic principles of professional ethics and assess the impact of his / her professional activities on the environment and society; take responsibility and take the initiative to work individually, in a team, or to lead the work of other people, to observe ethical principles in different communication situations; 6. Ability to understand and apply legal norms of Latvian and European law in his / her work; be familiar with the requirements of regulatory enactments in his/her professional field; perform work tasks in compliance with the legal requirements, as well as the requirements of the civil protection and environmental protection regulatory enactments; 7. Ability to use modern information technologies in his/her professional activities; to find, systematize and analytically describe information, use information databases; plan business operations using information technology; 8. Ability to use foreign languages freely in the course of professional activities; in business information gathering, research, analysis and communication with foreign partners; develop language skills in his/her professional activities</i></p>
Final examination upon the completion of the study programme	<i>Bachelor thesis</i>

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)	<i>180</i>
Admission requirements (in English)	<i>Secondary education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor of Social Sciences in European Economics and Business</i>
Qualification to be obtained (in english)	-

Places of implementation

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

Full time studies - 3 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>3</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>180</i>
Admission requirements (in English)	<i>Secondary education and English at least at B2 level</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor of Social Sciences in European Economics and Business</i>
Qualification to be obtained (in english)	-

Places of implementation

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

Part time studies - 3 years, 5 months - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	<i>3</i>
Duration in month	<i>5</i>
Language	<i>latvian</i>
Amount (CP)	<i>180</i>
Admission requirements (in English)	<i>Secondary education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor of Social Sciences in European Economics and Business</i>
Qualification to be obtained (in english)	-

Places of implementation

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

3.1. Indicators Describing the Study Programme

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

Since the previous accreditation in 2021, the following changes were made in the study program:

1. The program was transformed from the professional bachelor's study program "European economy and business", code 42311 to the bachelor's study program "European economy and business", code 43311.
2. The amount of the program changed from 240 CP to 180 CP
3. duration of the study program changed from 4 years or 4.5 years to 3 years or 3.5 years.
4. The degree to be obtained has changed from a professional bachelor's degree in economics and the qualification of economist to a Bachelor of Social Sciences in European Economics and Business.
5. The aim of the program, tasks and the learning outcomes to be achieved were specified and updated to the requirements of the labour market.

Changes were also made to the content of the study program: professional subjects such as Business Evaluation, Audit, Financial Accounting, Organizational Financial Planning were excluded. Subjects that develop digital skills and abilities were added, such as E-commerce, Digital Marketing, Digital Technology development and AI, Digital Economy. Changes were also made to credit points. According to the recommendation of the previous accreditation, the number of credit points was increased to avoid a large number of study courses with 2 CP (3 ECTS). So, for example, the number of credit points for the study course EU: institutions, politics, economy was increased from 3 ECTS to 5 ECTS, for the study course European Economic Integration - from 3 ECTS to 4 ECTS.

According to paragraph 8 of Section 1 of the [Law on Higher Education Institutions](#), higher education in Latvia uses credit points (CP) that are equated to European Credit Transfer System (ECTS) credit points. When converting into ECTS, the number of Latvian credit points is multiplied by 1.5. Also, credit points are expressed as whole numbers. One credit point corresponds to 25-30 hours of study work. According to the BIA Rector's order of February 05, 2024 *On the transition to ECTS*, one credit point corresponds to 25 hours of study work, of which in the bachelor's study program full-time flow 40% are contact hours.

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

Bachelor study program “European Economics and Business” has been developed on the basis of the following normative documents:

1. [Law on Higher Education Institutions](#) of the Republic of Latvia
2. Cabinet of Ministers Regulation No. 240 ["Regulations on the standard of state academic higher education"](#) (13.05.2014, with amendments on 03.10.2023) (*LV only*);
3. Cabinet of Ministers Regulations No 322 [„Regulations on Classification of Latvian Education"](#) (13.06.2017) (*LV only*);
4. [European Qualifications Framework](#);
5. [Guidelines for the development of the self-evaluation report of the field of study](#) (20.08.2021)
6. [Standards and guidelines for quality assurance in the European Higher Education Area \(ESG\)](#)(15.05.2019).

The title of the bachelor's study program, the degree to be obtained, the goals and tasks, as well as the admission conditions are interrelated and appropriate. Because it is an academic bachelor's program, which is implemented in 3 years in the form of full-time studies, and in 3.5 years in the form of part-time studies, obtaining a Bachelor of Social Sciences in European Economics and Business, which opens opportunities for further education in both academic and professional master's studies programs. Admission of applicants to the Baltic International Academy in the full-time and part-time academic bachelor study program “European Economics and Business” is carried out in accordance with the [Admission Regulations and Matriculation Procedures](#).

The goal formulation of the study program indicates that students are provided with knowledge, skills and competences according to the bachelor's level. The name of the program and obtained degree also indicate that the program is oriented towards economic processes in the organisation. The tasks defined by the study program are aimed at achieving the defined goals and ensuring study results.

The duration, scope and content of the study program implementation, as well as the achievement of the program goal and the fulfillment of tasks are determined by several conditions:

1. The programme prepares specialists in the field of economics (for example, study courses like Microeconomics, Macroeconomics, and Economic statistics) with European and international competence. Therefore, focus is placed also on the set of study courses in European and international economics (for example, International economic relations, EU: institutions, politics, economy, European economic integration) to provide students with in-depth knowledge in European and international economics
2. The world is rapidly digitizing, and possessing skills to work with digital tools is becoming a necessity in various fields of activity. Knowledge of digital technologies and digital security is becoming an integral part of basic education in today's world. Acquiring digital skills will help students better understand and utilize modern technologies, prepare them for future professional endeavors, and elevate their readiness levels in a rapidly changing world. Therefore, focus is placed on the set of digital study courses (e.g. Digital Marketing, Development of Digital Technologies and AI, Digital Economy, Electronic Information Security)
3. The programme ensuring individual approach to the study process. Each student has a chance to take active participation and receive evaluation in every seminar or practical workshop. Feedback is provided also on the regular home assignments and examinations
4. Besides, the Bachelor programme includes internship in the 6th semester to provide students

a better understanding of the future work as well as knowledge and skills required by the labour market. Internship allows to obtain data and information necessary to write the Bachelor's thesis.

Taking into account the results to be achieved within the study program, specific study courses were formulated, and the amount of knowledge, skills and competences to be achieved within each individual course was determined. In order to assess the connection between the results achieved in the study courses and the results of the study program, a mapping of the study program has been carried out (see [Mapping of the study courses](#)), using the descriptions of the study courses included in the program (see [Course descriptions](#)). As shown by the results of study course mapping, students are able to understand and critically evaluate the basic laws and regularities of economic development, are able, using the acquired theoretical foundations and skills, to conduct research, demonstrating an analytical approach in the analysis of the research object, are able to improve and develop their skills, make decisions and find creative solutions in changing or uncertain circumstances, as well as taking responsibility and initiative when working individually or in a team. Also, in almost every course, attention is paid to the fact that students are able to apply theoretical knowledge in solving practical tasks to improve the operation of a company or institution, and to be able to effectively perform the economic interpretation and presentation of the obtained results in specialist and non-specialist audiences.

The study courses include both current affairs of the industry (e.g., Environmental and circular economy, Social economy, Digital economy, etc.) and also scientific trends (e.g., Theory and Methodology of Scientific Work, Information technologies in the economy, Methodology of economic research). The teaching staff offers students to perform various types of practical and independent tasks, which are related to the current affairs of the industry and science. Without the inclusion of these current events in the study program, it would not be possible to achieve the study result. Employers are currently also demanding such skills as the ability to analyze, think critically and reasonedly discuss. Several study courses (e.g. "Macroeconomics", "Data analysis and business modelling", "International economic relations", etc.), as well as study and bachelor thesis development, are aimed at the development of these skills. During their studies, students acquire the necessary knowledge and acquire skills that are needed today (e.g. "E-commerce", "Security of electronic information", "Intellectual property rights", etc.). It is necessary to develop knowledge of a foreign language for conducting research, for international mobility during studies and for building a successful international career. To ensure this, the study program includes English for economists. Everything listed is an absolute necessity in the work of an economist, because when working in any company or organization, you regularly have to apply various methods of analysis and find creative solutions to problems.

Therefore, it can be concluded that the content of the study programme is designed to meet the defined aim through the fulfilment of certain objectives and corresponds with the obtainable Bachelor's degree of Social Sciences, in compliance with the [Regulation on the National Standard of Academic Education \(LV only\)](#) (Regulation Nr. 240 of 13 May 2014 by the Cabinet of Ministers of Latvia).

The programme is implemented in two languages - Latvian and English, full-time and part-time. Admission requirements - secondary education, in addition for the English language group, knowledge of English at least at the B2 level. Full-time studies are ideal for post-secondary students who do not have intense work commitments or family responsibilities that require a large time commitment. This allows to fully focus on studies and make the most of available resources. As well as full-time studies aimed at foreign students. On the other hand, part-time studies are intended for students who want to combine work with studies. Part-time studies take place on Friday evenings and Saturdays, which allows the schedule to be adjusted to the work schedule and allows students

to obtain an education while maintaining a balance between personal, professional and academic responsibilities. The study program has a demand for both study forms.

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

The [National Development Plan](#) proposal for 2021-2027 shows that by now Latvia has already proven itself successful in certain aspects which involve digital economy (e.g., highspeed Internet, 4G infrastructure, development of digital funding platforms and financial engineering, etc.), the importance of which is undeniably constantly growing. At the same time, Latvia is also one of the countries that create opportunities for designing new products and services for businesses, implementing the open data initiative of the state. In the design of the [National Development Plan for 2027 \(NAP2027\)](#), significant attention is given to the issues of digital economy – their status in Latvia, future opportunities in the local, regional and global economy, as well as capitalisation opportunities. Some of the opportunities reviewed in *NAP2027* where Latvian businesses already have considerable groundwork are machine translation and artificial intelligence, biometric solutions, smart devices, genetic engineering, machine vision, financial technologies (fraud detection, purchasing power evaluation, and other solutions), and many more.

Tertiary education offered by universities and other higher education institutions in Latvia and in other EU states is the level of education after secondary education. In the EU it is believed that this level of education has a very important role in society because it promotes innovation, economic development and growth, and improves overall wellbeing of residents. Many analysts forecast that in the next years the demand for highly qualified workers will grow even more, and in several EU Member States the skills deficit is already observed. Due to digital technologies, work responsibilities are becoming more flexible and complex. This is why more and more employers are looking for workers who have the required abilities to manage complex information, think independently, be creative, use resources knowingly and efficiently, and communicate with others effectively. Indeed, the future wellbeing of Europe at least to a certain extent depends on the ability to prepare dynamic and diligent workers who are able to design innovative products and processes.

The uniqueness of the BIA Bachelor study program “European Economics and Business” is related to its interdisciplinary character, which distinguishes the program from similar study programs in universities in Latvia.

Table 3.1.3.1.

Comparison of the Bachelor study programme “European Economics and Business” with other study programmes in Latvia

Higher education institution	Programme	Degree	Qualification	Duration

LU	Economics	Bachelor of Social Sciences in Economics		<i>Full-time studies - 3 years; Part-time studies- 4 years</i>
	International Economics and Commercial Diplomacy	Bachelor of Social Sciences in Economics		<i>Full-time studies - 4 years</i>
RISEBA	Start-up Economics and Finance	Bachelor of Social Sciences in Economics		3 years (full-time), 3.5 years (part-time)
EKA	Business Economics	Bachelor of Social Sciences in Economics		<i>Full-time studies - 3 years; Part-time studies- 4 years</i>
LLU	Economics	Bachelor of Social Sciences in Economics		<i>Full-time studies - 4 years; Part-time studies- 4,5 years</i>
RTA	Economics	Profesionālais bakalaura grāds ekonomikā	Economist	4 years
SSE Riga	Economics and Business	Bachelor of Social Sciences in Economics		<i>Full-time studies - 3 years 2 months</i>
RTU	Economics	Bachelor of Social Sciences in Economics		<i>Full-time studies - 3 years; Part-time studies- 4 years</i>
BIA	European Economics and Business	Bachelor of Social Sciences in European Economics and Business		<i>3 years (full-time), 3 years and 5 months (part-time)</i>

The analysis shows that none of the Latvian universities offers a study program that includes both international (European) and digital components.

The European economy is gradually moving towards a greater share of digital technology and digital business. In European countries, digitization is rapidly developing in various fields: from small businesses to large corporations, from public institutions to education and healthcare. Digital business has become an essential aspect of the European economy, as a source of income for digital technologies and an opportunity to transform traditional business models.

This study program allows students to acquire knowledge about the peculiarities of the European economy, its market trends and the application of digital technologies in business. This knowledge is essential to prepare to work in both the European and global digital market, which requires specific skills and an understanding of regional and global economic trends. This program can also

provide the skills and knowledge needed to develop or manage digital business initiatives and business projects in Europe.

The study programme "European Economics and Business" conducts a graduate survey once every two years in order to improve the quality of studies and compliance with the requirements of the labour market with the participation of graduates.

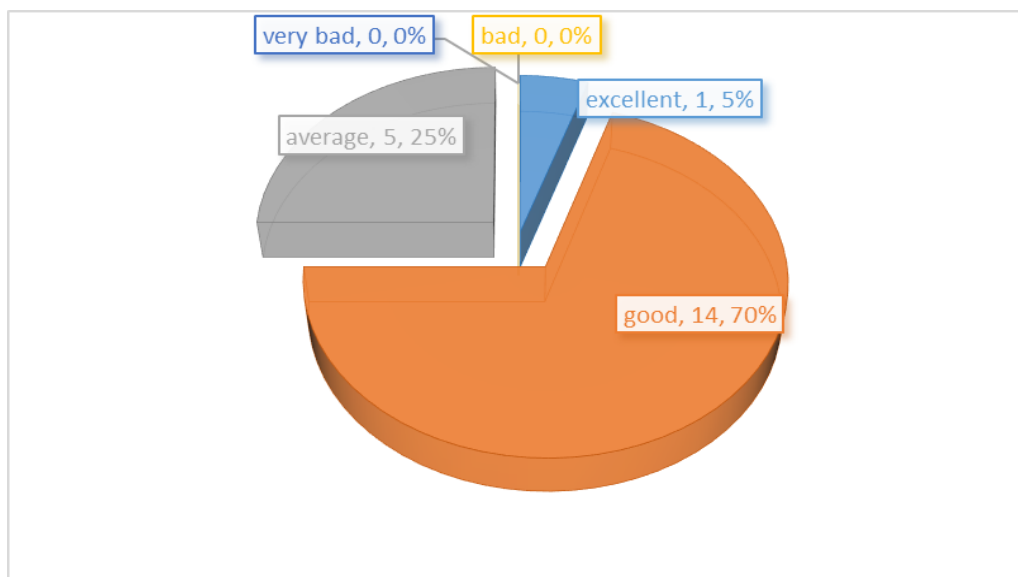


Figure 3.1.3.1. Answers to the question "How would you rate your job prospects after graduating from the BIA?"

The latest survey of graduates (20 graduates of the reporting period participated in the survey) showed that more than half (70%) of graduates rate their prospects in the labor market as good and 5% - as excellent. Synthesis of the information provided by the graduates in the course of the survey on the importance of the acquired education during the study process shows that 94.9% of the graduates answered positively. In addition, 32% of graduates noted that their professional work is related to the BIA education and 63% as partially related. This is evidenced by the positions held by the graduates which they indicated in their questionnaires, e.g. managers, executives, company directors and board members, accountants and chief accountants, administrators, senior professionals and specialists, consultants.

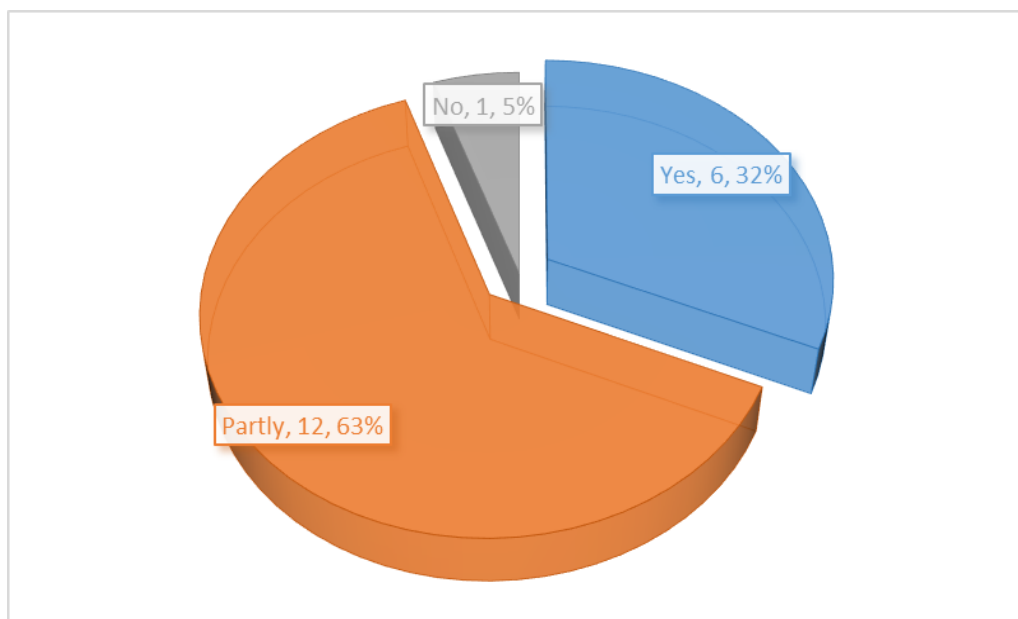


Figure 3.1.3.2. Answers to the question "Is your professional activity related to the BIA"

education?"

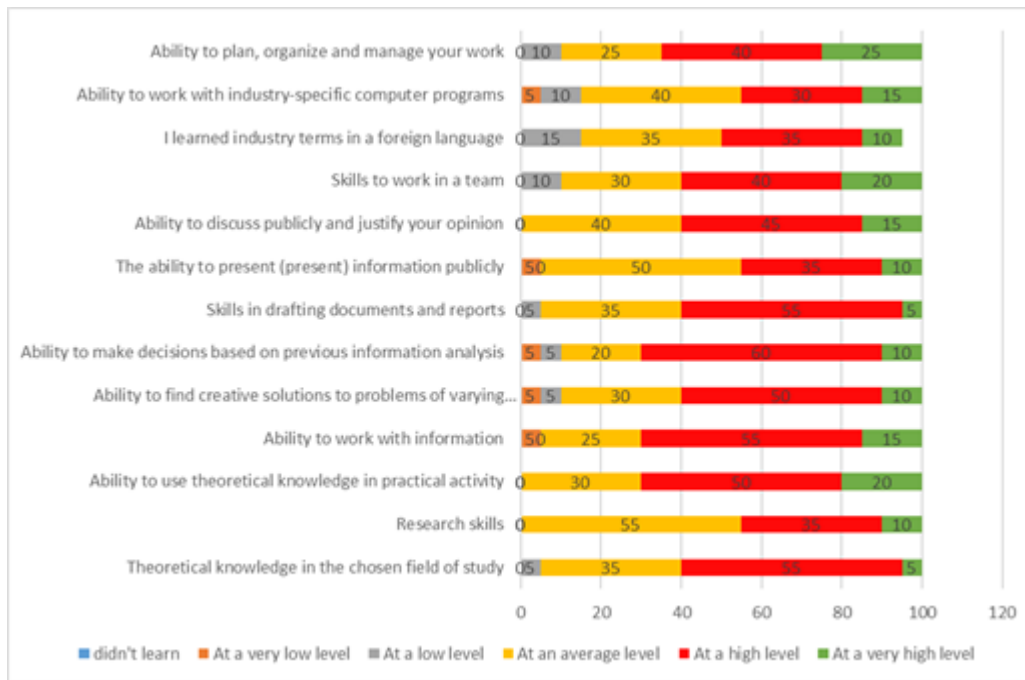


Figure 3.1.3.3. Answers to the question "As regards to the studies at the BIA please rate at what level did you acquire such knowledge and skills during the study process", %

Graduates acknowledge that they received good basic and specialized theoretical and practical knowledge in the BIA study programme "European economy and business". More than a half (55%) of the participating of the survey considered their level of theoretical knowledge to be high, and 55% of graduates highly rated their skills in information processing and decision making based on the prior information analysis (60%). 40% of graduates noted a high level of teamwork skills, 40% of them noted the ability to plan, organize and manage their work. Most of the graduates highly rated their ability to find creative solutions to problems of varying complexity, as well as their ability to publicly discuss and justify their opinions (45%). Most of the graduates rated as average their research skills (55%), acquisition of industry terms in foreign language (35%), work with industry-specific computer programmes (40%).

In general, the results of the survey have shown that the majority of graduates are satisfied with the knowledge gained in the study process which is confirmed by their answers and the evaluation of the BIA study programme "European Economy and Business". In particular, graduates have emphasized that the acquired education has enabled them to self-develop, and has promoted their career (professional) development. Graduates have acknowledged that the acquired education is competitive in both Latvian and EU markets, and the level and volume of acquired education is in conformity with their investments.

Analyzing the results of the graduate survey, content changes were made in the program. The content of the study program was revised and subjects were added that would improve students' research skills, as well as the ability to present their results publicly. The program was also supplemented with study courses that develop digital skills.

3.1.4. Statistical data on the students of the respective study programme, the dynamics of the number of the students, and the factors affecting the changes to the number of the students. The analysis shall be broken down into different study forms, types, and languages.

During the reporting period from 2020/2021 academic year till the beginning of 2023/2024 academic year (as of October 1), the number of students at the bachelor's study programme "European Economics and Business" decreased. On October 10, 2023, there are 29 students in the study program.

The main factors influencing the negative dynamics of the number of students are as follows:

- The overall negative demographic situation in the country;
- The desire of high school graduates to study at foreign universities and the uninterrupted emigration of inhabitants of Latvia from the country;
- Fierce competition between universities with similar study programmes and budget places (especially in state universities);
- Decrease of demand for private higher education due to low income level of people

Analysis shows that during the reporting period from 2019/2020 academic year till autumn of 2023/2024 academic year the enrollment of students for the 1st course had decreased, but in recent years it has remained almost unchanged. Students are enrolled and study both full-time and part-time studies. Until 2021, the study program consisted mostly of part-time students, but with the opening of the English stream and the increase of foreign students, the number of full-time students also increased.

Till 2019 year the study programme has been implemented both bilingually (in Latvian and Russian) and in English. Starting from 2019/2020 academic year, the students are admitted either for bilingual studies (Latvian and English) or English only. The increase in demand for the English language group is related both to the growing demand for competitive education and further successful employment in the conditions of the globalized market, as well as to the fact that studies in Russian are no longer offered, as well as to the influx of students from English-speaking countries and other countries. Mostly foreigners, especially from countries outside the European Union, study full-time, which is related to obtaining a residence permit in Latvia, otherwise they would not be able to study here.

Analysis of the trends in student drop-outs shows that the student drop-outs every year is small. Analyzing the reasons for dropping out, it should be noted that many foreign students are not ready for the study process and requirements set by BIA. Not being able to complete the tasks assigned within the study courses on time, some students decide to leave their studies on their own, some are expelled due to academic or financial debts. There are no budget places in the study programme. The full-time and part-time students study for a fee only.

During the reporting period from 2020/2021. academic year till the beginning of 2022/2023 academic year, there were 33 graduates who successfully completed their studies.

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

3.2. The Content of Studies and Implementation Thereof

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

The BIA bachelor's study programme "European Economy and Business" provides the opportunity to acquire the basic education in economics and business. This programme provides the courses which enable students to acquire knowledge about economic guidelines, principles, structure and methodology, the history of economic development and current problems of today within the main economic sub-sectors, as well as allow to understand the characteristics and problems of economic science in an interdisciplinary aspect.

The content of the undergraduate academic study programme is based on scientific knowledge of a wide range of sub-branches of economics and on solving practical problems in excellence-oriented studies. The study programme complies with the Cabinet of Ministers Regulation No. 240 "[Regulations on the national standard of academic education](#)" (LV only). The knowledge, skills and competences of the study programme correspond to the equivalent level of education in Bachelor of Social Sciences in other Member States of the European Union and beyond. Thus, the knowledge, skills and competences of the study programme ensure competitiveness of graduates in the labour market both in Latvia and abroad.

The study courses include both industry current affairs e.g., Environmental and circular economy, Social economy, Digital economy, etc.) and scientific trends e.g., Theory and Methodology of Scientific Work, Information technologies in the economy, Methodology of economic research). The teaching staff offers students to perform various types of practical and independent tasks, which are related to the current affairs of the industry and science. Employers are currently also demanding such skills as the ability to analyze, think critically and reasoned discuss. Several study courses (e.g. "Macroeconomics", "Data analysis and business modelling", "International economic relations", etc.), as well as term paper and bachelor's thesis development, are aimed at the development of these skills. Before the beginning of the semester, each faculty member must update the course description, evaluating the current course goals and expected study results, and review the offered teaching materials and literature sources, making sure that the literature is current and the latest research in the field is presented.

The study programme is implemented in Riga. The types of implementation are full-time (3 years) and part-time (3 years 5 months). Study languages are Latvian (full-time and part-time studies) and English (full-time studies). There is no difference in the study content for full-time and part-time students. The content of the course, as well as the achievable study results, are the same. Only the number of contact hours and the amount of independent work differ.

Economic growth of the Republic of Latvia is inconceivable without highly qualified specialists. According to the "[Informative report on medium and long-term forecasts of the labor market](#)" prepared by the Ministry of Economy in 2022, it can be concluded that the demand for highly qualified specialists will only increase in the future, which is related to the development of modern technologies and the need for their efficient transmission.

The content of the study courses is updated according to the labour requirements of the industry. The relevance of the content of the study programme for the labor market and the general quality are ensured by the Direction Council. The council consists of diverse specialists - teaching staff who teach study courses at the programme and who have regular contact with students. Administrators of the study process also participate in order to provide feedback on work with students, the implementation of a student-centered approach and the higher education establishment's opportunities to improve the study process. Employers and industry specialists who are able to reflect on current trends and labor market requirements are also included. Students, students' self-government and graduates are also invited to give an evaluation of their experience in the program. Current trends in the labor market, the latest scientific and research trends, the possibilities of the higher education establishment to implement them in the study programme, the content of the study programme and the teaching methods used to achieve the results of the study courses and the programme are discussed in the study direction council. As a result of the meeting of the direction council, creative proposals are made for improving the content and teaching methods of the study programme, scientific activity, promoting student satisfaction, as well as improving knowledge, skills and competences in accordance with the current requirements and opportunities of the higher education establishment.

3.2.2. In the case of master's and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation. In the case of a doctoral study programme, provide a description of the main research roadmaps and the impact of the study programme on research and other education levels (if applicable).

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

The study programme has been developed in accordance with the requirements of the Regulation of the Cabinet of Ministers No. 240 dated 13 May 2014 "[Regulations on the national standard of academic education](#)" (LV only) and the decisions of the BIA Senate.

Acquisition of the study programme is intended for 6 semesters (full time) and 7 semesters (part time) for in the volume of 180 CP. Credit points are awarded for each completed study course (including the practice) if the assessment is positive. Acquisition of the study programme is planned in the form of contact hours and independent work. The importance of students' independent work and responsibility in acquiring the study content has increased. According to paragraph 8 of Section 1 of the [Law on Higher Education Institutions](#), higher education in Latvia uses credit points (CP) that are equated to European Credit Transfer System (ECTS) credit points. When converting into ECTS,

the number of Latvian credit points is multiplied by 1.5. Also, credit points are expressed as whole numbers. One credit point corresponds to 25-30 hours of study work. According to the BIA Rector's order of February 05, 2024 *On the transition to ECTS*, one credit point corresponds to 25 hours of study work, of which in the bachelor's study program full-time flow 40% are contact hours.

In the course of analysis of interrelationship between the intended outcomes of the study course with the achievements of the bachelor study programme "European Economy and Business", mapping of the study course included in the programme has been performed. Mapping results show that the intended outcomes of the study courses included in the study programme are in conformity with all the outcomes to be achieved by the study programme.

Most of the study courses provide the ability to demonstrate a critical understanding of scientific disciplines, key concepts and regularities both within management science and the other disciplines, e.g. economy and business; ability to independently obtain, select, analyze and critically evaluate information from a variety of sources, analytically describe information, problems and solutions.

Likewise, most of the study courses are focused on the ability to develop successful contact and effective communication skills; ability to formulate and analytically describe the information and problems relating to economics science and their solutions, to explain and present them; the ability to communicate and defend own ideas and research, both orally and in writing, in discussions with colleagues and faculty and the ethical research. Relatively less, but all specific research methodology-oriented courses require the ability to understand and apply scientific principles in one's research and the ability to independently and correctly develop research in economics science in accordance with the basic principles of business and economics research and ethical principles. Consequently, it can be concluded that by the end of the study programme the students will achieve all the learning outcomes foreseen in it. Study outcomes are defined for each study course forming a single study programme and generating common learning outcomes.

Contact hours are implemented in the form of lectures, seminars, practical work, project development and consultations. The ratio of lectures and practical work in the study course is determined by the lecturer. A student needs to study information, test new ideas, solve current professional problems, find new answers in solving social cases. While learning to solve problems, students study, modulate problem situations, which develop thinking and motivate for studies. Students work cooperatively, discuss, argue in order to reach a common conclusion.

For each type of study implementation the feedback types are established, with the help of which the students get to know their learning outcomes. Quality control and analysis of the implementation of the study process, teaching and acquisition of the study content are regularly controlled by the responsible structural units.

Study and knowledge assessment methods of the BIA are objective and consistently observed. Scope of each examination corresponds to the content of the study programme of the respective course and to the requirements relating to the skills and knowledge. The BIA assesses the study results according to two factors:

- qualitative assessment – a score in the 10-point system;
- quantitative assessment - a number of credit points corresponding to the volume and significance of the study course.

The amount of credit points to be obtained is indicated in the study plan. Every semester and study year the quantitative assessment is made in credit points to assess the compliance of students' workload with the plan.

The BIA bachelor study programme “European Economy and Business” is developed to achieve the objectives of the study programme through the achievement of individual course outcomes following the principles of student-centered education. In the course of implementation of the study programme, various teaching methods are used:

- theoretical lectures with the elements of active teaching methods;
- seminar sessions with discussions on the current issues in economics and business science (theory and research);
- independent work - reports, essays, analysis of scientific articles, preparation of presentations;
- observation and analysis, interview collection and analysis, self-analysis;
- practices which give the opportunity to approbate the acquired knowledge in practical work; practices are included in the study courses and various special practice study programmes;
- tests are used to analyze the students’ knowledge acquired in the course of studies;
- developing and defending the research papers.

Teaching methods are chosen according to the objectives set for each study course and the planned learning outcomes. Lecturers do not only use lectures for preliminary acquaintance with the material, but also combine the active teaching methods by stimulating discussions, organizing work in small groups and presenting their own works. Active study methods are widely used in seminars. Such methods allow the economics lecturers to create the democratic and free atmosphere in the study process which, in its turn, stimulates students' personal and professional development. In addition, these methods can be used more and more often as the students access a wider range of study literature which they can read themselves.

Practically all the lecturers involved in the implementation of the bachelor's study programme use the electronic learning environment - e-studies which provide a wide range of possibilities for both the presentation of the study materials and organization of submission of personal works. The latest technologies are increasingly used in the study process, the material and technical equipment fully provides lecturers and students with the opportunity to use IT and interactive learning methods.

Considering that the programme is implemented in different languages, there are no differences between them. The study program is implemented full-time in person and part-time in person. There is no difference between these forms of study in the awarded degree, number of credit points, study results. Only the duration of studies and the time of implementation differ. Full-time studies are ideal for post-secondary students who do not have intense work commitments or family responsibilities that require a large time commitment. This allows to fully focus on studies and make the most of available resources. As well as full-time studies aimed at foreign students. Full-time studies take place on weekdays from 9.30 to 14.50. On the other hand, part-time studies are intended for students who want to combine work with studies. Part-time studies take place on Friday evenings and Saturdays, which allows the schedule to be adjusted to the work schedule and allows students to obtain an education while maintaining a balance between personal, professional and academic responsibilities. The study program has a demand for both study forms.

At the beginning of studies, an official study orientation week is organized, where students are introduced to the academy and programme administration, Erasmus opportunities and other activities. Internal rules, academic information, connection to Moodle and Nexus and security briefing are explained to students.

Assessment system used in the bachelor study programme "European Economy and Business" is based on the 10-point system and complies with the [BIA regulations for the assessment of study results](#). Training the qualified professionals in economics is impossible without extensive and rigorous control of knowledge and skills acquired by the students. In addition to controlling the

knowledge gained during the training courses, it is also necessary to assess the abilities and logical reasoning of students to express their views publicly, the ability to independently find and analyze information.

Assessment and tests of the students' knowledge are used to evaluate the students' knowledge during the semester. Students' knowledge and control of independent work is carried out during the semester in parallel with the study work. Firstly, it provides a feedback between the student and the lecturer at a certain course, allowing the lecturer to assess the level of development of the units of the course and, therefore, the quality of teaching. Secondly, it ensures the development of real, continuous study work. At the end of the study course the students pass the exam or a differential test. At present 70 - 80% of students pass the exams in the written form - the knowledge assessment tests as well as problem-situation analysis is used to assess the practical application of the acquired knowledge. Oral examinations have survived only in some study courses. Defense of the bachelor's thesis is an important element of student examination. Students who have not passed the pre-defense are not allowed to defend the bachelor's thesis. Pre-defense of the bachelor's thesis is not only formal. This grading system ensures the gradual development of the bachelor's thesis to achieve the student's ability to independently and correctly develop research in accordance with the basic principles of economics.

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

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

Conclusions on the assessment system:

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

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

Although the study programme is academic the study programme includes an academic internship, which allows acquiring the skills and competences necessary for practical work. Internship is organized in accordance with the "[Regulations on the practice at the Baltic International Academy](#)". The academic practice of the study program "European Economy and Business" takes place in accordance with the [Methodical guidance on the practice](#).

The common goal of the internship is consolidating, deepen and systematize the theoretical and practical knowledge and independent work skills acquired during the study process, acquire the competence appropriate to the study programme which is necessary to improve the quality of preparation.

Common **tasks** of internship:

- effective adaptation of prospective specialists to practical work, strengthening of the position of graduates in the labour market;
- systematization, consolidation and extension of theoretical knowledge in the acquired specialty;
- acquisition of practical skills in solving specific scientific, commercial and economic tasks;
- collecting, processing, systematizing and analysing information in the course of development of the term papers and bachelor thesis;
- testing and using the basic ideas, conclusions and proposals of the future bachelor thesis in the company of practice.

One of the most important tasks - is to acquire the skills to draw up the internship report in accordance with the methodological instructions, to defend it and independently substantiate own opinion.

In order to support students within the study program to achieve the tasks set within the study practice, introductory lectures are provided in the study process. Lectures are planned at the beginning of the semester, when students are explained the internship program and internship tasks, documents are shown and the procedure for filling in the internship documents is explained. And in the middle of the semester, when the internship supervisor from BIA reviews and evaluates the internship report. Throughout the semester, students have the opportunity to contact their internship supervisor for advice on internship tasks.

BIA does not undertake any obligation to provide an internship place for students (including foreign students), because when searching for an internship place, students develop their communicative skills and competencies. Sometimes BIA helps students to find an internship by providing them with internships at their graduates or by offering them to choose from a list of cooperation partners. As many branches and representative offices of foreign companies work in Latvia, English language students have the opportunity to find internships both in Latvia and in their home company, and to apply for internships within the ERASMUS student exchange programme.

Information about practice is also available in the Moodle system. Students have access to all necessary document forms, such as regulations on internships, internship requirements, internship contract forms in Latvian and English, internship diary, internship report title page and design requirements, intern evaluation form (from the internship location - company side).

The results of the practice are reviewed and evaluated by:

- the practice supervisor from the company, who signs the title page of the internship report and the internship diary and puts the evaluations.
- internship supervisor from the BIA (responsible lecturer or scientific supervisor of the student's final thesis), who coordinates the practice report.
- The BIA commission, which after getting acquainted with the student's practice documents and defense presentation, answers to questions, evaluates the results of the practice

The defense of the report takes place in accordance with the requirements set out in the practice regulations of the study programme. The director of the study programme appoints a practice report evaluation commission (hereinafter referred to as the Commission) consisting of at least three people. The commission includes representatives of BIA academic staff. It is recommended to include a company representative in the commission. During the defense of the practice, the student defends the programme tasks performed during the practice, the reflected problems, emphasizing the most important findings, and the proposed solutions according to the qualification to be awarded, within 5-7 minutes. The student's performance in fulfilling the goals and tasks of the practice, as well as the practice report, is evaluated with a mark on a 10 (ten) point scale.

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

3.2.6. Analysis and assessment of the topics of the final theses of the students, their relevance in the respective field, including the labour market, and the marks of the final theses.

At the end of their studies the students have to develop and defend the Bachelor thesis. In order to successfully complete the full range of courses and obtain a scientific degree the students have to demonstrate both academic knowledge acquired during the study process and practical work skills acquired.

Bachelor thesis is developed and defended in accordance with a strictly regulated procedure which is detailed in the "[Regulations on the development and defense of the final thesis at the Baltic International Academy](#)".

At the beginning of each study year, the Direction Council reviews and approves the final thesis topics proposed by the leading lecturers. Students choose the topic of their bachelor thesis from the study topics offered by the lecturers of the study programme which are available in the BIA Moodle system. A student has the opportunity to propose his own Bachelor thesis topic based on his knowledge and professional skills and/or the interests of a specific organization. If necessary, the student can consult with the programme director or the teaching staff of the relevant field about

the topicality of the Bachelor thesis topic or compliance with the requirements of the study programme and the choice of the scientific supervisor. According to the requirements of the programme, the final thesis is to be related to economics and entrepreneurship. It is to be noted that students choose the topics which are socially and practically relevant and are broadening the research knowledge and providing in-depth understanding of specific issues in Latvia and Europe.

During the period from 2020/2021 academic year till 2022/2023 academic year 33 bachelor theses were defended in the study programme. The topics of the defended bachelor theses are listed in the Annex *Topics of the final thesis* . Division of theses by research directions is shown in the Table.

Division of theses by research directions

Nr.	Research directions	Thesis, number	Thesis, %
	National economy and business	4	12.1
	Economy and business of European countries	2	6.1
	Analysis of company economic activity	2	6.1
	Personnel management	5	15.2
	Financial management	4	12.1
	Strategy development and management	5	15.2
	Taxes	8	24.2
	Marketing management	3	9.1
	Total:	33	100

The analysis shows that students choose to write bachelor's theses on topics that are closely related to their professional and scientific activities: personnel management, taxes, financial management, and also examine topics from a macroeconomic perspective, writing theses on the economic development problems of Latvia and European countries.

Evaluating the distribution of students' diploma thesis evaluations, it can be concluded that more than half of graduates receive the most frequent evaluations of 6 (almost good), 7 (good) and 8 (very good).

The composition of the state examination commission traditionally includes representatives from organizations (business environment or public sector), which allows to evaluate students' works objectively and from a practical point of view.

3.3. Resources and Provision of the Study Programme

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

technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples.

Methodological and informative resources provided by the BIA are sufficient to ensure the qualitative study process in the study programme "European Economics and Business". Since 2015 the Moodle study e-environment has been used. Study programme lecturers have created the Moodle study courses in which the students can access the study materials, study course description and study course requirements. In several study courses the students take exams, submit homework and communicate with the lecturer in the Moodle environment. The lecturers provide feedback on the students' work. Moodle and BigBlueButton systems have been created with the aim to expand the opportunities for lecturers to contact as larger audience as possible (incl. branches) and to provide an opportunity to communicate with the audience during the lectures in two directions: lecturer - audience; audience - lecturer.

The BigBlueButton program provides

- lectures and seminars, discussions in the virtual environment;
- virtual consultations in live mode before the exam or test;
- students can attend lectures, seminars and practical classes in a virtual environment, ask the lecturer questions of their interest, present homework and group work, as well as have discussions with course members and the lecturer.

Information system NEXUS and "My BIA" plays an important role in informing students and lecturers. In "My BIA" system students and lecturers can get acquainted with the schedule of classes and auditoriums, as well as consultation times. All important information and notifications are placed in the "My BIA" system in the "Notifications" section. In the "My BIA" system, students can view their academic progress, as well as information about financial payments and debts.

Complete information on the study programmes, their volume and content is available on the BIA websites as an important source of information for the students and potential students.

Practically all lecturers involved in the implementation of the study program use electronic learning environment - e-studies: video lectures, video seminars and video consultations on MOODLE platform, Web meetings, SKYPE consultations, ZOOM, Whatsapp group information platform, video calls, sms, e-mail, etc.

Sufficient technical equipment and digital skills of the teaching staff allow to organise remote lectures of high quality, which, in accordance with the [Education law](#) is part of the face-to-face education process. BIA remote lectures are usually held by foreign lecturers, but in accordance with the Cabinet of Ministers Regulation No.111 of 08.02.2022 "[Procedure for the Organisation and Implementation of Distance Learning](#)"(LV only), may be up to 50 per cent of the number of contact hours for the relevant study programme, specified in the study plan of the relevant study programme approved by the educational institution.

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

Students of the BIA and other interested parties have the opportunity to use the resources of the BIA library. The BIA library is aimed to provide the students of the study programme "Entrepreneurship management" with the qualitative study process and scientific work and

information services to the students, lecturers and other visitors. Library consists of the subscription section and the reading room. Reading room is equipped with 11 computers with the Internet access, printing and copying facilities for students' convenience. It is also possible to work with laptops there. The library regularly receives periodicals published in Latvia and abroad. Library provides the access to the electronic databases is provided to the students and academic staff (*In the Annex BIA electronic databases*). It is also rendering the copying, printing and scanning services. In the BIA Library, literature is available in both Latvian and English for students of the academic bachelor's study program "European Economics and Business" (*In Annex Compliance of the library collection with the content of the disciplines implemented in the program*). 437 books in Latvian and 427 books in English are available in the BIA Library in the "Economics" books collection. During the reporting period, titles of documents have been purchased for the Economics program for a total amount of EUR 1443.37.

Study process in the study programme "European Economics and Business" takes place in the premises of two buildings in Riga at Lomonosova Street 4 and Lomonosova Street 1/4. These buildings have classrooms equipped with modern technical aids - whiteboards, TV sets, VCRs, camcorders, multimedia projectors. Many classrooms are equipped with a stationary multimedia projector, screen, computer with internet connection and other technical means. Free Wi-Fi is available in all buildings. Cafes are located on the ground floors of the buildings for the needs of the students and staff of the BIA, there are also vending machines with various drinks.

More information on the evaluation of the informational base (including the library) and the material and technical base is available in the Study Direction p. 2.3.2. and p. 2.3.3.

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

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

The main source of funding for the study process of the "European Economics and Business" study program is tuition fee. During studies, students may also incur [additional expenses related to the study process](#).

The amount of study fees and the payment procedure for each study year are determined and approved by the BIA Senate. BIA has established the following options for paying tuition fees for students:

- for the entire programme;

- for the entire study year;
- for one semester;
- per month, in accordance with the payment schedule provided for in the contract, strictly observing the payment terms and the amounts to be paid.

Income from tuition fees is available [Income of the BIA Study Field "Economics" from tuition fees](#).

Each academic year, the number of BIA-financed budget places in basic studies is determined by the rector's order; the competition for budget positions is regulated by the "[Regulations on the competition for budget places provided by the BIA](#)" (LV only).

Table 3.3.3.1.

Costs per student in the study programme, EUR

	Bachelor Study Programme "European Economics and Business"	
	Euros	%
Wages	758	51.26
Academic staff	405	
Administrative and general personell	181 171	
Employer`s mandatory state social insurance contributions, benefits and compensations of social nature	165	11.15
Goods and services	346	23.44
Share capital formation	121	8.21
Other expenses	88	5.94
Amount of expenses, Total	1478	100

The cost of a study place in the study programme "European Economics and Business" is 1478 EUR. BIA uses a unified accounting system that does not allocate income and expenses separately by study flows. Information of expenses is available in [Expenses \(EUR\) per student for the Study Field "Economics"](#).

In the 2022/2023 academic year, tuition fees in the bachelor's study programme:

- full-time in Latvian language - 2050 EUR per year,
- part-time - 1750 EUR per year,
- full-time in a foreign language (depending on the country): 2200 EUR per year for citizens from the EU/EEA/CIS, Switzerland, Georgia and Ukraine; 3000 EUR per year for citizens from countries outside the EU/EEA/CIS, Switzerland, Georgia and Ukraine; 2050 EUR per year for citizens from EU countries.

In the 2022/2023 academic year, tuition fee was increased:

- full-time in Latvian language: Paying for a full year - 2125 EUR per year, Paying for a full semester - 2360 EUR per year, Paying by months - 2550 EUR per year
- part-time - Paying for a full year - 1800 EUR per year, Paying for a full semester - 2000 EUR per year, Paying by months - 2200 EUR per year
- full-time in a foreign language (depending on the country): Paying for a full year - 2900 EUR per year, Paying for a full semester - 3300 EUR per year

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

Despite the decrease in the number of students in recent years, the "Entrepreneurship Management" study programme has managed to maintain a positive balance between income and expenses. As an important positive point, it should be noted that even though the BIA increased the tuition fee tariffs in the 2022/2023 academic year, the tuition fee remains competitive, maintaining the policy of social support for students using a discount system ([Study fee discounts](#)). The main goal is to create a student support and motivation system at the BIA, there is an opportunity to apply for study and student loans.

The BIA founders use their right to control expenses and set the minimum number of students in the study programme, thus giving the right to learn for students from minority groups. In order to ensure the effectiveness of the program, if the number of students is small, similar study courses are implemented in streams for students of several study programs.

For more information on the programme's available funding and cost per student, see p. 2.3.1.

3.4. Teaching Staff

3.4.1. Assessment of the compliance of the qualification of the teaching staff members (academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants) involved in the implementation of the study programme with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments. Provide information on how the qualification of the teaching staff members contributes to the achievement of the learning outcomes.

All teaching staff meet the requirements set out in the laws and regulations of the Republic of Latvia, and the working conditions are discussed with the teaching staff before the start of cooperation. Before teaching the study course, the content of the taught study course and the expected study results are agreed with the teaching staff. The course descriptions prepared by the teaching staff are examined and approved by Direction council, discussing both the topics to be taught in the study course and the expected study results.

BIA has the necessary academic staff to ensure the implementation of study programmes in Latvian and English: lectures, seminars, practical lessons and other pedagogical and scientific activities. The realization of the study programme is planned with the attraction of guest lecturers - business professionals from the business environment.

There are 36 lecturers involved in the implementation of the Bachelor study programme "European

Economy and Business”, incl. international lecturers. There are 25 lecturers (68%) with a doctoral degree (13 elected in the BIA and 12 non-elected (incl. international lecturers)), 11 lecturers (32%) have a Master’s degree (4 elected in the BIA and 7 non-elected).

Table 3.4.1.1.

Academic degrees of the teaching staff of the Bachelor study programme „European Economy and Business”

	Doctors		Masters		Total	
	Number	%	Number	%	Number	%
Elected in the BIA	13	36	4	11	17	47
Not elected in the BIA	5	14	7	19	12	33
International lecturer	7	19	0	0	7	19
Total	25	69	11	31	36	100

The academic positions of the staff which ensures the quality of studies: 3 professors (8%), 4 associate professors (11%), 4 associate visiting professor (11%), 8 docents (22%), 7 visiting docents (20%), 1 lecturer (3%), 8 guest lecturers (23%) and one leading researcher (3%).

Table 3.4.1.2.

Academic positions of the teaching staff of the Bachelor study programme „European Economy and Business”

	Professors		As.prof.		Docents		Lecturers		Leading researchers		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Elected in the BIA	3	8	4	11	8	22	1	4	1	3	17	47
Not elected in the BIA	-	-	1	3	5	14	6	17	-	-	12	33
International lecturer	-	-	3	8	2	6	2	6	-	-	7	19
Total	3	8	8	22	15	42	9	25	1	3	36	100

In general, the involvement of the academic staff is evaluated very positively. Changes in the structure of positions within the programme are monitored and systematic staff development is currently underway.

Academic personnel involved in the implementation of the study programme who have the right of an expert of the [Latvian Science Council](#).

Table 3.4.1.3.

Teaching staff involved in the programme - LSC experts

Name, surname	Branch of science	A subfield of science	Date
Žanna Caurkubule	Social Sciences	Economy and entrepreneurship	06.07.2025
Tatjana Jurkeviča	Social Sciences	Law Sciences	06.09.2026
Inese Mavļutova	Social Sciences	Economy and entrepreneurship	02.11.2025
Irina Plotka	Social Sciences	Psychology	02.11.2025
Gaļina Rešina	Social Sciences	Economy and entrepreneurship	03.11.2024
Vladislavs Volkovs	Social Sciences	Sociology and social work	02.02.2025

The teaching staff participates in the meeting of the study programme council, where the expected results of the programme, the interconnection of study courses, as well as the necessary changes, as well as the possible overlap between study courses, are discussed.

The qualifications of the lecturers involved in the **Latvian flow** meet the requirements of regulatory acts and the implementation of the BIA's strategic goals and tasks:

- A total of 18 lecturers are involved in the implementation of the Latvian flow, of which 11 lecturers are employed in the main work of BIA and 7 are guest lecturers.
- 13 doctors of science participate in the implementation of the study programme (of which 11 are working in the main job at the BIA).

The qualifications of lecturers involved in the **English flow** meet the requirements of regulatory acts and the implementation of BIA's strategic goals and tasks:

- A total of 26 lecturers are involved in the implementation of the English stream, of which 11 lecturers are employed in the main work of BIA and 15 are guest lecturers, incl. foreign lecturers
- 10 doctors of science participate in the implementation of the study programme (of which 7 are working in the main job at the BIA), as well as 7 foreign lecturers

21 lecturers (58%) with a scientific degree in economics or business, or with LZP expert status in economics and business participate in the study process. The qualification of the teaching staff allows to achieve the planned study results, ensuring the acquisition of the necessary knowledge and skills in economy and business.

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

Qualification and number of academic staff involved in the implementation of the study programme are consistent with the implementation of the BIA's strategic priorities, objectives and tasks. During the reporting period, the lecturers with practical and scientific experience in the field of economics

were included, as well as persons with the PhD. All professional lecturers involved in the implementation of the study programme have a PhD or a Master's degree; the education acquired by the lecturers of the specialized courses corresponds to the field of the study course. Most lecturers are practitioners. Some of the lecturers involved in the implementation of the study programme are simultaneously engaged in scientific research, which ensures synergy between study and research work. Main criteria for the selection of lecturers are education (degree), professional experience, research and creative activity and communication skills.

Analysis of dynamics of the teaching staff of the study programme "European Economics and Business" for the period from 2020/2021 academic year till 2022/2023 academic year shows that the teaching staff has decreased from 47 to 36 persons (see teaching staff involved in the implementation of the study direction), which is related not only to the revision of programs and transition it from the professional to the academic program, the reduction of study courses and the review of credit points, but also to the recruitment of new teachers, incl. from foreign countries. Thus, not only the quantitative, but also qualitative changes in the academic staff have occurred. This follows from the policy of development of the academic staff - to involve young scientists and foreign professors in the study process of the BIA. Foreign lecturers participate in the study process in remote mode using the Moodle system and the BigBlueButton platform.

From the previous accreditation, the number of guest lecturers from various countries of the world was increased for 50%. The following lecturers are involved in the realization of the study programme: *G. Fainštein* (visiting professor, Euro Academy, Estonia), *J.Žukovska* (viesdoc., Humbolt-Universitat zu Berlin, Vācija), *D.Stoilova Georgieva* (as.viesprof., Southwest University "Neofit Rilski", Bulgaria), *Çelik Şaban* (Izmir Katip Çelebi University, Turkey), *A.Aleksandrova* (Asoc.viesprof., D. A. Tsenov Academy of Economics, Bulgaria).

Two teaching staff members from Ukrainian universities are involved in the study programme - *Nadiia Proskurnina* (visiting lecturer, Kharkiv, Simon Kuznets Kharkiv National University of Economics) and *Innola Novykova* (visiting lecturer, Kiev, Kiev National University of Construction and Architecture).

The involvement of foreign teaching staff in the operation of the programme gives an opportunity to increase the scientific potential of the study programme, which helps to increase the study results.

Irrespective of whether the study program is professional or academic, uniform criteria can be set for attracting lecturers, the most important of which are the achievements of the scientific and pedagogical activity. Both elected and invited personnel are required to comply with the conditions of study programme implementation and the requirements of laws and regulations, including qualification, higher education, language skills, pedagogical and practical work experience.

3.4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals or peer-reviewed monographs may be additionally specified. Information on the teaching staff included in the database of experts of the Latvian Council of Science in the relevant field of science (total number, name of the lecturer, field of science in which the teaching staff has the status of an expert and expiration date of the Latvian Council of Science expert) (if applicable).

3.4.4. Information on the participation of the academic staff, involved in the implementation of the doctoral study programme, in scientific projects as project managers or prime contractors/ subproject managers/ leading researchers by specifying the name of the relevant project, as well as the source and the amount of the funding. Provide information on the reporting period (if applicable).

3.4.5. Assessment of the cooperation between the teaching staff members by specifying the mechanisms used to promote the cooperation and ensure the interrelation between the study programme and study courses/ modules. Specify also the proportion of the number of the students and the teaching staff within the study programme (at the moment of the submission of the Self-Assessment Report).

Collaboration between programme teaching staff is encouraged through both formal and informal mechanisms. Meetings of the study direction council are organized regularly, in which the leading teaching staff of the programme participate, as well as students and industry representatives are invited. The direction council approves changes in the structure of study courses, in their interconnection, as well as discusses the work of teaching staff.

The implementation of the study courses will take place by coordinating them with other bachelor's study programmes, in some cases combining student groups in order to promote student interaction in the study process. So, for example, in the first year of study, such study courses as Higher Mathematics, Microeconomics, Macroeconomics, etc. are combined with the "Entrepreneurship Management" programme.

Following forms of interaction of the teaching staff are used to determine the quality of academic and scientific activities during the implementation of the study programme:

- Preparation of annual reports of the BIA lecturers on the academic and scientific activities, publications, participation in scientific researches and scientific conferences
- Facilitating the international exchange of academic teachers by attracting the funding from the international foundations and creating the opportunities for academic teachers to gain experience in the foreign universities;
- Inviting the highly qualified guest lecturers to lead the study courses, conduct master classes, including from foreign universities;
- Student surveys which provide the opinion on the implementation of the study programme specific courses, the content and presentation of the study programme
- Use of the external experts to evaluate the study process and students' knowledge
- Strategic planning of the study process, analyzing the weaknesses of the study programme, their elimination and opportunities for programme development.

The BIA mission is carried out by highly qualified academic staff consisting of a core of professors and associate professors, as well as qualified teaching staff (assistant professors) and a reserve for academic renewal. The BIA uses the opportunities to attract the internationally renowned

professionals. General teacher-specific approach criteria are established for the teacher elections. Optimal staffing structure of the BIA is determined by the operational objectives of the BIA and may vary depending on the study programme. Working in the market of free competition in the field of education and academic services, the BIA promotes a flexible and attractive recruitment policy. The work of experienced practitioners without scientific degree is also used.

Within the study program, the lecturers communicate on a regular basis during the study field meetings (where current study issues are regularly considered and discussed and where decisions are made on aspects of study content and process improvement), as well as during the programme lecturer meetings, they have also meetings with the programme director. Exchange of experience also takes place through participation in conferences and seminars, as well as joint participation in Erasmus + mobility. BIA organizes field seminars and gathering events, for example on 11-12 of July, 2022, the field seminar "Hybrid learning technologies: experience and perspectives" was held, where colleagues shared their experiences. Since 1999 year, 3-4 days trips for staff have been organized as part of the team-building and corporate culture of the Baltic International Academy. 30.09.2023- 02.10.2023 the BIA travelled XIV times to neighboring Lithuania, Kaunas- Vilnius- Trakai-Birjai, visiting historic sites, cultural monuments and museums: monastery of Pajaislis, National Museum of Art named M. K. Churlenis, National Museum of Lithuania in Vilnius, etc.

In 2023/2024. academic year training courses were organised for BIA academic staff "Innovation in modern andragogy", as the research seminar "Different forms of Rationality with potential applications in Social Sciences" by Michel Verlaine, Phd in Economics and Management, Luxemburg

At the moment of submission of the self-evaluation report, 36 lecturers per 29 students are involved in the programme.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	Sample Diploma with appendix EEB_pl.pdf	Paraugs Dipl ar pielikums EEB_pl_lv.pdf
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	Statistic.pdf	Statistika_LV.pdf
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	Compliance of the study programme to the national education standard.pdf	Atbilstiba valsts standartam.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Mapping of the study courses.pdf	Studiju_kursu_kartejums.pdf
The curriculum of the study programme (for each type and form of the implementation of the study programme)	Study program plan.pdf	Studiju_plans.pdf
Descriptions of the study courses/ modules	Study course description.pdf	Kursa_apraksti_laboti.pdf
Description of the organisation of the internship of the students (if applicable)	Methodical guidance on the practice.doc	Prakses_metodiskie_noradījumi.doc
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)	UL_55_pants_eng.edoc	AL_55_pants.edoc

Regional Economy and Economic Policy (51311)

Study field	<i>Economics</i>
ProcedureStudyProgram.Name	<i>Regional Economy and Economic Policy</i>
Education classification code	<i>51311</i>
Type of the study programme	<i>Doctoral study programme</i>
Name of the study programme director	<i>Vladislavs</i>
Surname of the study programme director	<i>Volkovs</i>
E-mail of the study programme director	<i>vladislavs.volkovs@bsa.edu.lv</i>
Title of the study programme director	<i>asoc.prof., Dr.sc.soc.</i>
Phone of the study programme director	<i>28840699</i>
Goal of the study programme	<i>The aim of the program is to enable doctoral students in economics to acquire the highest level of study methods and research work organization, principles of management, to prepare qualified specialists for independent scientific and pedagogical work, to acquire internationally comparable competence in economics and internationally comparable doctoral degree in economics and business.</i>
Tasks of the study programme	<i>independent scientific-research work on the topic chosen and acquisition of the scientific-research skills and principles;</i> <i>- acquisition of the latest research methods in economics and management science, and their application in scientific research;</i> <i>- publication of scientific research results in well-known peer-reviewed scientific journals (editions);</i> <i>- in-depth study of economic theory, business economics and management theory;</i> <i>- participation in international scientific conferences and seminars;</i> <i>- acquisition of pedagogical work practice;</i> <i>- acquisition of the latest information technologies, data processing and presentation techniques;</i> <i>- development and defence of the doctoral thesis on the basis of the results of scientific research;</i> <i>- doctoral students acquire the necessary knowledge, skills and abilities for the further independent scientific research work, using the latest achievements of academic and practical science in the world.</i>

Results of the study programme	<p><i>Knowledge and understanding:</i></p> <ul style="list-style-type: none"> • <i>expanded knowledge of development trends of regional economy, business and politics in Latvia, Europe and the world;</i> • <i>in-depth knowledge and understanding of the role of regional economy, business and political researcher in the development of society;</i> • <i>knows research methodologies and modern research methods in the field of economic science;</i> <p><i>Skills:</i></p> <ul style="list-style-type: none"> • <i>independently apply the theories of economic and business sciences, research methods to carry out research activities in the field of regional economy and politics in an internationally comparative context;</i> • <i>lead and / or coordinate multidisciplinary study teams and / or work and collaborate in an international context;</i> • <i>stimulate and implement changes in the fields of regional economy, business and politics and, as far as possible, in society as a whole;</i> <p><i>Competences:</i></p> <ul style="list-style-type: none"> • <i>able to independently put forward a research idea in the field of regional economy, business and politics, to plan, structure and manage large-scale scientific projects, including international ones;</i> • <i>able to independently evaluate and critically analyze important research or innovation tasks of regional economy, business and politics;</i> • <i>able to demonstrate critical analysis and synthesis by applying economic theories, research methods and interdisciplinary approach in research.</i>
Final examination upon the completion of the study programme	<i>Doctoral thesis</i>

Study programme forms

Full time studies - 3 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>3</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>180</i>
Admission requirements (in English)	<i>A master's degree in social sciences or humanities or a second-cycle professional master's degree in economics, management or business, or the subject of promotional work, corresponds to the scientific subsectors mentioned above, as well as English at least B2 level.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Doctor of Science Degree Doctor of Science (Ph.D.) in Social Sciences</i>
Qualification to be obtained (in english)	<i>-</i>

Places of implementation

Place name	City	Address
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Baltic International Academy	RĪGA	VALĒRIJAS SEILES IELA 4, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1003
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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)	180
Admission requirements (in English)	<i>A master's degree in social sciences or humanities or a second-cycle professional master's degree in economics, management or business, or the subject of promotional work, corresponds to the scientific subsectors mentioned above.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Doctor of Science Degree Doctor of Science (Ph.D.) in Social Sciences</i>
Qualification to be obtained (in english)	-

Places of implementation

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

3.1. Indicators Describing the Study Programme

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

In 2022, the study direction "Economics" was accredited for two years until 20.01.2024. Due to this, there were no significant changes in the study parameters of the doctoral study program "Regional Economy and Economic Policy". Since the previous study direction accreditation sheet was issued, the name of the degree awarded in the doctoral study program has changed in accordance with changes in the Cabinet of Ministers' regulations No. 202 "[The procedure for issuing state-recognized higher education documents](#)" (LV only) from "scientific doctoral degree (Ph.D.) in economics and business" to "scientific doctoral degree (*Ph.D.*) in social sciences".

In the course of the implementation of the program, since the previous accreditation, the head of the Study Program has changed.

According to paragraph 8 of Section 1 of the [Law on Higher Education Institutions](#), higher education in Latvia uses credit points (CP) that are equated to European Credit Transfer and Accumulation System (ECTS) credit points. When converting into ECTS, the number of Latvian credit points is multiplied by 1.5. Also, credit points are expressed as whole numbers. One credit point corresponds to 25-30 hours of study work. According to the BIA Rector's order of February 05, 2024 *On the transition to ECTS*, one credit point corresponds to 25 hours of study work, of which in the doctoral study program full-time flow 20% are contact hours.

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

The doctoral study program of the field of science "Economics and Entrepreneurship", subfield "Regional Economy and Economic Policy" has been developed and is being implemented in accordance with the [Law on Higher Education Institutions](#) of the Republic of Latvia, the [Law on Scientific Activity](#) of the Republic of Latvia and the regulations No 1001 of the Cabinet of Ministers of the Republic of Latvia "[On the Procedure of and Criteria for Awarding of Doctoral Scientific Degree](#)" (LV only).

The economic growth of the Republic of Latvia is inconceivable without highly qualified economists who can assess the economic situation in the country, make recommendations to the government and heads of enterprises in order to solve problem situations, as well as forecast the development

trends of macroeconomic indicators. This challenge is particularly acute in the current global crisis, which requires balanced and science-based economic and business policies.

The uniqueness of the doctoral program "Regional Economy and Economic Policy" is based on interdisciplinary research: the subfield "regional economy" and "macroeconomics".

In today's economy, the scientific direction "regional economy" is important and necessary. By studying the economic parameters of the region in the country and the country as part of a regional association, doctoral students seek a balance between productive forces and production relations in particular area. The main components of the subject of regional economy are: the economy of a particular region; economic links between regions; regional systems (the national economy is considered to be an interactive system of regions); distribution of productive forces; regional aspects of economic life, including finance, investment process, employment, living standards, etc. regional aspects.

However, the solution of regional economic issues depends on the implemented economic policy, and the main task of the state economic policy in post-industrial countries is to ensure the competitive advantage of the state economy in the world markets. This is achieved, first of all, by creating the most favourable conditions for business and developing a competitive market environment. Secondly, while keeping competitiveness in areas where these benefits cannot be implemented for one or another reason through the free market mechanism alone. To perform this task, a set of economic policy measures is used: fiscal, monetary, antitrust, scientific, technical, innovative, environmental, etc.

Thus, the doctoral program "Regional Economy and Economic Policy" is implemented in the field "Economics and Entrepreneurship". The subject of regional economy is acquired in the academic disciplines "Regional social and economic development factors and competitiveness", as well as in the course "Economy and Problems of Globalization". The sub-sector "Macroeconomics" is reflected in the study course "Economic Policy".

BIA opened a Promotion Council (According to the Classification of Latvian Science and Amendments to the Regulation No. 1000 of 27 December 2005 of the Cabinet of Ministers "[On Delegation of Powers to Confer the Doctoral Degree \(Promotion\) to Higher Education Institutions](#)") (LV only) with the following sub-sectors:

- regional economy,
- marketing.

The implementation of the theoretical course of doctoral studies corresponds to the goals and tasks, as well as will allow to perform one of the main tasks of doctoral studies - doctoral students acquire the necessary knowledge, skills and abilities for further independent research using the latest academic and practical scientific achievements in the world. The usefulness of the doctoral study program is based on the overall self-evaluation of the program (statistical data see [Annex 5. Statistic REEP.pdf](#)). The parameters of the study program were not changed.

Persons with a master's degree in economics or management are admitted to doctoral studies. In the form of an exception, it is possible to enrol person with a master's degree in social sciences and experience in a field relevant to the doctoral thesis or a scientific publication in a selected sub-branch of economic science, and it is evaluated by the doctoral matriculation commission. Academic doctoral study program "Regional economy and economic policy" title, degree to be obtained, purpose and tasks, study results to be achieved, as well as admission requirements are interconnected and harmonized. For foreign applicants English language skills test takes place in accordance with MK regulations no. [846 "Regulations Regarding the Requirements, Criteria and Procedures for Admission to Study Programs"](#)

Applicants for doctoral studies are discussed in the BIA doctoral program matriculation commission, the composition of which is approved by the BIA rector on the basis of the recommendation of the program director. The commission consists of the director of the doctoral study program and its two members. The decision is taken by a majority of votes.

The adequacy of foreign diplomas is determined by the expertise of the Latvian Academic Information Centre (AIC).

Those doctoral students who do not have publications must write a report and participate in discussions with the commission. Students with a master's degree in social sciences need publications (at least one publication in the last 6 years), work experience of at least one year in economics or management, as well as they have to submit a report on the planned research topic and participate in discussions with matriculation commission. Within a month, the matriculated doctoral student together with his / her research supervisor develops the justification for the choice of the topic and his / her research program, which is approved by the BIA doctoral study program council in an open meeting.

At the admission to doctoral studies the admission criteria shown in the table 1.3.1. are taken into account, as well as the results of the professional negotiations.

Table 1.3.1.

BIA admission criteria in the REEP doctoral study program

Criteria	Indicators	Points
Compliance of the applicant's master's degree with economic or business management	does not conform	0
	cognate	1
	complies	2
The average mark of the master's diploma	6,0 -7,0	0
	7,1- 8,0	1
	8,1 and more	2
Master's thesis final mark	Lower than 7	0
	8	1
	9 and more	2
Number of scientific publications (in the last six years)	0	0
	1	1
	2 and more	2
Presentation at local and international scientific conferences (during the last six years)	0	0
	1	1
	2 and more	2
Participation in international, LCS, BIA and other higher education research projects	0	0
	1	1
	2 and more	2
Work experience in economics or management; years	0	0
	1	1
	2	2

Relation to work at BIA	0 less than 1 year more than 1 year	0 1 2
Internships in foreign universities and research institutes (in the last six years)	0 less than 1 month 2 and more months	0 1 2
Is there a preparatory work for the topic of the dissertation	0 partly fully	0 1 2
Doctoral students who do not have publications must submit a report (5000 - 6 000 words or 20-30 pages) on the scientific work	unsatisfactorily average good	0 1 2

The minimum required number of points for applicants for doctoral studies is 10.

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

The program is in demand in Latvia and abroad both in the labor market and as an educational and scientific service. Doctorate graduates who defended their doctoral theses in the field of economics and business science, work in Latvian higher education institutions: E. Štāls and A. Iljina - at the Baltic International Academy, V. Silineviča and A. Leontjevs - at the Transport and Telecommunication Institute. They also have a strong research and scholarly reputation as evidenced by their publications in the SCOPUS, Web of Science and ERIH+ databases.

Taking into account world experience, high-level specialists with serious competence in solving economic problems at all levels of the economy and professional knowledge in business organization and management must be attracted for successful business development. Foreign residents from 10 European, Asian and African countries study at BIA doctoral program, which proves the economic and social rationale of the doctoral program, because after obtaining the Ph.D. degree, they successfully work and popularize both the image of the BIA and the education system of Latvia abroad.

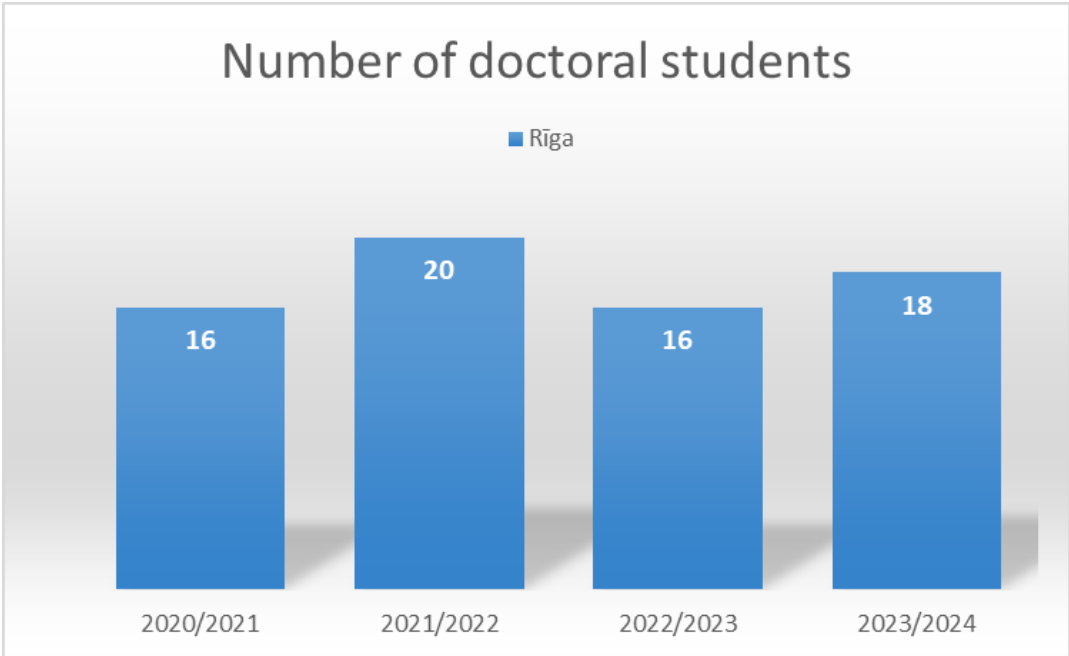
The demand for the study program has also been confirmed with statistical data (see Appendix 5). Standard requirements and regulations corresponding to bachelor's and master's studies cannot be applied to doctoral studies, because doctoral studies are based on a different motivation and doctoral studies have a strongly expressed individual character.

3.1.4. Statistical data on the students of the respective study programme, the dynamics of the number of the students, and the factors affecting the changes to the number of the students. The analysis shall be broken down into different study forms, types, and languages.

From 2020/2021 study year until 2023/2024 study year the number of students in the doctoral study program REEP has generally remained approximately the same: 18 doctoral students (for the entire program as a whole) in total in the 1st - 3rd study year of the study program. This indicates a stable demand for the study program (Fig. 3.1.4.1.)

Figure 3.1.4.1.

Dynamics of REEP doctoral students (2020-2023)



Since the previous accreditation in the period from 2020/2021 study year until 2023/2024 study year, the number of foreign doctoral students in the program increased from 7 to 17 (Fig. 3.1.4.2.)

Figure 3.1.4.2.

The number of foreign doctoral students (2020-2023)

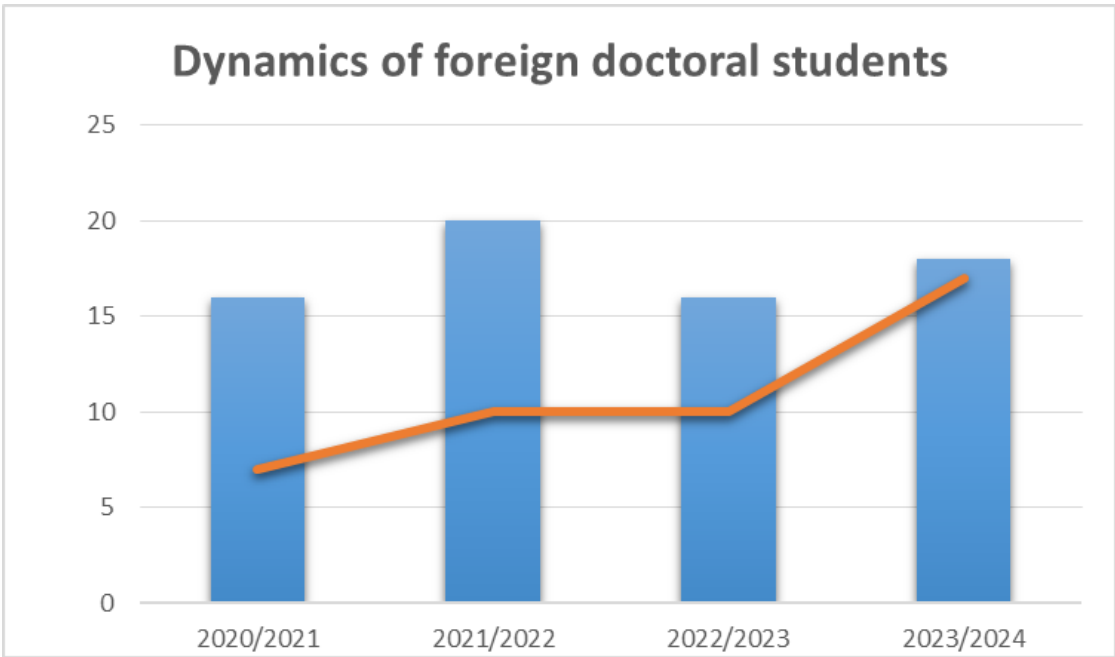


Table 3.1.4.3.

Number of foreign students in the program

Number of foreign students in the program	2020/2021	2021/2022	2022/2023	2023/2024
total	7	10	10	17
Belarus		1	1	1
Russia	3	4	3	5
Ukraine	1			
Uzbekistan	1		1	3
Pakistan		1	2	3
Cameroon		1	1	2
Nigeria				1
India	1	1		2
Sri Lanka		1	1	
Ivory Coast	1	1	1	

Currently, 17 foreign doctoral students from 9 countries are studying in the program (as of 01.10.2023).

For the post-accreditation years, doctoral students were admitted mainly in the 1st year, 6-8 people, the only one, despite previously agreed activities, in the 2022/2023 academic year, 3 doctoral students were admitted. This situation was strongly influenced by the impact of the COVID-19 pandemic and serious geopolitical changes in Europe (Fig. 3.1.4.4.)

Figure 3.1.4.4.

Number of enrolled students (2020-2023)

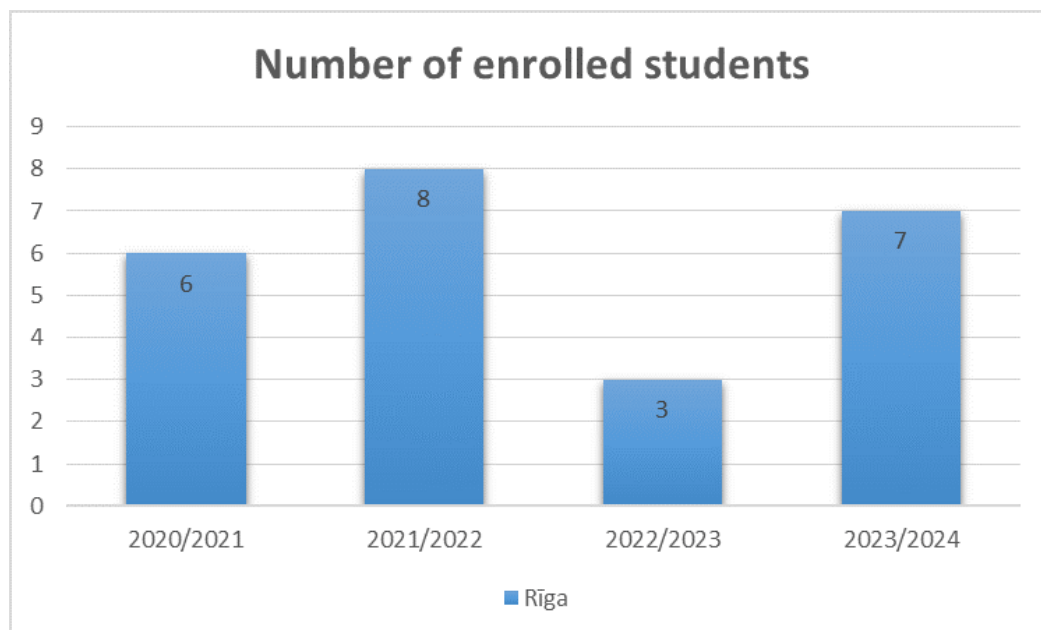


Table 3.1.4.5.

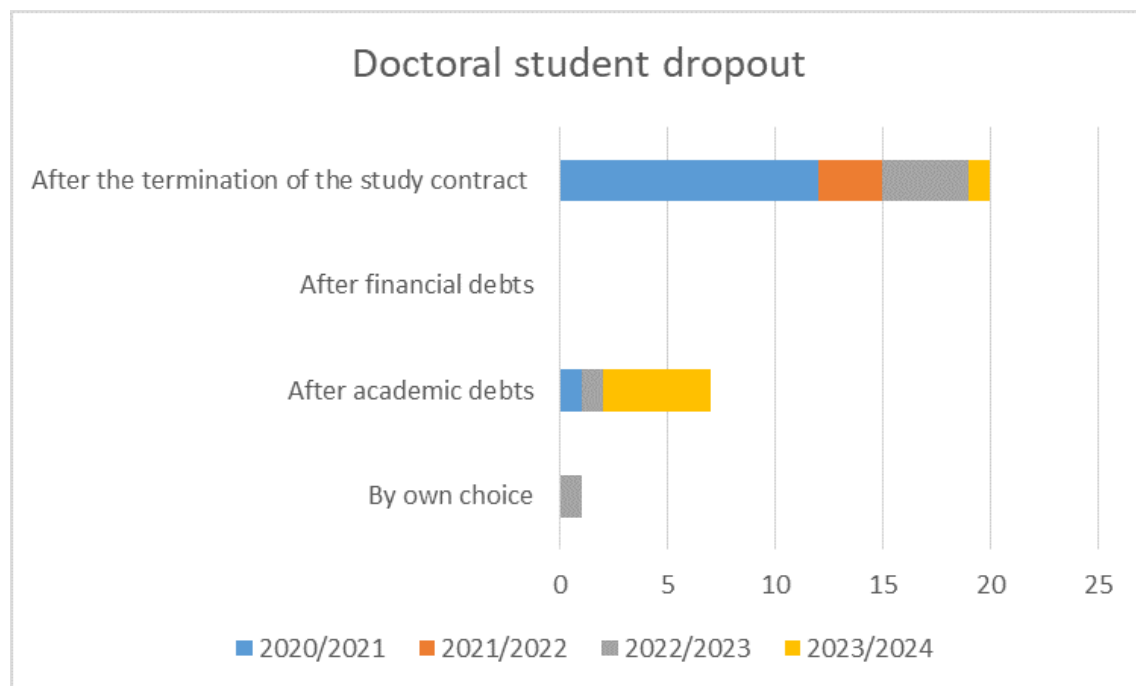
Number of REEP doctoral students and number of dropouts

	2020/2021	2021/2022	2022/2023	2023/2024
Number of students - 01.10.2023. st.y.	16	20	16	18
<i>Student dropout</i>	13	3	6	6
By own choice			1	
After academic debts	1		1	5
After financial debts				
After the termination of the study contract	12	3	4	1

The data in the table show that the dropout of students is not so great according to subjective factors, the largest number of students (20) doctoral students have been excluded due to the termination of the study contract (the end of the theoretical course). Other factors did not strongly influence the dynamics of doctoral students in the direction.

Figure 3.1.4.6.

Doctoral student dropout



So, as can be seen in the figure shown, the reasons for the majority of withdrawn doctoral students: the termination of the contract (the end of the theoretical course), this means that the majority of admitted doctoral students complete their theoretical studies. Academic debts - this reason in the 2023/2024 academic year have 5 students. However, in previous years this indicator fluctuated: 2020/2021 academic year - out of 13 expelled students, only 1 doctoral student was expelled (8%) due to academic debts, in 2022/2023 academic year out of 6 expelled doctoral

students, only 1 was expelled due to academic (17%) debts.

A positive indicator is the fact that there was no financial debt as a reason for expelling doctoral students.

The main factor that positively affects the dynamics of the number of students is the opening of the Doctoral Council in 2015, the defense of the first doctoral theses in 2016 increased the number of foreign students in the program in 2020/21 academic year (*Figure 3.1.4.2.*). The participation of foreign lecturers in the educational process, the organization of annual roundtable discussions, international conferences - affect also the number of enrolled doctoral students.

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

3.2. The Content of Studies and Implementation Thereof

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

The doctoral study program "Regional Economy and Economic Policy" was developed and is being implemented based on the [Law on Higher Education Institutions](#), the [Law on Scientific Activity](#) and the MK Regulations 27.12.2005. No. 1001 "[Procedure and criteria for the awarding \(promotion\) of the doctoral scientific degree](#)". (LV only).

The expected results correspond to the goals and objectives of the program. In doctoral studies, the necessary knowledge, skills and abilities are acquired for further independent scientific research work, using the latest achievements of academic and practical science in the world.

The program is designed for 3 years of study and the amount of completed doctoral student's work must correspond to at least 180 CP - maximum term 5 years. The study program has two implementation languages in which the dependence on the implementation language does not and cannot differ.

The total amount of doctoral studies is 180 CP, of which theoretical studies in the amount of 33 CP, and research work, including scientific seminars and discussions, in the amount of 147 CP. Medium of instruction of the study program: Latvian, English. The program was approved at the BIA Senate meeting on 13.09.2023. with decision No. 160. In accordance with the doctoral study program, each

doctoral student together with the scientific supervisor (consultant) develops an individual work plan for two years, using the unified form specified in the BIA doctoral regulations (approved at the meeting of the BIA Senate on April 19, 2011).

The acquisition of the study program is controlled by the doctoral Council, the head of the doctoral program and the scientific supervisor of the doctoral thesis. At the meeting of the Council of the doctoral program (at least 2 times a year), discussions are held on changing and supplementing academic disciplines, discussing the topics of the doctoral thesis according to the development trends of the industry, labor market and science.

The acquisition of theoretical courses and practical skills within the framework of 33 credit points is formed by two separate parts:

- Part A - compulsory part for all doctoral students;
- Part B - elective part according to selected 2 sub-sectors of the economy;

Elective specialization courses can also be taken at another higher education institution in Latvia or abroad. In order to do this, the doctoral student must comply with the following rules: when choosing a course, it is necessary to coordinate his or her decision with the head of the program and the scientific supervisor. The courses taken are credited if they correspond to the chosen direction in the doctoral study program, or if they are necessary for the preparation of a doctoral thesis. After listening to the course, the doctoral student submits a report to the lecturer. The doctoral student submits a report with the lecturer's assessment to the head of doctoral studies.

Internships in other institutes, development of research projects and their management give the doctoral student the opportunity to obtain additional credit points.

The study courses of the study program correspond to the current situation in the Latvian, European and World economy, challenges in society, requirements for young researchers and scientists, because this field of science is changing rapidly with a high degree of uncertainty. Descriptions of study courses and study modules in accordance with the recommendations of previous accreditation commissions and updating the study program in accordance with the current economic and political situation in the world, separate study courses have been created in the study plan:

1. Methodology and philosophy of scientific cognition - 5 CP
2. Social and economic development factors and competitiveness of regions - 5 CP
3. National economy and problems of globalization - 5 CP
4. Pedagogy and psychology of a higher education institution - 3 CP
5. Scientific research seminar-discussion in the "round table" format: the scientific novelty and relevance of the doctoral thesis - 6 CP
6. Professional English - 6 CP
7. Promotional exam - 2 CP
8. Development and preparation of the doctoral thesis for defence - 124 CP
9. Qualitative and quantitative research methods in regional economy and business - 5 CP
10. Economic policy: regional marketing and innovative development (elective specialization subject) - 5 CP
11. Financial systems in state and regional economies (elective specialization subject) - 5 CP
12. Annual scientific discussion: "Today's economic current affairs – political and economic challenges in the business environment" in the format of round tables - 10 CP
13. Academic writing - 4 CP

In part B of the doctoral study program, elective specialization subjects are provided: "Economic policy: regional marketing and innovative development" and "Financial systems in national and

regional economy", each in the amount of 5 CP.

The accredited study program in accordance with [Article 55](#), Part One, Clause 1, Clause c of the Law on Higher Education Institutions corresponds to the volumes of the compulsory, limited optional and optional part of the study programs and sub-programs and the distribution of credit points between them.

The study program "Regional Economy and Economic Policy" ("REEP") allows doctoral students not only to study the socio-economic system in the territorial aspect and the inter-regional effects of these systems, the mechanisms of regulation of socio-economic development at the national, mega-regional, regional and municipal levels, but also helps to learn the effects of the state on socio-economic processes, a system of methods, forms and tools that realizes Latvia's economic strategy, which is defined in Latvia's development planning documents, including: Latvia's Sustainable Development Strategy until 2030 ([Latvija 2030](#)), Latvia's National Development Plan for 2021-2027 ([NAP 2027](#)), [Education Development Guidelines for 2021-2027, Science \(LV only\), Regarding Guidelines for Science, Technology Development, and Innovation 2021-2027](#). Therefore, the study program includes two scientific research seminars in the "round table format" (discussions on the scientific novelty and relevance of the doctoral thesis in the 1st and 2nd study years, in the 2nd semester) and, taking into account the challenges of the modern world, an annual scientific discussion on modern political and economic current events, also in "round table format".

3.2.2. In the case of master's and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation. In the case of a doctoral study programme, provide a description of the main research roadmaps and the impact of the study programme on research and other education levels (if applicable).

The implementation of study courses of the REEP doctoral program is in demand in the labor market. Current problems of the global, European and Latvian economy are discussed in the study courses of the program. This is evidenced by doctoral students who conduct an analysis of the business activity of the research object and present the research results at annual conferences and in publications. The main research directions in the study program are: regional social and economic development, economic development and economy and its connection with globalization problems, regional economic policy, state and regional financial systems.

The process of awarding a doctorate degree takes place in accordance with the classification of scientific branches and sub-branches of the Republic of Latvia and other regulatory enactments that regulate this process. If, according to the decision of the Doctoral Council, a student is awarded a doctorate while receiving all the necessary positive reviews and findings, it means that the results of the research are current, scientifically based and based on the achievements of the scientific field.

The knowledge acquired during the studies at the doctoral study program can be applied in the following areas:

1. In Latvian and EU state organizations, mainly those that create economic policy and develop regional development programs. The basic directions of activity of doctoral students of the doctoral study program can be:

- evaluating the current economic situation in the Baltic States and making future forecasts, analyzing regional economic problems and developing their solutions;
- development of economic policy scenarios;
- effective evaluation and reasoned justification of various choices of the government's economic policy.

2. *In the commercial structures of Latvia and other EU countries, where the main areas of application of knowledge of doctoral study program graduates are:*

- analysis and assessment of the current economic situation and its future development opportunities;
- development and evaluation of business strategy. This is important for large companies that are leaders in their industry and for companies that have cooperation with foreign investors.

3. *Research centers of economic conjuncture, economic analysis offices, expert councils, stock exchanges, consulting centers, banks and analytical structures.*

4. *In international organizations and associations, which are related to the development of economic policy, the regional economic situation, as well as the analysis and evaluation of future perspectives.*

5. *In higher education institutions that conduct studies in economics and management sciences.*

6. *In scientific and scientific research structures, research directions of which are:*

- working out regional economic development models and theory, taking into account bilateral or multilateral interstate relations;
- development of economic policy measures and their main goals, based on the economic specifics of the selected country, taking into account the specifics of the economy of Latvia and other regions of the EU and integration into the EU;
- economic and business current affairs related to contemporary challenges in public life.

As can be seen, based on the theoretical course of the doctoral program "Regional economy and economic policy", the skills acquired during the studies correspond to the direction "economics and entrepreneurship", the current trends of the labor market and science in Latvia, the EU and other countries. Doctoral study program courses were included in the study plan as early as 2013-2015. years when Latvia, Europe and the world had a relatively different economic, political, etc. geopolitical situation. The challenges of the last years and constant changes in the economic and political life had a strong impact on the content of doctoral studies.

The theoretical course of the REEP doctoral program is considered completed after passing all disciplines, promotional exams in the specialty and foreign language during the 4 semester of studies. It is also mandatory to present the doctoral thesis at the extended program Council meeting, as well as to submit publications of scientific articles (min. 3) and materials on participation in international conferences (min. 2) in accordance with the regulations of the Latvian Academy of Sciences VZKK (State Scientific Qualification Commission).

During pre-defense, reviewers are appointed at the promotion Council: one of the members of the promotion Council of the relevant subfield, the second reviewer from Latvian higher education institutions, and the third reviewer is a foreign expert of the relevant subfield. This allows to improve the quality of the conducted research, to monitor the research results in accordance with the requirements of the Latvian market and, in general, the requirements of both science and the labor market, as well as to transfer the research results of BIA doctoral students both in Latvia and abroad in order to justify whether the awarding of degrees is based on the relevant scientific field.

During the previous accreditation, there were no recommendations from the experts for the improvement of the content part of the study program. But, as it was mentioned

earlier, the changes in the modern world and the challenges in economy, geopolitics and public life and the changes in the regulatory acts regulating doctoral studies in the Republic of Latvia influenced the creation of the new study plan.

Table 3.2.2.1.

Name and volume of study courses for the next accreditation period	Name and volume of study courses of the previous accreditation period
<ol style="list-style-type: none"> 1. Methodology and philosophy of scientific cognition 5 CP 2. Social and economic development factors and competitiveness of regions 5 CP 3. National economy and problems of globalization 5 CP 4. Pedagogy and psychology of a higher education institution 3 CP 5. Scientific research seminar-discussion in the "round table" format: the scientific novelty and relevance of the doctoral thesis 6 CP 6. Professional English 6 CP 7. Promotional exam 2 CP 8. Development and preparation of the doctoral thesis for defence 124 CP 9. Qualitative and quantitative research methods in regional economy and business 5 CP 10. Economic policy: regional marketing and innovative development (elective specialization subject) 5 CP 11. Financial systems in state and regional economies (elective specialization subject) 5 CP 12. Annual scientific discussion: "Today's economic current affairs - political and economic challenges in the business environment" in the format of round tables 10 CP 13. Academic writing 4 CP 	<ol style="list-style-type: none"> 1. Methodology of Scientific Cognition and Methods of Human Behaviour Science 2 CP 2. Problems of Economic Integration and Globalisation 2 CP 3. Microeconomics 3 CP 4. Econometrics and Statistics 3 CP 5. Economic Policy 3 CP 6. Regional Economy & Business 3 CP 7. Theory of Regional Development 3 CP 8. Financial Theory and Policy 3 CP 9. Economic Problems of Marketing 3 CP 10. Pedagogy 3 CP

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

Evaluation of implementation methods (including assessment), including analysis of how research methods (including assessment) used in study courses/modules are chosen, what they are and how they contribute to the achievement of study course results and study program aims. The study program has two implementation languages in which the dependence on the implementation language does not and cannot differ.

Various *study methods and forms* are used in the offered doctoral study program:

Lectures and consultations, doctoral seminars, analysis, expertise, research. The study methods are aimed at developing the doctoral student's independent, critical, creative and scientific thinking, at improving the methods of scientific knowledge, analysis and synthesis. Acquisition of theoretical courses takes place according to the program of each study course. Simultaneously with classical study methods - lectures and seminars, the principle of learning orientation is used. This principle contributes to the fact that the doctoral student not only takes the exam in the relevant study course, but also prepares one or two essays depending on the course. The topic of theoretical course summaries is chosen in agreement with the leading lecturer as part of research. It contributes to the main task of the REEP doctoral program - development and defense of the doctoral thesis based on the results of scientific research, and it is of fundamental importance to the independent scientific research work of doctoral students.

An important principle in the implementation of the study program is the principle of variability - the principles of student-centered education are taken into account - the use of several alternative sources for acquiring theoretical courses, which, when studying this discipline, promotes a comprehensive analysis of problems. The main thing is that knowledge in economics and business is deepened and the researcher's own opinion is formed.

For the implementation of the study program in the second and third year of study, the doctoral seminar method is used. The principle of variability and the principle of maximum approximation of theoretical development to the practical field are used, i.e. approbation of theoretical conditions in the practical field of economics. It should be noted that the doctoral student's research methods are evaluated throughout the study process.

1 stage: evaluation of course summaries is carried out during studies: the topic of the summary, research methods must be in correlation with the topic of the doctoral student's research. One of the important methods of implementing the study process is consultations. In the use of interactive methods, the program has wide possibilities, for example, individual consultations using modern technologies (e-mail, Skype); acquiring e-courses (Moodle).

2 stage: conducting a doctoral seminar in the second year, passing promotional exam. During the third year, after completing the doctoral program, the doctoral student prepares a presentation for the program Council and works on the results of his or her research. A reviewer from the relevant subfield is appointed for this presentation.

At the end of the doctoral studies, the results of studies and research work are evaluated and discussed at the extended meeting organized by the doctoral Council, and a decision is made with a recommendation to promote the work to defense or to continue its improvement. After the completion of the doctoral studies, the BIA doctoral study program issues a certificate of completion of the doctoral studies (In attachment: "Example of the certificate and annex issued by REEP on completion of the study program"). A mandatory prerequisite for issuing a certificate is a positive assessment of the completion of the doctoral thesis development.

3 stage: annual attestation of the doctoral student after the study results in the program Council

with the obligatory presence of the supervisor (see Table 3.2.3.1.).

4 stage: doctoral students report on research results at conferences, present them in scientific reports and publications. These activities are taken into account in the evaluation of the implementation of the plan. In doctoral studies, there is also a synthesis of individual independent work and group work, when each doctoral student individually analyzes a problem outside of the class, then discusses it in a group and reports to the audience.

According to paragraph 8 of Section 1 of the [Law on Higher Education Institutions](#), higher education in Latvia uses credit points (CP) that are equated to European Credit Transfer System (ECTS) credit points. When converting into ECTS, the number of Latvian credit points is multiplied by 1.5. Also, credit points are expressed as whole numbers. One credit point corresponds to 25-30 hours of study work. According to the BIA Rector's order of February 05, 2024 *On the transition to ECTS*, one credit point corresponds to 25 hours of study work, of which in the bachelor's study program full-time flow 20% are contact hours.

Table 3.2.3.1.

Development and preparation of the doctoral thesis for defence

Publications (minimum 3).

	CP
Development of the plan of the doctoral thesis	6
Preparation of the theoretical part	20
Creating a research database	30
Preparation and submission of the part of the thesis to scientific supervisor	20
Preparation of a scientific article in peer-reviewed scientific publications (minimum 3)	8
Preparation of a scientific article in other publications	8
Preparation of a book (brochure)	24
Participation with a report in international scientific conferences, seminars (minimum 3)	8
Total:	124

Taking into account student-centered principles, following the principles of study program implementation, the principle of individualization of education should be emphasized. Theoretical study course exams, essay writing - a doctoral student can pass during the studies. The main thing that is evaluated in the doctoral student's report at the end of the study year is that a certain number of credit points must be observed, which must be completed during the academic study year. Failing an exam in any discipline is not considered an academic debt, if the doctoral student has obtained credit points by doing a doctoral thesis. In this way, the principle of self-evaluation of the doctoral student's education and scientific activity is implemented, which motivates to acquire

independent research skills. It should be noted that the study process in the program creates direct actions, schedule is based on the acquisition of modules - this allows the doctoral student to focus on the research topic within the study course. The use of these principles in the implementation of study modules and in the research of doctoral students allows to achieve the goal and solve the problems raised.

The disciplines included in the study program are closely related to the goals, tasks, and implementation methods of the REEP doctoral program. Thus, the module "Methodology and philosophy of scientific cognition" (5 CP) forms the structure, aim, research objectives, tasks, implementation methods and scientific methodology of the doctoral thesis. The study course "National economy and problems of globalization" (5 CP) studies the impact of globalization on the implementation and development of economic policy not only in the country, but also in the regions of the world. The study course "Social and economic development factors and competitiveness of regions" (5 CP) examines regional economic problems and the formation of administrative activities of regions. In the elective specialization study course "Economic policy: regional marketing and innovative development", attention is focused on the practical implementation of state goals and tasks in the field of national economic policy, implementation tools and methods are studied, taking into account the processes of globalization and regionalization in the world. The elective specialization study course "Financial systems in state and regional economies" examines financial institutions, functions and roles in the national economy, the peculiarities and specifics of financial systems in the regional economy, the functioning of systems in the future. The study course "Qualitative and quantitative research methods in regional economy and business" studies economic and mathematical research methods and the processing of statistical data used in the research.

Study courses must be completed in the first year of study. In the second year of study, doctoral students have "Professional English" and two scientific research seminars-discussions in the "round table" format on the scientific novelty and relevance of the doctoral thesis and contemporary political and economic challenges in the world and in the country. The course "Professional English" examines and analyzes professional terminology, practical documentation and documents necessary for operation in such areas of economy and business as: marketing activity, management, commercial activity, trade, international business, finance and money circulation and others.

Deepened study of specialization disciplines allows the doctoral student to focus on the theoretical part of the research. Preparation for the foreign language test is also related to specialization - reading special literature in a foreign language, writing articles on a research topic in a foreign language, as well as preparing an abstract about doctoral thesis. All this creates a close relationship and the interaction of theoretical courses for the preparation of the doctoral thesis for defense. The research topics of doctoral students are also closely related to the REEP study program, so attention is paid to the implementation of economic and financial policy in the regions and the implementation of marketing activities in the regions of Latvia. This can also be seen in the doctoral theses defended by doctoral students from 2020 to 2023.

Study courses included in the program are directly interconnected. For example, the study course "Qualitative and quantitative methods of research in regional economy and business", which corresponds to the goals and tasks of the doctoral program, is implemented in the disciplines "Methodology and philosophy of scientific cognition", "National economy and problems of globalization", "Economic policy: regional marketing and innovative development". All disciplines included in the program contribute to the in-depth study of economic theory, business economics and management theory.

The study course "Pedagogy and psychology of a higher education institution" is taught in the first year and allows to achieve the following tasks: mastering the practice of pedagogical work; in-depth study of economic theory, business economics and management theory; acquiring the latest information technologies, data processing and presentation techniques and developing and defending a doctoral thesis based on the results of scientific research.

As a result of the scientific activity of doctoral students, during their studies they must publish scientific articles and participate in international conferences, thus performing the following tasks: publication of scientific research results in internationally peer-reviewed scientific journals (editions), such as SCOPUS, Web of Science and ERIH+, participation in international scientific conferences and seminars. The main result of the theoretical part of studies of doctoral students is passing the promotional exam. Since the exam consists not only of theoretical questions about the course, but also of the obligatory presentation of the theoretical part of the doctoral student's research in the relevant subfield, it contributes to the performance of the main task - independent scientific research work on the chosen topic and acquiring the skills and principles of scientific research work.

The doctoral theoretical study course is closely related to and influences the BIA bachelor's and master's study programs. In the field "Economics": two bachelor's study programs "European Economics and Business" and "Financial Management" and a master's study program "International Finance and Economics". In the field "Management, Administration and Management of Real Property" bachelor's study program "Entrepreneurship Management" and master's study program "Business Management and Administration". These study courses provide knowledge in economics and entrepreneurship and create a strong research environment in the economic field and motivation to conduct research, including preparation for doctoral studies. One of the achievements of the REEP program is a strong interaction in the pedagogical activities of the programs: mandatory organization of lectures and seminars for 2nd-year doctoral students in the master's study programs "International Finance and Economics" and "Business Management and Administration", reviewing and co-supervision of master's and bachelor's theses in the study programs "European Economics and Business" and "Entrepreneurship Management". Such interaction allows not only to introduce bachelor's or master's program students to the most important economic problems, but also to motivate master's students to continue their studies in doctoral program. It should be added that recently, from 2020 to 2023,....**graduates of the master's program of the Academy enrolled in the doctoral program (that is,out of the total number of applicants who enrolled in the doctoral program from 2020/2021 till 2023/2024 st.y.)**

The studies of doctoral students influence the study programs of the BIA, as research on a similar topic was often carried out during the preparation and defense of the master's thesis. The presentation of the research results of doctoral students within the scientific direction of REEP doctoral studies at BIA conferences, round tables, seminars with the participation of BIA teaching staff, as well as joint publications of BIA doctoral students and lecturers affects the educational level of both BIA bachelor's and master's programs.

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

students during the internship included in the study programme with the learning outcomes of the study programme (if applicable).

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

The delegation of the right to award doctoral scientific degrees (promotion) to higher education establishments is determined by the regulations of the Cabinet of Ministers of the Republic of Latvia of December 27, 2005 No. 1000 [On Delegation of the Right to Award a Doctoral Degree \(Promotion\) to Higher Education Establishments](#). (LV only).

According to point 2.18 of these regulations, for the duration of the accreditation of the doctoral study program, the Baltic International Academy has been delegated the right of promotion in economics and business.

Currently, the promotion process is ensured in accordance with the Regulations of the Cabinet of Ministers of the Republic of Latvia of December 27, 2005 No. 1001 [Procedure and criteria for the awarding of a doctoral scientific degree \(promotion\)](#). (LV only). Namely, after successfully completing the doctoral study program, fulfilling all academic and scientific criteria and requirements, the degree applicant submits his doctoral thesis to the higher education establishment in order to receive the doctoral scientific degree. This is the beginning of the promotion process. The submitted doctoral thesis is forwarded to the promotion council for consideration. In the subsequent promotion process, not only the promotion council formed by the higher education establishment and the three thesis reviewers appointed by it, but also the [State Scientific Qualification Committee \(SSQC\) \(LV only\)](#) are involved. According to the Regulations of the Cabinet of Ministers of December 27, 2005 No. 1001, at least five scientists who have the right of an [expert of the Latvian Council of Science in the field of science \(LV only\)](#) are included in the promotion council, two of them – in the subfield of science in which the doctoral thesis is defended. The term of power of attorney of the promotion council does not exceed six years. The promotion council operates in accordance with the regulations on promotion procedures and the Regulations on promotion councils and promotion at the Baltic International Academy (BIA order No. 1/95 of 12.04.2006). The promotion council evaluates the submitted doctoral thesis and decides on its acceptance for public defense. When accepting a doctoral thesis for defense, the promotion council appoints three reviewers for work, one of whom is an expert of this promotion council in the relevant subfield of science, and two – subfield experts from other higher education establishments or organizations (preferably outside Latvia), as well as within a week, the doctoral thesis and related documents are sent to the State Scientific Qualification Committee (hereinafter SSQC). SSQC selects an anonymous reviewer who evaluates the doctoral thesis. The anonymous reviewer gives an opinion on whether the work meets the generally accepted international standards of the relevant field in terms of content and methodology. If, in the opinion of an anonymous reviewer, the doctoral thesis does not meet the generally accepted international standards of the relevant field, the thesis is given to another reviewer for evaluation. If the second reviewer also evaluates the doctoral thesis negatively, then the thesis must be reworked, and after making improvements, it can again be forwarded to SSQC. If, in the opinion of the reviewer, the doctoral thesis meets the generally accepted international standards of the relevant field, the doctoral thesis is forwarded for

public defense in the promotion council, taking into account procedures and deadlines of the Regulations of Cabinet of Ministers of December 27, 2005 No. 1001.

On June 16, 2020, the Cabinet of Ministers of the Republic of Latvia supported the conceptual report of the Ministry of Education and Culture "[On the introduction of a new model of doctoral studies in Latvia](#)" (LV-only). It envisages significantly improving the quality of doctoral studies and introducing a new funding procedure, providing doctoral students with a competitive salary during their studies, as well as establishing a uniform procedure for the promotion. In accordance with the settings and requirements included in the conceptual report "On the implementation of a new model of doctoral studies in Latvia" regarding the implementation of a new doctoral model, the model of creation and operation of doctoral schools, the compliance of doctoral studies with the [Salzburg principles and recommendations for their implementation](#), as well as in accordance with the requirements for scientific quality and the critical mass of human resources of research of the [World Bank "Doctoral level studies and promotion system in Latvia"](#) (LV only), the Baltic International Academy started the transformation and improvement of the implemented concept of doctoral studies. As a result, in 2022, the BIA doctoral study program development plan for the next seven years was worked out and approved for the introduction of the new doctoral model and the improvement of the doctoral level studies implemented.

It should be noted that in accordance with the regulatory enactments regulating higher education of the Republic of Latvia, in the new promotion process, the current promotion councils and SSQC will be replaced by a promotion council created individually for each doctoral thesis. The members of the promotion council confirm the absence of a conflict of interests and observe the principles of scientific ethics in their work. The expertise of the members of the promotion council must correspond to the topic of the doctoral thesis, its members perform the evaluation of the doctoral thesis. If the doctoral thesis is interdisciplinary, the promotion council includes members according to the fields of science. It is planned that the promotion council will be created after the thesis has been submitted to the doctoral school. In order to qualitatively evaluate the doctoral thesis, the Doctoral study program provides foreign reviewers with the opportunity to get acquainted with the doctoral thesis in full, as well as the opportunity to fully participate in the defense procedure. The BIA plans to provide funds for the translation of the doctoral thesis, as well as for the simultaneous interpreting of the defense procedure, as well as for covering the reviewer's travel and living expenses, if necessary. It is expected that the promotion council will be convened for the defense procedure of the doctoral thesis, and it will be organized by the BIA Doctoral School. It is expected that [the decision on awarding or refusing to award a degree will be made by the promotion council in an open voting \(LV only\)](#), thus ensuring both the transparency of the promotion process and the possibility of remote voting. The doctoral thesis will be evaluated by three members of the promotion council-reviewers. Each reviewer will need to sign a declaration of no conflict of interests in relation to the degree applicant and his or her doctoral thesis supervisor. Each reviewer will have to prepare an individual review that evaluates the doctoral thesis.

The BIA will develop and implement the procedure for the appointment of reviewers and the evaluation procedure of the doctoral thesis of the Doctoral School. It will provide that the doctoral student has to be informed about the potential reviewers before they are appointed, so that he or she can use his or her right to express a reasoned opinion about the suitability of the candidates of the promotion council. The doctoral school, according to the approved procedure, will have to evaluate the expressed opinion and decide whether it can be the basis for changing the specific reviewer or reviewers. The scientific supervisor/s of the doctoral thesis can participate in the defense as listener, his or her opinion is listened to by the promotion council during the evaluation, but he or she does not have the right to vote during evaluation of the doctoral thesis.

For more information on the development strategy and the planned amendments to the legal

framework, see the BIA doctoral study program development plan.

3.2.6. Analysis and assessment of the topics of the final theses of the students, their relevance in the respective field, including the labour market, and the marks of the final theses.

After the previous accreditation, during the period from 2020/2021 st.y. until 2023/2024 st.y., 8 doctoral theses have been defended. The topics of the doctoral theses cover several topical areas.

Table 3.2.6.1.

Defence of doctoral theses from 2020 to 2023

Name, surname	Topic of the thesis	Reviewers
Student 1 (2020)	"Modern Approaches to the Evaluation of Human Resources as the Main Factor of Regional Competitiveness (on the Example of West Kazakhstan Region of the Republic of Kazakhstan)"	1. Professor, Dr.oec. (Baltic International Academy) 2. Professor, Dr. oec. (ISMA University of Applied Sciences) 3. Professor, Dr. oec. (West Kazakhstan Innovation University)
Student 2 (2020)	"Territorial Deployment of Commercial Services of Unmanned Aerial Vehicles in the Region (on the Example of Costa Rica)"	1. Dr.oec. (Riga Stradiņš University) 2. Dr.oec. (the University of Latvia) 3. Dr.oec. (Riga Technical University)
Student 3 (2020)	"Encouraging the Development of the Field of Tourism Services, Offering them to Air Passengers with the Help of the Technology New Distribution Opportunity (on the Example of Latvia)"	1. Dr. oec. (Baltic International Academy) 2. Dr.oec. (University of Latvia) 3. Dr.oec. (Rezekne Academy of Technologies)
Student 4 (2020)	"Directions of State Housing Policy Implementation in Latvia"	1. Dr. oec. (BIA, Latvia) 2. Dr.oec. (RTU, Latvia) 3. Ph.D., asoc.prof. (STING ACADEMY, Czech Republic)

Student 5 (2020)	"Implementation of Industrial Policy in Latvia on the Basis of Export and Import Operations"	1. Dr. oec. (ISMA University of Applied Sciences) 2. Dr.oec. (Rezekne Academy of Technologies) 3. Dr.oec. (Transport and Telecommunication Institute)
Student 6 (2021)	"Enhancing the effectiveness or regional economic policy in the field of support and development of small businesses (on the example of the Moscow agglomeration)"	1. Dr.sc.ing., prof. (BIA, Latvia) 2. Dr.oec. (RTU, Latvia) 3. Dr.oec. (Institute of Market Problems, Russian Academy of Sciences, Russia)
Student 7 (2021)	"The Impact of the Interaction of Regional Investments on the Economic Growth Potential of the Russian Federation"	1. Dr. oec., prof. (Stradiņš University) 2. Dr. oec. (University of Latvia) 3. Dr.oec. (BRICS University, Russia).
Student 8 (2023)	"Assessment of the Effectiveness of Long-Term Social Care Institutions and Forecasting its Volume in Latvian Regions"	1. Leading researcher, Dr. oec. (Daugavpils University) 2. Assoc. professor, Dr. sc.admin. (University of Latvia) 3. Professor, Dr. hab. oec. (Wroclaw University of Economics and Business)

As can be seen in the presented table, during the 4-year period of work of the promotion Council (from 2020 to 2023), 8 doctoral students received a positive grade from the SSQC for their doctoral thesis, and all of them were awarded the doctoral degree Ph.D. doctor of science in economics and business. The only evaluation for doctoral theses is the successful defense of the doctoral thesis and the award of the doctoral degree. It is clear that during this period the studies were strongly affected by the COVID-19 pandemic and serious changes in the geopolitical situation in Europe. 4 of them are from the Republic of Latvia and 4 are foreigners. All doctoral theses reflect solutions to modern economic and business problems in accordance with the requirements of doctoral studies.

Table 3.2.6.2.

The number of students and graduates in the REEP program from 2020/2021 st.y. until 2023/2024 st.y.

	1 year	2 year	3 year	graduates
2020-2021	6	5	5	4
2021-2022	8	5	7	3
2022-2023	3	7	6	0

2023-2024	6	4	8	1
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Based on the provided data, we calculate the number of BIA graduates in relation to those who defended their doctoral theses in the period from 2020 to 2023. The actuality, scientific novelty and practical importance of the doctoral theses have been confirmed by the opinion of the LZP, the opinions of scientific institutions and practical organizations and the opinions of the reviewers of the works. The topic of research is related to the developed BIA [scientific directions](#) and development strategies from 2023 to 2027. It should be noted that the scientific directions are also related to the bachelor's program "Entrepreneurship" implemented by BIA, the program "European Economics and Business", the master's program "Business Management and Administration", "International Finance".

Every year BIA organizes international conferences: in December – International Research-to-Practice Conference [“Society Transformations in Social and Human Sciences”](#) (a collection of scientific articles is published after the conference and in May: International Scientific Conference [“Time of challenges and opportunities: challenges, solutions, perspectives”](#), in which master's and doctoral students participate. After the conference, a collection of scientific articles is published.

3.3. Resources and Provision of the Study Programme

3.3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples.

Methodological and informative resources provided by the BIA are sufficient to ensure the qualitative study process in the study programme [“Regional Economy and Economic Policy”](#). Since 2015, the Moodle study e-environment has been used. Study programme lecturers have created the Moodle study courses in which the students can find the study materials, study course descriptions and study course requirements. In several study courses, students take exams, submit homework and communicate with a lecturer in the Moodle environment. The lecturers provide feedback on the students' work. Moodle and BigBlueButton systems have been created with the aim to expand the opportunities for lecturers to contact as large audience as possible (incl. branches) and to provide an opportunity to communicate with the audience during the lectures in two directions: lecturer – audience; audience – lecturer. Distance learning technology was introduced due to measures during the COVID 19 pandemic. At the moment, doctoral studies take place only in person. Remote classes are organized in individual cases when the responsible lecturer is a foreign teaching force.

The BigBlueButton program provides

- lectures and seminars, discussions in the virtual environment;
- virtual consultations in live mode before the exam or test;
- students can attend lectures, seminars and practical classes in a virtual environment, ask the lecturer questions, present homework and group work, as well as have discussions with

coursemates and the lecturer.

Information system NEXUS and "My BIA" plays an important role in informing students and lecturers. In "My BIA" system students and lecturers can get acquainted with the schedule of classes and rooms, as well as consultation times. All important information and notifications are placed in the "My BIA" system in the "Notifications" section. In the "My BIA" system, students can see their academic progress, as well as information about financial payments and debts.

Full information on the study programmes, their volume and content is available on the BIA website, which is an important source of information for students and potential students.

The study process in the branches is provided by both Riga and local lecturers of the region, as well as guest lecturers. Practically all lecturers from Riga involved in the implementation of the professional study program use electronic learning environment - e-studies: video lectures, video seminars and video consultations on MOODLE platform, Web meetings, SKYPE consultations, ZOOM, Whatsapp group information platform, video calls, sms, e-mail, etc. Thus, the branch coordinates the schedule of defence of internships, term papers, diploma theses, master's theses with study department in Riga.

In order to ensure academic honesty and prevent cases of plagiarism, on February 21, 2020, the BIA signed an agreement with the University of Latvia [on the educational institution joining the plagiarism control system](#).

Students of the BIA and other interested parties have the opportunity to use the resources of the BIA library. The BIA library is aimed to provide the students of the study programme "Regional Economy and Economic Policy" with the qualitative study process and scientific work and information services to the students, lecturers and other visitors. Library consists of two parts – the lending room and the reading room. Reading room is equipped with 11 computers with the Internet access, printing and copying facilities for students' convenience. It is also possible to work with laptops there. The library regularly receives periodicals published in Latvia and abroad. Library provides the access to the electronic databases for students and academic staff. It also provides the copying, printing and scanning services.

Study process in the study programme "Regional Economy and Economic Policy" takes place in the premises of two buildings in Riga at Lomonosova Street 4 and Lomonosova Street 1/4. These buildings have classrooms equipped with modern technical aids – whiteboards, TV sets, VCRs, video cameras, multimedia projectors. Many classrooms are equipped with a stationary multimedia projector, screen, computer with internet connection and other technical means. Free Wi-Fi is available in all buildings. Cafes are located on the ground floors of the buildings for the needs of students and staff of the BIA, there are also vending machines with various drinks.

More information on the evaluation of the informational base (including the library) and the material and technical base is available in the Study Direction p. 2.3.1. and p.2.3.3., see Annex [BIA electronic databases.docx](#).

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

The Baltic International Academy operates a Laboratory of Neurocognitive Implicit Processes, which

has a wide range of scientific activities, including research on the economic behavior of consumers. Using the resources of this laboratory, important data on the characteristics and quality of consumer demand of the Latvian population is collected and used in doctoral theses. For the 2023-2024 academic year, doctoral students are scheduled to conduct research at this laboratory.

The scientific journal of the Baltic International Academy "[Baltic Journal of Legal and Social Sciences](#)" was included in the ERIH+ database in November 2023. The editorial board of the Journal includes scientists from Latvia, the USA, Bulgaria, Croatia, Ukraine, Estonia, Lithuania, Germany, and Poland. Lecturers of the doctoral program are also included in the editorial boards of other scientific publications (V. Volkov: [editor of the scientific journal "Ethnicity" of the Institute of Philosophy and Sociology of the University of Latvia](#); member of the editorial board of the collection of articles "[Society and culture](#)" and reviewer of articles (Liepāja: LiePA); scientific journal of the University of Siedlce "[Doctrina. Studia społeczno -polityczne](#)" editorial board member. This journal is in the ERIH+ database.

Every year the Baltic International Academy conducts two international scientific conferences with the publication of collections of scientific papers for each conference: in May International Scientific-Practical Conference "[The Time of Challenges and Opportunities: Problems, Solutions, Perspectives](#)" and in December International Scientific-Practical Conference "[Transformation of Society in the Field of Social and Human Sciences](#)".

There is a constant increase in the number of countries whose professors, lecturers, researchers, doctoral students and undergraduates take part in such conferences. For example, if at the May 2023 Conference there were participants from 12 countries, then at the December 2023 Conference there were participants from 19 countries.

The Baltic International Academy is a co-organizer of international scientific conferences at foreign universities and with teams of scientists, scientific journals of other countries (Siedlce University of Natural Sciences and Humanities (Poland), V.N.Karazin Kharkiv National University (Ukraine), Kyiv Agrarian University (Ukraine), Center for Ukrainian-European Scientific Cooperation (Ukraine), National Technical University "Kharkiv Polytechnic Institute" (Kharkiv, Ukraine), Journal "Science and Metrics" (Kyiv, Ukraine)). Good example of interaction is a sociological study launched in August 2023 by the Baltic International Academy and the Department of Sociology and Public Administration (V. N. Karazin Kharkiv National University) "Perceptions of the socio-economic life chances of student youth in Latvia and Ukraine." BIA, together with the research center for industrial development problems of the National Academy of Sciences of Ukraine, plans to hold international conferences on innovation in the economy and competitiveness problems in 2024-2027. The Baltic International Academy organizes international internships "[Peculiarities of scientific research and publications in social and humanitarian sciences](#)". In May 2023, the BIA became [member of the Three Seas Universities](#).

Available intellectual, administrative, financial resources, teaching staff provide high-quality training for doctoral students in the field of Regional Economics and Economic Policy. The faculty of the Direction has solid experience in training doctoral students and conducting scientific research, establishing scientific communication with scientists from other countries. This intellectual capital, which faculty members of the Direction share with doctoral students at lectures, round tables, and consultations, makes an important contribution to the formation of the research culture of doctoral students. All available resources fully ensure the implementation of the program. Otherwise, it would not be possible to implement all study conditions.

Over the past two years, the number of lecturers and researchers at the Academy who are experts of the Latvian Council of Science has increased significantly. In 2023, 20 professors, lecturers and researchers of the Academy are experts (in 2021 there were 10 experts). Now there are 9 experts

in the field “Economics and Entrepreneurship”: J.Baltgailis, G.Rešina, A.Mašarskis, J.Kočetkovs, Ž.Caurkubule, S.Ignatjevs, M.Gunare, J.Popova, V.Meņšikovs. In the near future, 4 more professors and lecturers of the Academy will prepare documents for elections by experts in this area. It is expected that in the future the number of experts in the field “Economics and Entrepreneurship” will be 10–13 professors, lecturers and researchers of the Academy. Members of the Promotional Council are doctors of science from various higher educational institutions in Latvia: from [the Baltic International Academy](#), [Daugavpils University](#), [EKA University of Applied Sciences](#).

Doctoral study program lecturers, on the other hand, collaborate and simultaneously engage in institutions of various scales:

- [Latvian Association of University Professors \(LV only\) \(LAPA\)](#),
- [Latvian Association of Sociologists \(LSA\)](#),
- [Consultative Council of the Ministry of Education and Science of the Republic of Latvia on minority education issues \(LV only\)](#).

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

Due to the fact that BIA is a private institution of higher education, the flow of financial resources is organized and controlled by the Board of the Academy depending on the situation in a particular direction, the economic situation in the country, the program and infrastructure needs. In case of necessity, the Board makes an operational decision on the diversion of financial and material resources within the framework of an approved estimate. All information about direction, including about the revenues and expenses of the doctoral study program, the expenses per student (see Annex [Nr.7. Expenses of the BIA in the period of 2020-2022.docx](#)) and the indicators of financial stability are reflected see Annex [Nr.8. BIA Financial Stability Indicators.docx](#).

In a doctoral study program (especially in a private higher education institution), it is impossible to fully evaluate the profitability, because there is never any logic regarding student dynamics in the implementation of a doctoral study program. Due to the fact that the number of lecturers in the program is never large (in our case, 7-8 lecturers, including the scientific supervisor of the doctoral thesis), financial resources from the doctoral student's tuition fee ensure the implementation of the study process. It should be taken into account that the founders of the BIA (as managers of financial resources) have the opportunity to quickly redistribute resources and redirect them as needed.

3.4. Teaching Staff

3.4.1. Assessment of the compliance of the qualification of the teaching staff members

(academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants) involved in the implementation of the study programme with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments. Provide information on how the qualification of the teaching staff members contributes to the achievement of the learning outcomes.

As can be seen from the table 3.4.1.1, the academic staff of the program has great potential: 100% have doctoral degrees in the relevant field, five guest lecturers represent European universities and provide their knowledge and experience to BIA doctoral students, there is an exchange of ideas and academic discussions. Among them: G.Fainstein (Estonia), J.Zielinski (Poland), A.Aleksandrov (Luxembourg), D.Stoilova (Bulgaria), I.Novykova (Ukraine).

Table 3.4.1.1.

1	Vladislavs Volkovs	Dr.sc.soc.	Main job at the BIA (vice-rector for science), assoc. prof.
2	Juris Baltgailis	Dr.oec.	Main job at the BIA (assoc. prof.)
3	Vladislavs Volkovs	Dr.sc.soc.	Main job at the BIA (vice-rector for science), assoc. prof.
4	Irina Popova	Dr.paed.	Main job at the BIA (assistant professor)
5	Alla Iljina	Dr.oec.	Main job at the BIA (assistant professor)
6	Vladimirs Menšikovs	Dr.sc.soc.	Leading researcher
7	Evija Liepa	Dr.math.	Visiting lecturer
8	Grigori Fainšteins	Dr.oec.	Visiting lecturer
9	Aleksejs Aleksandrovš	Ph.D. in Economic Sciences	Visiting lecturer
10	Desislava Stoilova	Ph.D. in Economics	Visiting lecturer
11	Innola Novykova	Dr.oec.	Visiting lecturer
12	Inese Maylutova	Dr.sc.adm.	Visiting lecturer
13	Jacek Zielinski	Dr.habil.polit.	Visiting lecturer

All lecturers from Latvia have level C of Latvian language and category B2 of English language knowledge (including all foreign lecturers). Lecturers have the ability to create a creative atmosphere, arouse the interest and curiosity of doctoral students in the study process, develop skills and the ability to find different solutions in non-standard situations. Lecturers, using interactive study methods, develop communicative skills, skills to work in a team and individually, to interact with other specialists, as well as skills to provide feedback on the obtained research results.

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

Analysis and assessment of the changes to the composition of the teaching staff over the reporting

period and their impact on the study quality.

Due to changes in the regulatory acts that regulate doctoral studies in the Republic of Latvia, new trends, problems and challenges, BIA reworked the study plan, which is implemented by the following lecturers.

Table 3.4.2.1.

1	Vladislavs Volkovs	Dr.sc.soc	Main job at the BIA (vice-rector for science), assoc. prof.	Methodology and philosophy of scientific cognition (lv/eng); Pedagogy and psychology of a higher education institution (lv/eng); Qualitative and quantitative research methods in regional economy and business (lv/eng);
2	Juris Baltgailis	Dr.oec.	Main job at the BIA (assoc. prof.)	Social and economic development factors and competitiveness of regions (lv/eng)
3	Irina Popova	Dr.paed.	Main job at the BIA (assistant professor)	Professional English; Academic Writing (eng)
4	Alla Iljina	Dr.oec.	Main job at the BIA (assistant professor)	Economic policy: regional marketing and innovative development (lv/eng)
5	Vladimirs Meņšikovs	Dr.sc.soc.	Leading researcher	Qualitative and quantitative research methods in regional economy and business (lv/eng); Methodology and philosophy of scientific cognition (lv)
6	Evija Liepa	Dr.math.	Visiting lecturer	Qualitative and quantitative research methods in regional economy and business (lv/eng)
7	Grigori Fainšteins	Dr.oec.	Visiting lecturer	National economy and problems of globalization (eng)
8	Aleksejs Aleksandrovš	Ph.D. in Economic Sciences	Visiting lecturer	Scientific research seminar: the scientific novelty and relevance of the doctoral thesis. Annual scientific discussion: "Today's economic current affairs - political and economic challenges in the business environment" (eng)

9	Desislava Stoilova	Ph.D. in Economics	Visiting lecturer	Scientific research seminar: the scientific novelty and relevance of the doctoral thesis. Annual scientific discussion: "Today's economic current affairs - political and economic challenges in the business environment" (eng); Economic policy: regional marketing and innovative development (eng)
10	Innola Novykova	Dr.oec.	Visiting lecturer	Financial systems in state and regional economies (eng)
11	Inese Mavļutova	Dr.sc.adm.	Visiting lecturer	Financial systems in state and regional economies (eng); Annual scientific discussion: "Today's economic current affairs - political and economic challenges in the business environment" (lv/eng)
12	Jacek Zielinski	Dr.habil.polit.	Visiting lecturer	Annual scientific discussion: "Today's economic current affairs - political and economic challenges in the business environment" (eng)

Official reviewers

14	Marga Živitere	Dr.oec.	ISMA University of Applied Sciences	official reviewer
15	Raushan Gabdualiyeva	Dr.oec.	West Kazakhstan Innovation University	official reviewer
16	Tatjana Muravska	Dr.oec.	Riga Stradiņš University	official reviewer
17	Biruta Sloka	Dr.oec.	University of Latvia	official reviewer
18	Elīna Galle-Sarkane	Dr.oec.	Riga Technical University	official reviewer
19	Iveta Mietule	Dr.oec.	Rezekne Academy of Technologies	official reviewer
20	Marianna Drazhanova	Ph.D. in Economics	STING ACADEMY, Czech Republic	official reviewer

21	Irina Kuzmina-Merlino	Dr.oec.	Transport and Telecommunication Institute	official reviewer
22	Žanna Caurkubule	Dr.sc.ing.	Baltic International Academy	official reviewer
23	Vladimir Osipov	Dr.oec.	Institute of Market Problems, Russian Academy of Science, Russia	official reviewer
24	Svetlana Saksonova	Dr.oec.	University of Latvia	official reviewer
25	Vitalij Klevcov	Dr.oec.	BRICS University, Krievija	official reviewer
26	Olga Lavrinenko	Dr.oec	Daugavpils University	official reviewer
27	Juris Bārdziņš	Dr.sc.administr	University of Latvia	official reviewer
28	Ewa Pancer-Cybulska	Dr.habil.oec.	Wroclaw University of Economics and Business	official reviewer

During the reporting period, the dynamics of lecturers was related to updating and improving the program. Out of all the lecturers of the program, eight (including scientific supervisors of doctoral theses) have the right of expert of the Scientific Council of Latvia. This means that their scientific qualifications meet the requirements to participate in the implementation of the doctoral study program.

3.4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals or peer-reviewed monographs may be additionally specified. Information on the teaching staff included in the database of experts of the Latvian Council of Science in the relevant field of science (total number, name of the lecturer, field of science in which the teaching staff has the status of an expert and expiration date of the Latvian Council of Science expert) (if applicable).

Analyzing the scientific publications of doctoral lecturers in citation databases, it can be concluded that the topics of the publications are closely related to the study courses of the doctoral program. V. Volkov's scientific publication "Comparative Analysis of the State Policy of National Identity in Estonia and Latvia: The View of Russian Ethnic" (2023), related to the study subject "Methodology and philosophy of scientific cognition"; the materials of I. Novikova's article "Concept of innovative Marketing in Management of Enterprises" (2020) and "Marketing Tools in Stimulating Innovative Activity of Enterprises" (2020) are reflected in the study course "Economic policy: regional

marketing and innovative development"; J. Baltgail's scientific works "Potential of Virtual Reality in the Current Digital Society: Economic Perspectives" (2021) and "The Technological Innovations of Fintech Companies in Ensuring the Stability of the Financial System in Pandemic Times" (2022) are included in the study course "Financial systems in the national and regional economy"; V. Menshikov's work "Influence of Existing Social and Economic Interactions on Sustainable Territory Development: The Case of Iceland" (2018) has been used in teaching the course "Social and economic development factors and competitiveness of regions".

3.4.4. Information on the participation of the academic staff, involved in the implementation of the doctoral study programme, in scientific projects as project managers or prime contractors/ subproject managers/ leading researchers by specifying the name of the relevant project, as well as the source and the amount of the funding. Provide information on the reporting period (if applicable).

1. Vladislav Volkov. Head of Sociological Research. From 01.01.2018-30.06.2022, VPP-IZM-2018/1-0018, State Research Project "Individual, society and state interaction in the process of Latvian history: conflicts of values and formation of common values at historical breaking points". As part of the project, a large-scale sociological study was organized and carried out on the characteristics of business and organizational culture in Latvia. Sources of funding - State research project of Latvia. Amount of funding (2021 - 2022) - 24 000 eur.
2. Professor Innola Novikova (2023), with financial support from the, conducted research "Export of education as a vector for the development of higher education in Ukraine". Sources of funding - Latvian Ministry of Education and Science. Amount of funding (2023) - 9000 eur.
3. Professor Oksana Filina (2023 - 2024) received funding for the Silver University. Sources of funding - Future Support Fund. Amount of funding (2023 - 2024) - 7000 eur.
4. Vladislav Volkov. Author of scientific articles. 2019-2021. No. 1.-1.-15.2/2020/171. Latvian national encyclopedia pages "Social structure", "Social class", "Social status", "Ethnicity", "National minority", "National identity", "Multiculturalism", "Discussions about multiculturalism", "Durkheim", "Racism" preparation and publication. 2021 - 2023 years. Amount of funding - 3000 eur.

3.4.5. Assessment of the cooperation between the teaching staff members by specifying the mechanisms used to promote the cooperation and ensure the interrelation between the study programme and study courses/ modules. Specify also the proportion of the number of the students and the teaching staff within the study programme (at the moment of the submission of the Self-Assessment Report).

Assessment of collaboration of teaching staff

By the decision of the BIA Senate, the Methodological Council of Studies was established in the BIA, and one of its functions is to plan and implement events – seminars for the teaching staff and not only for them, as the seminars are open to the public. In accordance with the decision of the management of the BSA, taking into account the organisation of the study process, the study and

Metodisk Council has been removed from the organisational and administrative structure of the Academy and the functions of the Council have been delegated to the [study field boards](#).

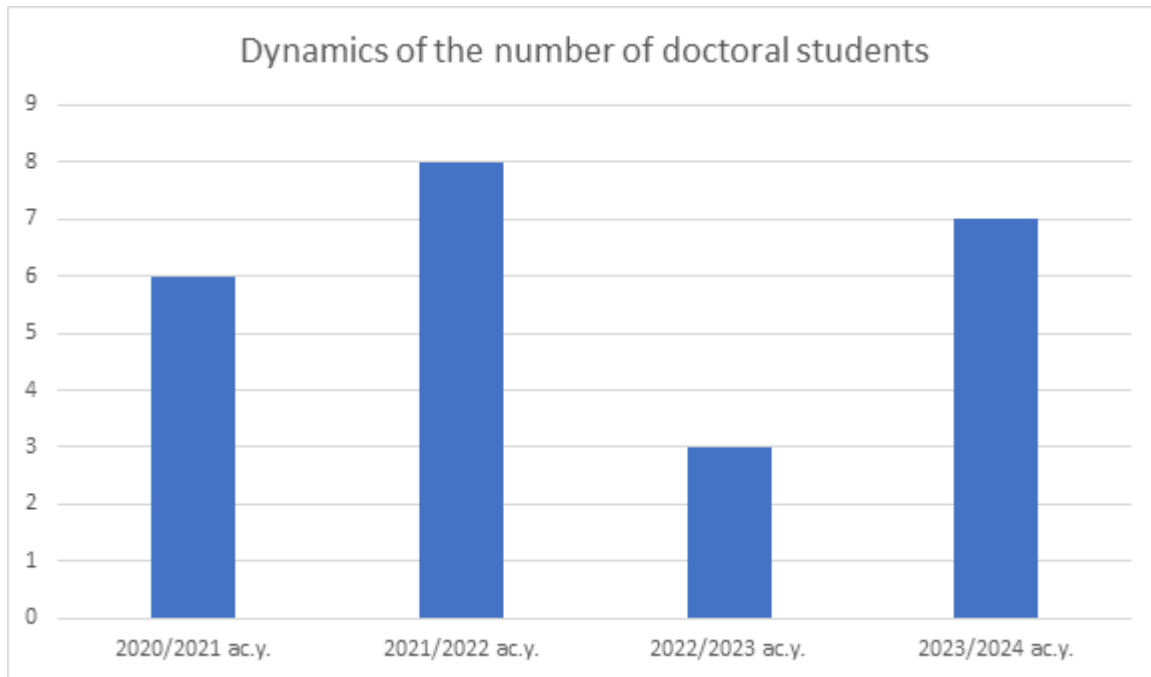
In order to develop academic staff inter-branch/interdisciplinary cooperation and competences in the creation and implementation of study courses, various seminars were organized, where the best lecturers of the academy, as well as industry experts and representatives of state and non-state institutions spoke.

The following forms of cooperation between teaching staff are used to determine the quality of the academic and scientific activities of the study program implementation:

- mutual attendance of lectures/classes, master classes/exams by the lecturers of the Academy, which allows to evaluate the strengths and weaknesses of the work;
- preparation of annual reports of academic and scientific activity, publications, participation in scientific researches and scientific conferences of the Academy's lecturers;
- promotion of 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 higher education institutions; inviting highly qualified guest lecturers and lecturers to teach study courses, conduct master classes, including from foreign higher education institutions;
- analysis and evaluation of the content of the study program, preparing self-assessment reports for the past academic year. The obtained data and conclusions are considered at the meetings of the Study Council and the Senate;
- quality control and analysis of the study process, which is regularly carried out by the executor of the responsible program and the Study Council;
- surveys and analysis of graduates' work skills and suitability for the labor market. Quality control of the study process is described in the self-assessment of the study direction, Section 2.2. Effectiveness of the internal quality system;
- student surveys, obtaining an opinion on the implementation of specific courses of the study programs, compliance of the content and form of teaching with the requirements of study quality;
- involvement of external experts for the assessment of the study process and students' knowledge, strategic planning of the study process, analyzing the weak points of the study program, their prevention and program development opportunities.

BIA's mission is fulfilled by highly qualified academic staff, which consists of a core of professors and associate professors, as well as qualified teaching staff (assistant professors) and lecturers invited from the academic renewal reserve. BIA uses opportunities to attract internationally recognized specialists. Uniform, special approach criteria have been set for academic staff elections. The personnel structure of the BIA results from the operational tasks of the BIA and may differ by study program. Operating in the market of free competition in education and academic services, BIA promotes a flexible and attractive personnel recruitment policy. The work of experienced but non-degreed practitioners is also used.

3.4.5.1. Dynamics of the number of doctoral students:



As can be seen, the REEP program is in demand and the number of applicants for the doctoral program is 6 people in 2020/2021 academic year, 8 people in 2021/2022 academic year, 3 people in 2022/2023 academic year and 7 people in 2023/2024 academic year.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	REEP diploms ar pielikumiem_merged ENG.pdf	REEP diploms ar pielikumiem_merged LV.pdf
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	Annex 5. Statistic REEP.pdf	5.pielikums. Statistika REEP.pdf
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Appendix 8. Mapping of study courses REEP.xlsx	8.pielikums. Studiju programmas REEP kursu kartējums.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	Appendix 9. Study program REEP plan.docx	9. pielikums. Studiju programmas REEP plāns.docx
Descriptions of the study courses/ modules	Appendix 10. Descriptions of the study courses of the REEP program.docx	10.pielikums. Studiju programmas REEP kursu apraksti.docx
Description of the organisation of the internship of the students (if applicable)		
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)	3.4. Confirmation_LCS experts.edoc	3.4. Apliecinājums_LZP eksperti.edoc
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)	3.4. Section 55 of the Law on Higher education institutions.edoc	3.4. Augstskolu likuma 55.pants.edoc