

## APPLICATION

Study field "Hotel and Restaurant Service, Tourism and Recreation Organisation" for assessment

Study field	<i>Hotel and Restaurant Service, Tourism and Recreation Organisation</i>
Title of the higher education institution	<i>Sabiedrība ar ierobežotu atbildību "BALTIJAS STARPTAUTISKĀ AKADĒMIJA"</i>
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## **Self-evaluation report**

Study field "Hotel and Restaurant Service, Tourism and Recreation Organisation"

Baltic International Academy

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# 1. Information on the Higher Education Institution/College

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

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

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

The BIA is a 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.

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

As a result of reorganization was 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.

### **Dynamics of the BIA study directions for 2013-2023**

<i>Academic year</i>	<i>Number of study direction</i>
2022/2023	9
2014/2015	11
2013/2014	9

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

Table 1.1.2.

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

<i>EKI level</i>	Type of study programme	Number of programs
8 level	Doctoral study programme	2
7 level	Master's study programme	9
6 level	Bachelor's study programme	10
5 level	First level study programme	2

The list of study directions and programmes accredited by the BIA as of September, 2023 (Appendix 5) contains 9 study directions and 23 study programmes.

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

able 1.1.3.

#### **Dynamics of the number of students 2016 till 2023**

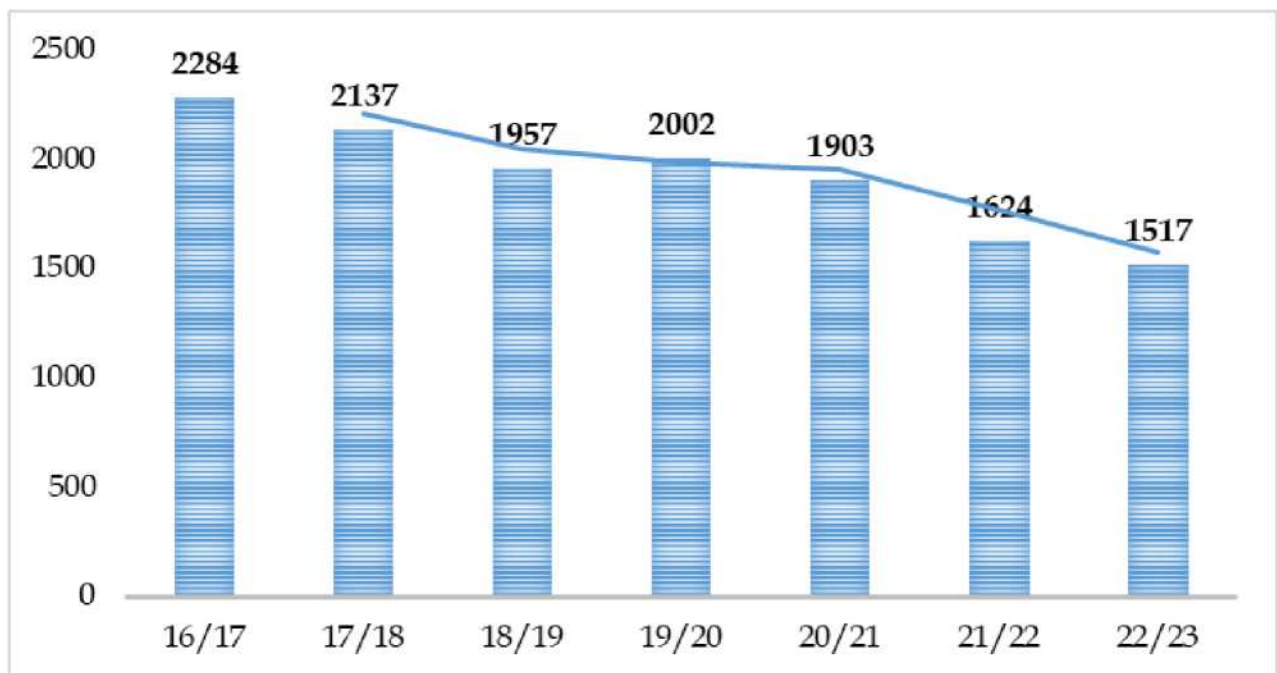


Table 1.1.4.

#### **Dynamics of the number of students in the BIA branches from 2016/2017 till 2022/2023**

	16/17	17/18	18/19	19/20	20/21	21/22	22/23
<b>Daugavpils (DA)</b>	275	292	251	253	310	259	240
<b>Jēkabpils (JK)</b>	108	111	104	117	111	56	18

<b>Liepāja (LI)</b>	101	94	71	83	78	80	85
<b>Rēzekne (RE)</b>	74	60	48	49	38	4	3
<b>Rīga (RI)</b>	1522	1400	1335	1332	1226	1176	1150
<b>Smiltene (SM)</b>	30	31	19	24	19	1	0
<b>Ventspils (VE)</b>	34	28	22	22	17	0	0
<b>Jelgava (JL)</b>	140	121	107	122	104	50	18
<b>Kopā</b>	<b>2284</b>	<b>2137</b>	<b>1957</b>	<b>2002</b>	<b>1903</b>	<b>1624</b>	<b>1517</b>

The number of students in Riga (RI), Jelgava (JL), Jēkabpils (JK), Daugavpils (DA), Rēzekne (RE), Smiltene (SM), Liepāja (LI) and Ventspils (VE). The number of students of the BIA has sufficiently decreased during the period from the academic year 2016/2017 till the academic year 2022/2023.

Table 1.1.5.

Study direction	16/17	17/18	18/19	19/20	20/21	21/22	22/23
<b>Law</b>	596	586	491	507	452	297	298
<b>Management, administration and real estate management</b>	362	355	323	359	347	308	242
<b>Economics</b>	169	152	147	148	137	108	99
<b>Arts</b>	209	180	141	141	135	117	110
<b>Hotel and restaurant service, tourism and recreation organization</b>	255	211	216	198	196	188	142
<b>Translation</b>	90	64	49	49	42	38	39
<b>Sociology, Political Science and Anthropology</b>	16	17	13	14	24	37	38
<b>Psychology</b>	200	224	222	225	236	266	289
<b>Social welfare</b>	307	271	291	297	299	259	260

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 1.1.6.

### **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

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

Table 1.1.7.

**Management of financial resources of the BIA in accordance with the Law on Institutions of Higher Education**

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

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

The BIA budget 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.

The BIA is an institution which deals with both academic and professional study programmes, as well as science and research, therefore higher education is funded not only by financing tuition, but also by the revenues from science (Appendix 7 Expenditures Science of the BIA).

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

- support of development of the study programmes and structural optimization, establishment of the necessary infrastructure for these processes;
- increasing the effectiveness of the master's and doctoral studies;
- support and updating of the academic staff (training at the master and doctoral levels);
- support of scientific research (Appendix 7 Expenditures Science of the BIA).

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.

On August 24, 2021, the Board of the Baltic International Academy (hereinafter referred to as the BIA) in accordance with the provisions of the Article 3 of the Law on High Schools "Types and strategic specialization of high schools" took the decision that the limited liability company "Baltijas Starptautiskā akadēmija" (the BIA) complies with the title of the **University of Applied Sciences**.

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

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

Objectives, tasks, main directions and basic principles of the BIA

**Main objective** of activities of the BIA:

1. to provide the students with higher education and qualification, competitive in the Latvian and international labor market, in accordance with the today's international requirements, to develop the study and lifelong learning programmes, to develop science and promote the growth of persons involved in the education process.
2. to carry out the applied research, to ensure the transfer of knowledge in the relevant sectors of the national economy.



### **Tasks** of the BIA:

1. to ensure the academic freedom of the academic staff and students;
2. to develop and implement the bachelor's, master's and doctoral study programmes and lifelong learning programmes;
3. to ensure the inseparability of studies and scientific research work with innovations and lifelong learning processes in cooperation with the relevant enterprises and organizations of national economic sectors;
4. to cultivate and develop science, art and national language.
5. to implement the internal quality assurance system.
6. to inform the society and offer it the acquired scientific, artistic and professional insights, methods and research results.

### **Main directions** of activity of the BIA:

1. implementation of the study programmes for obtaining the bachelor's, master's and doctoral degrees, professional qualification of the 1st and 2nd levels or professional qualification and professional degree;
2. scientific research work which includes science, research, knowledge transfer, innovations, cooperation with relevant enterprises and organizations of national economic sectors;
3. organization of scientific, cultural and sports events;
4. stimulation of social and creative activity of youth;
5. development of international communication and cooperation in the field of education, science and culture.

APPROVED at the BIA Senate meeting on August 24, 2022. Protocol No.154. [Operation and development strategy of the Baltic International Academy for 2022 - 2025.](#)

Mission of the BIA: The BIA is a modern institution of higher education, the main value of which is the person, and which provides quality higher education based on research. BIA aims to provide the Latvian economy and society with internationally competitive high-quality scientific research, higher education, technology transfer and innovation.

By 2025 the BIA is expected to carry out the preparatory work to meet the status of a applied scientific high school also in the sense of Latvian legislation.

### Goals of the BIA for 2025

In order to achieve the defined overarching goal and future vision the BIA has set the interrelated and synergistic goals:

1. Goal 1: Development of the competitive study directions, raising the quality of studies in accordance with the needs of the Latvian state, regions and cities and the labor market forecasts.
2. Goal 2: Integration of science and research in all study directions and ensuring scientific excellence and international competitiveness in the priority research areas: involvement in the international projects, mobility of students and lecturers, promotion of scientific activity, further development of doctoral studies.
3. Goal 3: Strengthening the importance of lifelong learning in education and ensuring the supply according to the needs of the state and regional population by monitoring the demand of the labor market, cooperation of the educational institutions in the supply of lifelong learning programmes.
4. Goal 4: Cooperation with the interested parties, strengthening cooperation at the national and regional levels, cooperation with entrepreneurs as the future employers of graduates,

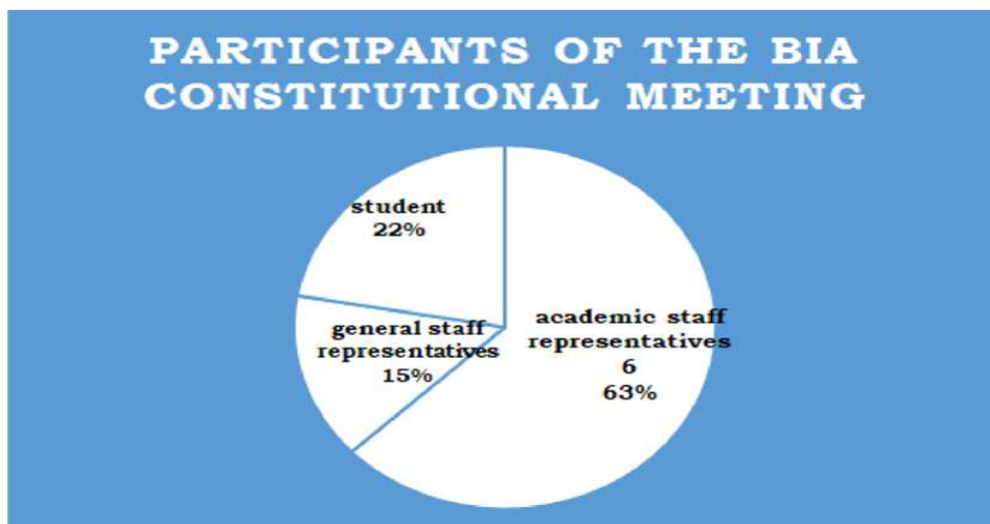
cooperation with the other Latvian universities and science centers.

5. Goal 5: Stabilization and expansion of the international dimension of activities of the BIA in all areas of activity: creating the appropriate offers to attract the foreign students, to attract the guest professors and researchers, involvement in the international organizations, cooperation with the foreign universities, scientific institutes, and companies, involvement in the implementation of international projects.
6. Goal 6: Development of human resources at the BIA to ensure the improvement of quality of the academic and administrative staff by increasing the number of staff with doctoral degrees, promoting the transfer of experience to the young scientists, and developing the doctoral studies.
7. Goal 7: increasing the capacity of the BIA and ensuring financial efficiency by improving the resource management, implementing the result management and developing the infrastructure of the BIA.

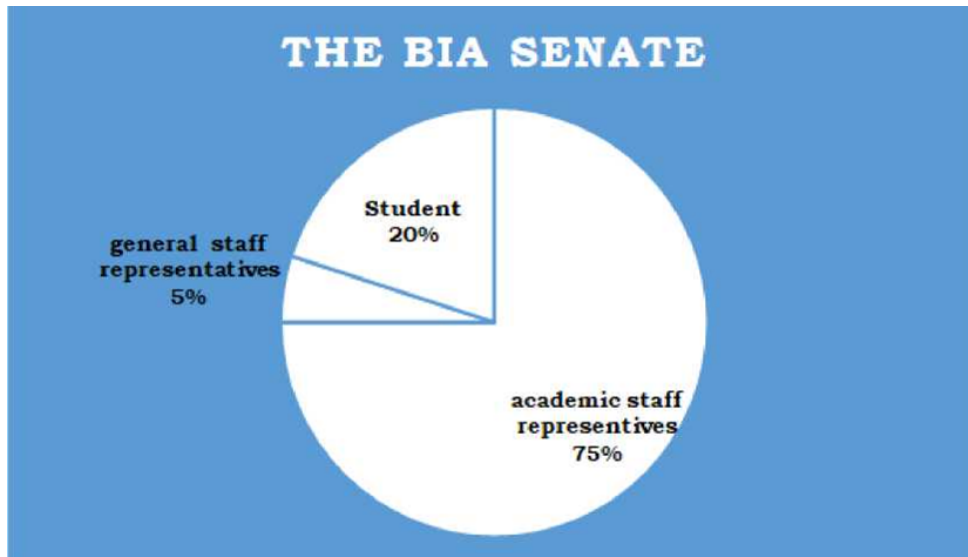
**1.2. Description of the management structure of the higher education institution/ college, the main institutions involved in the decision-making process, their composition (percentage depending on the position, for instance, the academic staff, administrative staff members, students), and the powers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

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

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



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



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

**Organizational structure of the BIA** undergoes regular improvement of the organizational processes:

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

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

The quality assurance system for studies of the Baltic International Academy has been developed in accordance with the European Model of Excellence (EIM) and the European Association for quality Assurance in higher Education document 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 the BIA is a coordinated activity of the hierarchy of all departments of the BIA and professional activity of all its academic staff. The process of improvement of the study quality assurance system is continuous. The study quality assurance system contains the quality policy, the implementation of which is ensured by all departments and

their effectiveness is controlled by the hierarchically established management system (see the BIA organizational chart [https://bsa.edu.lv/wp-content/docs/BSA\\_organizational\\_chart2020\\_EN.pdf](https://bsa.edu.lv/wp-content/docs/BSA_organizational_chart2020_EN.pdf)). The BIA Senate analyzes and evaluates the results of activities of the structural units and makes decisions on their improvement.

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

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

The following policies have been developed and duly approved:

- [Quality policy](#)
- [Privacy Policy](#);
- [Staff policy](#);
- [Internationalization policy](#)

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

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

1 .	The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.	Developed and approved by decision of the BSA Senate meeting of 07.10.20, the quality assurance system (SKNS)( <a href="https://bsa.edu.lv/docs/nolikums/BSA_Studiju_kval_nodros_si_st_eng.pdf">https://bsa.edu.lv/docs/nolikums/BSA_Studiju_kval_nodros_si_st_eng.pdf</a> ) 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. It is maintained and developed in accordance with the British Standard investors in Excellence, which is based on the knowledge and respect of the interests of the public, academy staff, partnership, understanding of quality development, training and involvement of staff in quality improvement processes to achieve the BSA objectives. For the British Standard, the introduction of the investors in Excellence model provides an opportunity for systematic self-evaluation of the performance of the BSA education quality system, gathering information on both inconsistencies and the Academy's significantly improved activities. SKNS is a document describing BSA's quality policies and objectives, the academy's quality system. THE SKNS includes or refers to quality system procedures and defines the structure of the documentation to be used in the quality system. The Academy shall implement quality management by applying the Investors in Excellence model, which is based on the knowledge and respect of the interests of the client (students), partnership with students, understanding of quality improvement, educating and involving employees in development processes, process management based on facts, innovations, adherence to the interests of the Academy staff (employees, students) and achievement of specific objectives. Quality management shall be provided by a responsible person approved by the BIA Senate as the quality Manager responsible for quality implementation. The quality Manager shall identify and document processes in co-operation with the heads of units.
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.	Rules of development, approval and amendment of the study programmes at the BIA have been worked out and approved at the meeting of the BIA Senate. <a href="https://bsa.edu.lv/docs/nolikums/Development_approval_new_study_programme_09072020.pdf">https://bsa.edu.lv/docs/nolikums/Development_approval_new_study_programme_09072020.pdf</a> 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 of opening and accreditation of study directions the BIA compiles the self-evaluation report for each accredited study direction which is updated every academic year.

<p>3 .</p>	<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 (<a href="https://bsa.edu.lv/docs/nolikums/Regulations_Evaluation_Study.pdf">https://bsa.edu.lv/docs/nolikums/Regulations_Evaluation_Study.pdf</a>). The Rules have been developed in accordance with Clause 5 of Part 2 of Article 56 of the Law on Institutions of Higher Education Description of Study Course which sets forth requirements to determine criteria for assessment of study results in accordance with the regulations of the Cabinet of Ministers Regulations on the National Standard Professional Higher Education and relating to the basic principles and platforms of assessment for programme acquisition. 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. Rules of drafting and defending the final theses at the BIA have been developed and approved at the BIA Senate meeting (Protocol No.134 dd 23.05.2018). Regulations on the activities of the State Examination Commission of the BIA have been approved at the BIA Senate meeting (Protocol No. 118 dd 25.11.2014). Criteria for assessment of the students' success are incorporated in the study course descriptions compiled by the lecturer of the respective study course, and the course description is coordinated with the director of the respective study programme. Study course descriptions are approved by the study direction council.</p>
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<p>4. Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.</p>	<p>The BSA has determined measures to make sure and check that lecturers working with students have the necessary qualifications and competence, inc. the requirements are determined in the long-term strategy of the BIA's operation and development for 2022-2025 (p. 2.5. Development of human resources at the BIA; p. 4.1 Personnel characteristics and development) (<a href="https://bsa.edu.lv/docs/nolikums/strategija_2022.pdf">https://bsa.edu.lv/docs/nolikums/strategija_2022.pdf</a>); In the BIA Regulations on the academic positions of the BIA (<a href="https://bsa.edu.lv/docs/2020/BSA_akad_amati.pdf">https://bsa.edu.lv/docs/2020/BSA_akad_amati.pdf</a>); In the Regulations on the BIA Council of Professors and the elections of professors and associate professors of the BIA (<a href="https://bsa.edu.lv/docs/science/prof_nolik.pdf">https://bsa.edu.lv/docs/science/prof_nolik.pdf</a>); In the Regulation on the organization of salary and the types of pedagogical workload for academic staff and guest lecturers of BIA (Appendix), which contain the division of academic work, conditions for research work, and also take into account student surveys for each study course led by a lecturer in the relevant semester of the study year. The BIA Senate has approved the content and duties of the lecturers' work, which determine the requirements in academic work, research, academic and scientific qualification development and also in administrative work. In order to ensure the qualification, improvement of the quality of work and professional development of BSA academic staff, lecturers are given the opportunity to supplement and expand their knowledge and professionalism by gaining foreign experience or internships in foreign universities/organizations, as well as by participating in appropriate seminars and conferences - Erasmus, etc. within the framework of mobility programs. In order for lecturers to have the opportunity to improve their academic work and to monitor the quality of academic work, BIA implements various activities, including study course evaluation surveys and study course hosting options.</p> <p>In terms of studies, the academic staff is made up of elected lecturers, as well as industry professionals, who provide not only individual guest lectures, but also the teaching of full study courses. This is one of the ways to achieve a balance in the study content between the acquisition of theoretical and practical knowledge. The decision on the approval of the elected lecturers (lecturers, assistant professors positions) and guest lecturers, based on the direction decision, is taken by the BIA Senate after getting acquainted with the qualification and competency of each applicant. The lecturers chosen by the BIA participate in Erasmus+ and other professional development mobility for the purpose of improving their qualifications, attending courses offered by the BIA, getting involved in professional organizations, etc. activities.</p>
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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 (<a href="https://bsa.edu.lv/docs/nolikums/Regulations_Evaluation_Study.pdf">https://bsa.edu.lv/docs/nolikums/Regulations_Evaluation_Study.pdf</a>) describing the performance records and procedure of their preparation have been developed and approved at the BIA Senate meeting. 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 (the questionnaire is attached). Graduates provide the information on employment using the questionnaire on the BIA website. The BIA receives the information about the students' satisfaction with the implementation of the study programmes and the efficiency of the lecturers' work using the information provided in the questionnaires of the students and graduates. Students usually fill in the questionnaires at the end of the part of a study course or at the end of the study course. The questionnaires for individual study courses and lecture / group study courses are used. Results of the survey are evaluated at the meetings of the respective study direction; they are analyzed within the the annual self-evaluation and also considered in the elections of the lecturers in the course of assessment of effectiveness of their work.</p>
6	<p>The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing their quality assurance systems.</p>	<p>The management process structure of the education field defined in general the processes necessary to use the quality management system. Appendix Structure of study direction management illustrates the management process structure of the education field, which shows the relationship between the processes and their respective executors. Processes of the education field management system fall into three groups:</p> <ol style="list-style-type: none"> <li>1) Top management processes (V1 to V6);</li> <li>2) Study processes (from 2.1 to 2.5);</li> <li>3) Resource management processes (R1 to R3).</li> </ol> <p>The most important indicators of activities of the BIA are reflected in the annual study reports and study programme self-evaluation reports which are available on the BIA website (<a href="https://bsa.edu.lv/index.php/en/bachelor-study-programmes/tourism-and-hospitality-management.html?view=article&amp;id=1224:self-assessment-of-the-study-direction-hotel-and-restaurant-service-tourism-and-recreation-organisation&amp;catid=100:pages">https://bsa.edu.lv/index.php/en/bachelor-study-programmes/tourism-and-hospitality-management.html?view=article&amp;id=1224:self-assessment-of-the-study-direction-hotel-and-restaurant-service-tourism-and-recreation-organisation&amp;catid=100:pages</a>). Every six years the study direction accreditation commission reviews the self-evaluation reports of the BIA and the opinions of international experts and performs the accreditation of the study directions and the study programmes on the basis of this information.</p>

## 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 study direction "**Hotel and Restaurant Service, Tourism and Recreation Organisation**" at the Baltic International Academy received a licence for the professional bachelor study programme "**Tourism and Hospitality Management**" with the professional qualification - Manager of Tourism and Hospitality Enterprises" from 2008.

For further development of the study direction and to create an opportunity for bachelor level students to continue their studies at the Baltic International Academy, in November 2011 the professional master study programme "**Management of Communication in the Entertainment and Leisure Industry**" with the professional qualification - Manager of Enterprises in the Entertainment and Recreation Industry - was licensed.

In 2017, the study direction "**Hotel and Restaurant Service, Tourism and Recreation**



**Organisation**" with its study programmes was accredited for six years.

The strategy and objectives of the study direction have been developed in line with the mission, vision, values, strategy and goals of the Academy, while the objectives of the study programmes have been developed in line with the objectives of the study direction.

**The strategic objective of the study direction "Hotel and Restaurant Service, Tourism and Recreation Organisation" is to prepare highly qualified, competent and competitive professionals in the field of communication, recreation and entertainment, according to the requirements of the labour market, who would be competitive in the Latvian and international labour markets, to improve research skills and competences, as well as to ensure personal development and motivation of students for further education.**

The strategic objective of the study direction "**Hotel and Restaurant Service, Tourism and Recreation Organisation**" is defined as follows:

- On the basis of the Long-Term Strategy for the Operation and Development of the Baltic International Academy for 2022-2025[1], which has been developed in compliance with the laws and other regulatory enactments of the Republic of Latvia and the Constitution of the Baltic International Academy;
- Based on the strategic planning documents of the EU and Latvia - the National Development Plan of Latvia 2020-2027 (draft NDP 2027), the Sustainable Development Strategy of Latvia 2030 (Latvia 2030), the "EUROPEAN Programme for the Modernisation of Higher Education Systems", the Lisbon Strategy, the main Bologna principles, and other strategic planning documents;
- in consultation with students, employers, professional organisations.

The development strategy of the study direction "**Hotel and Restaurant Service, Tourism and Recreation Organisation**" includes the improvement of the basic elements of development and defines the main **objectives of the study direction**:

1. Implementation and continuous improvement of study programmes that are in demand and competitive in the modern market, providing students of the direction with different levels of education and readiness to work in both 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 to participate in the research work of the Academy's teaching staff and to initiate their own research, ensuring their personal development and the development of the Academy's research potential;
3. Providing the graduate with theoretical and practical readiness in researching, analysing and decision-making on various problems, solving specific economic policy issues, developing students' high professional ethics and social skills in applied and intercultural communication, independent and team work;
4. Continuous academic, research, professional and pedagogical development of the study direction's teaching staff;
5. Enhancement of the professionalism of the study programmes of the study direction by ensuring a modern study environment, compliance of the study content and forms with the European and world trends of information technologies development.

The strategic objective of the direction is also in line with the **objectives of its programmes**:

- Professional Bachelor study programme "**Tourism and Hospitality Management**" - to provide up-to-date knowledge in the fields of tourism and hospitality relevant to the requirements of the modern market, maintaining the quality of studies in compliance with

European education standards, to prepare students for future professional activity capable of strategically and analytically solving business management problems, to develop students' personality and provide the opportunity to obtain professional qualifications with the right to continue studies at the master's level.

- Professional Master's study programme "**Management of Communication in the Entertainment and Leisure Industry**" - to prepare critically thinking and qualified managers in the entertainment and recreation industry, whose modern knowledge, leadership skills and competences would enable them to manage and develop private sector companies, state institutions, municipalities, non-governmental organisations, ensuring their development and change.

The definition of the objectives of the study programme took into account the priorities of the following national documents:

1. *National Development Plan 2021-2027 - first version (hereinafter - NDP2027draft):*

- The National Development Plan 2021-2027 (NDP2027) is the main national medium-term development planning document in Latvia. It has been developed in the context of the implementation of Latvia's Sustainable Development Strategy 2030 (Latvia2030) and the UN Sustainable Development Goals. The NDP2027 aims for a knowledge society, as "knowledge, quality and modern education are the foundation of a strong country. Latvia's education system at all levels not only meets today's requirements, but is also open to the future, preparing people who are critical thinkers, emotionally intelligent and skilled in their profession". The study direction and its study programmes are implemented in line with today's challenges and market requirements.
- Latvia has internationally competitive universities with internationally recognised and qualified academic staff. Graduates of Latvian universities are competitive both in the local labour market and abroad. The study direction and its study programmes are implemented in a multilingual manner, but with special attention to the acquisition of national languages and English, as well as the study of the EU and international regulatory framework in the field of business, which will enable graduates to be competitive both in Latvia and in the international market.
- The study direction is based on the objectives of the NDP2027 action line "Science for the development of society, economic growth and security" - Attraction of research human resources and capacity building, allocating financial resources for increasing the number of PhD students, attracting foreign researchers, broader involvement in international cooperation...

The active involvement of the Academy's lecturers in the scientific process, encouragement and support, both in preparing scientific publications and in writing and defending doctoral theses, is a direct contribution to the realisation of the objective.

- The study direction is based on the objectives of the NDP2027 action line "Qualitative, accessible, inclusive education" - Implementation of adult education for the acquisition of skills necessary for the development of the economy, including in higher education institutions (development of flexible learning offer, including modular education, e-learning and work-based learning, acquisition of lifelong learning competences; recognition of competences acquired outside formal education).

In response to the challenges, the existing programmes in the study direction "**Hotel and Restaurant Service, Tourism and Recreation Organisation**" offer a variety of opportunities for lifelong learning. Education can be completed by working people, by choosing to study on Saturdays or in an e-environment. Education can be acquired by graduates of secondary schools,

vocational secondary schools and colleges, upgrading their educational level, and by persons with higher education, developing their competences.

## 2. *Latvia's Sustainable Development Strategy 2030 (Latvia 2030):*

Latvia 2030 sets out Latvia's long-term development vision. It is the country's supreme long-term development document and the main planning document that defines the spatial development perspective - outlining an integrated vision for the balanced and sustainable development of the country's territory. Strategy directions:

- Quality and accessible education for life. Thanks to the technical and human resources provided by the Academy, students have the opportunity to receive quality and accessible education from anywhere in the world and at any time that suits them. Currently, students studying in this study direction come not only from Latvia, but also from Russia, Uzbekistan, Azerbaijan, Cameroon, India, Ukraine, Nepal and other countries.
- "Latvia's education policy is still not inclusive enough for orphans and people with functional disabilities". Through e-learning, BIA students have the opportunity to receive quality higher education without having to visit the higher education institution.
- "An innovative economy requires new skills and competences. Technological competence, the ability to integrate skills and competences from different fields, creative skills, people and risk management skills, as well as openness to international and intercultural cooperation are becoming increasingly important." In addition to the e-learning priorities already mentioned, the Academy hosts students from different nationalities and cultures and organises joint events to build intercultural cooperation.
- "Latvia's competitiveness will increasingly depend on the education system's connection to labour market changes and its ability to prepare people for a lifetime of work in changing conditions." The study programmes offer a variety of opportunities for lifelong learning for working people, whether they choose to study on Saturdays or e-learning, for high school and college graduates to improve their education, or for people with higher education to develop their competences.

The objectives of the study direction have been defined through brainstorming and SWOT analysis involving stakeholders. A SWOT analysis was carried out with the participation of internal stakeholders (students, lecturers, administration) and employers interested in the development of the study direction.

The objectives are being successfully implemented. The scientific and methodological capacity of the academic staff is being strengthened through involvement in cooperation projects at different levels, as evidenced by BIA's statistics. Scientific research involving students in the solution of regional problems. Problem-based learning method as well as work-based methods were introduced in the study programmes. They allow for the development of close cooperation with employers and stakeholders. The study programmes conducted in English strengthen not only the international competitiveness of the study direction, but also the competitiveness of BIA as a whole.

The implementation of the study programmes will enable the realisation of Latvia's mission of regional development and education, which will ensure competitive, internationally recognised and diversified studies, develop innovative research, guarantee sustainable development and education of society at various levels. Ensuring modern studies through quality implementation of higher professional education programmes will enable the implementation of a process in national and English languages, using scientific achievements and modern technological capabilities, provide competitive, internationally recognised diverse studies, develop innovative research, guarantee sustainable development of society, knowledge in the processes of economic formation in Latvia and international labour markets.

The study programmes "**Tourism and Hospitality Management**" and "**Management of Communication in the Entertainment and Leisure Industry**" in the study direction not only provide theoretical knowledge and practical skills in the business management of the tourism and hospitality industry, but also provide knowledge about their interaction with each other. Study programmes form a succession in their interval: bachelor's and master's level:

Table 2.1

**Linking and succession of study programmes in the direction "Hotel and Restaurant Service, Tourism and Recreation Organisation"**

EQF level 7	<i>Professional master's study programme "Management of Communication in the Entertainment and Leisure Industry"</i>
EQF level 6	<i>Professional bachelor's study programme "Tourism and Hospitality Management"</i>

Due to the fact that the direction is oriented towards the training of specialists from various sectors of the national economy, it is safe to say that it corresponds to the interests of the Republic of Latvia. Latvian companies are interested in recruiting new and prospective employees.

[1] [https://bsa.edu.lv/docs/nolikums/strategija\\_2022\\_en.pdf](https://bsa.edu.lv/docs/nolikums/strategija_2022_en.pdf)

[2]European Qualifications Framework (EQF), National Coordination Point for linking the Latvian Qualifications Framework to the European Qualifications Framework <https://www.nki-latvija.lv/en/eqf>

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

In order to identify the opportunities for further development of the study direction, the Programme Directors, together with the Administration, the Direction council, the Student Council, employers and graduates, carried out a SWOT analysis. The analysis of strengths, weaknesses, opportunities and threats of the study direction is presented in Table 2.4

Table 2.4

**SWOT analysis of the BIA study direction "Hotel and Restaurant Service, Tourism and Recreation Organisation"**

**SWOT analysis of the Baltic International Academy study direction "Hotel and Restaurant Service, Tourism and Recreation Organisation"**

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*Strengths*

*Weaknesses*

- Correspondence of the study programmes within the study direction to the goal and strategy of BIA;
  - A balance of courses across the curriculum to ensure that young professionals have the knowledge and skills they need;
  - Good methodological support for the teaching of the programmes in the BIA's MOODLE system;
  - Dynamic implementation of changes in study programmes in accordance with the requirements of the modern tourism and hospitality sphere;
  - Possibility to implement multi-learning disciplines;
  - Continuous functioning of the internal quality assurance system;
  - Favourable study environment and successful interaction between lecturers and students is maintained in the study process and individual approach is ensured;
  - Teaching staff with extensive practical, pedagogical and academic experience and a high level of professional training;
  - Active participation of academic staff in methodological and scientific work and regular participate in international and Latvian scientific conferences, symposia and congresses;
  - Addition of new PhDs to the teaching staff;
  - Participation of the study direction in international (WTO) and Latvian tourism and hospitality professional organisations;
  - It is possible to study in two languages (Latvian and English);
  - Increased number of guest lecturers from Germany, Great Britain, Poland, Turkey, Russia giving lectures and conducting seminars;
  - Well-developed extra-curricular work with students - student conferences, guest lectures, creative workshops, and similar development-oriented international cooperation;
  - Participation in the Erasmus+ exchange programme;
  - Increase in the number of guest students not only within the Erasmus programme, but also from Kazakhstan, Uzbekistan, Germany, Finland, Ukraine;
  - Variety of student internships available, opportunities for internships abroad;
  - Regular business contacts with employers, which enable around 70% of graduates to secure a job;
  - Employers are involved as placement supervisors;
  - Close cooperation with professionals in the field contributes to organising the development of the study direction in line with labour market requirements;
  - Good formal relations between lecturers and students;
  - Respect for the principles of openness, transparency and democracy at the higher education institution;
  - Regular use of new computer technologies in the teaching process;
  - Information, material and technical support for the study process and a good study material and technical base.
- Passive attitude of some students towards scientific research work;
  - Significant costs for students at their own expense.
  - Insufficient activity in attracting external funding;
  - Low independence in planning the programme budget, which does not allow to realise the motivational function of the management;
  - Insufficient mobility and international exchange of academic staff and students, especially at Master's level (unfortunately, they are not satisfied with the duration of mobility - it is too long);
  - No public funding for training;
  - The remuneration of the teaching staff is not sufficiently motivating and makes them look for additional income opportunities.

<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> <li>· Motivating lecturers to prepare scientific articles for publication in internationally cited journals;</li> <li>· Continuing education and professional development of lecturers, motivating them to study for doctoral degrees;</li> <li>· Attracting foreign guest lecturers and lecturers to the study process;</li> <li>· Improvement of technical equipment, which will allow the use of modern methods in the study process;</li> <li>· Expansion of the network of cooperation partners;</li> <li>· Further development of e-learning;</li> <li>· Enhancement of the library's stock of literature in foreign languages;</li> <li>· Opportunities to benefit from EU Structural Funds, as well as to attract public funding;</li> <li>· Motivating students to use scholarships from other countries;</li> <li>· Involvement in international associations; · Cooperation with employers;</li> <li>· Cooperation with universities in Latvia (University of Daugavpils, University of Latvia) and abroad.</li> <li>· Creative use of new IT technologies, providing different study forms and innovative methods, making didactic materials available and various types of communication possible.</li> <li>· Organisation of interdisciplinary research, cooperation with other faculties;</li> <li>· Expanding student and faculty exchanges.</li> </ul>	<ul style="list-style-type: none"> <li>· Competition with public universities in the context of the current education funding system;</li> <li>· Consequences of the global economic crisis;</li> <li>· Low priority of social sciences in the distribution of research funding in Latvia;</li> <li>· Possible decrease in the number of students due to the demographic situation and emigration from the country;</li> <li>· Desire of secondary school graduates to study at foreign universities;</li> <li>· Decreasing demand for private higher education due to low income levels of the population;</li> <li>· Increasing competition in the range of study programmes;</li> <li>· Changes in the laws and regulations governing higher education.</li> </ul>

*The most important weaknesses of the study direction and a plan to prevent/improve them*

Strategic options require the use of strong parties to reduce weaknesses, take advantage of opportunities and flexibly adapt to the challenges created by external circumstances. Effective studies with thoughtfully individual approach and purposefully involved industry participation, topicality, integrating digital needs, sustainability, economic competitiveness with effective solutions.

The weaknesses related to the relatively small number of students and their solvency can be seen in the general economy and social context of Latvia. The BIA has developed a flexible tuition discount system, including social discounts, as well as the ability to offer status budget places from the BIA Board budget[1]. But the situation can be fundamentally resolved by changing the state funding system.

In order to prevent the lack of student mobility directly at the Master's degree level, several international treaties are concluded at the moment, as a result of the Master's students have the opportunity to go through international companies.

Overall, in recent years, mobility of the teaching staff has increased. In order to prevent the aging trends in academic staff, Master students are gradually involved in the study process, who graduated from the BSA's professional Master's study program "**Management of Communication in the Entertainment and Leisure Industry**" and other Master's study programs have also completed the BSA's doctoral student "Regional Economy and Economic Policy". The lack of motivation for lecturers is partially eliminated by the use of directional strong parties - the ability to

focus on research, a favorable direction of internal microclimate and mutual relationships and support, and diverse growth opportunities in the industry and university.

#### *Major threats and a plan to deal with them*

Professional promotion measures will be taken in order to prevent a reduction in high school graduates. The threat to diminish the competence of high school students in the field of tourism, the directional lecturers are diminishing with guest lectures in different secondary schools, providing an insight into the tourism profession, in the field of tourism.

In order to prevent increasing competition with similar study programs in other universities, it is planned to systematically take care of the quality and modernity of your study programs in the international sense. In order to improve competition in the labor market, students are provided with high quality studies, which are also useful when working in other professions.

#### *Essential opportunities and the plan of using them*

In order to ensure cooperation with Latvian and foreign higher education institutions, it is planned to continue to enter into cooperation agreements with guest lecturers, guest professors, and also promotes international cooperation with other countries to the Erasmus+ programs. In order to expand the teaching staff and student exchange, lecturers are more actively informed about the opportunities to go lectures on foreign universities, which has concluded cooperation agreements on the study field "**Hotel and Restaurant Service, Tourism and Recreation Organisation**".

In order to organize interdisciplinary studies in cooperation with other BIA faculties (such as psychologists), it is planned to participate in funding projects both in Latvia and abroad. It is also planned to raise funds to provide the study process with the latest technical equipment.

[1] <https://bsa.edu.lv/index.php/en/tuition-fee/tuition-fee-discounts.html>

In order to implement the strategic objectives and goals, as well as to mitigate the impact of the weaknesses and avoid threats by using the strengths and external opportunities of the Academy, a development plan for the study programme "**Hotel and Restaurant Service, Tourism and Recreation Organisation**" from 2023 to 2028 has been developed, which includes the following sections:

- Development of study programmes of the study direction "**Hotel and Restaurant Service, Tourism and Recreation Organisation**" in line with labour market requirements;
- Development of academic staff by providing academic knowledge, international and practical experience;
- Development of academic staff and students' research capacities;
- Cooperation with cooperation partners;
- Cooperation with employers;
- Improvement and development of the study environment.

*The study development plan can be found in the appendix.*

#### **Conclusions:**

Summarising the above, it can be concluded that the implementation of the study programme is in full compliance with the national and European guidelines in the field of higher education. The study direction has many advantages that other higher education institutions do not have. E.g. the possibilities for the development of e-learning are practically unlimited. There are no territorial boundaries, no numerical limitation of the audience, no need for space, which reduces the costs of the direction. After obtaining a Bachelor's degree, students have the possibility to continue their studies for a Master's degree. The programmes of the study direction "**Hotel and Restaurant**



**Service, Tourism and Recreation Organisation**" cover all strategic issues of national importance, students' research work addresses issues of importance for specific enterprises, national development and the country as a whole, and students have access to high-quality internships. According to the document "Information Report on Medium and Long-term Labour Market Forecasts"[2] developed by the Ministry of the Economy, the increase in demand for the higher qualification profession "senior specialists" compared to 2021 is planned by 10.1% in 2030 and by 19.1% in 2040, the increase in demand for the higher qualification profession "specialists" compared to 2021 is planned by 14.3% in 2030 and by 25.3% in 2040, therefore the study programmes are assessed as promising. Within the programmes of the study direction, significant scientific and research work is carried out, targeted international cooperation takes place, programmes can also be implemented in the form of e-studies, the Moodle environment is used in all programmes, professional development of lecturers is regularly promoted (internships, doctoral studies, scientific research, etc.), which confirms that the study direction is fully integrated into the overall Strategy of the Academy.

[2] <https://www.em.gov.lv/en/media/15434/download?attachment>

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

The study direction "**Hotel and Restaurant Service, Tourism and Recreation Organisation**" is a part of BIA and its work is coordinated by the Direction council, which develops the development strategy, mission, vision, goals and objectives of the study direction, controls their implementation, plans study and methodological work. The members of the Council are elected by BIA Senate for three years. The members of the Direction council include directors of the study direction or programmes, senior academic staff, student representatives and representatives of employers or professional associations. Experts, including members of the Promotion Board of the relevant scientific field, experts in the field of practical activity, etc., may be involved in the work of the Direction council. The Direction council is a collegial management body which supervises the implementation of the direction 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 direction. The decisions taken by the Programme Council on the main development issues are approved by BIA Senate.

Methodological work is controlled and corrected by BIA Studies Methodological Council. The results of the work (self-assessment) are approved by the Council of the study direction "**Hotel and Restaurant Service, Tourism and Recreation Organisation**" and BIA Senate.

The success of study programmes depends on close cooperation between the different bodies of the Academy.

Table 2.5

### **Information on the departments involved in the implementation of the study programme**

## and the necessary support staff

No.	Position	Tasks
1.	Head of Study Department	Recording of lecturers planned and actual workload. Processing, compilation and record-keeping of documents in accordance with BIA internal regulations and record-keeping requirements
2.	Study Methodologist	Planning, coordination of the study process, coordination of field trips
3.	Student Information Centre Operator (SIC)	Communication with students and academic staff, provision of information on the study process, reception of applications
4.	Secretary of the Dean's Office	Keeping track of students' documentation and study results, preparing information documents, communicating with group elders, organising programme documentation
5.	Librarian	Working with the resources of the library collection (books, periodicals, databases) and their accessibility for students
6.	IT Specialist	Computer user support

Each structure is very important for the quality implementation of the programmes. Support staff for the implementation of the study programme can be divided into three groups:

**Group 1** - the structures that deliver the learning process. These are: Admissions Committee, which ensures the admission of students, the processing of documents, cooperation with schools, organisation of open days; Teaching Department, which ensures the implementation of teaching processes; Accounting Department, which is responsible for financial matters; Library, which provides students with teaching and periodical literature and access to databases; Analytical Department, which maintains and improves the database and processes research results; IT Department, which maintains the website and computer systems; Bookstall staff provide students with access to teaching literature and stationery.

**Group 2** - Structures that ensure interaction between students and lecturers, promote international relations and provide students with additional opportunities for study outside their degree programme. These are the Student Parliament, the Erasmus Unit and the Foreign Language Centres.

**Group 3** - related to the implementation of study programmes in the direction "**Hotel and Restaurant Service, Tourism and Recreation Organisation**". This group includes: the

Assistant Programme Director; the Direction council, which includes lecturers, employers, students and postgraduates.

The Programme Director has the function of operational management and control of the study process and the scientific activities of students and lecturers. The Programme Director draws up semester work plans, coordinates work with other departments: BIA Rector and Vice-Rectors, BIA Study Department, Accounting, Information, Technological and Analytical Unit, prepares annual reports. The Programme Director is supervised by the Rector and Vice-Rectors of BIA.

The Programme Secretary: prepares documentation, controls the preparation and implementation of the study timetable, organises archival material, ensures the circulation of information between BIA departments, communicates information to students in person, via e-mail or group e-mail, and uses the website and Facebook for communication.

The Rector prescribes the consultation hours and the working hours of the Programme Director. The Programme Director controls the activities of the Programme Secretary. Students' participation in the programme management is ensured by participation in the Programme Council, Senior Student Meetings, Student Parliament, BIA's decision-making bodies - Constitution, Senate, which ensures effective achievement of the objectives of the study direction and the study programmes, respecting the principles of democracy and mutual trust. Students' suggestions and recommendations to improve the study process are obtained through a questionnaire (2 times a year). The results of the questionnaire are distributed by the analytical department and discussed in the Direction council and the BIA Senate.

The quality of studies is monitored through open lectures, student questionnaires and the competitive election of lecturers.

Control of students' knowledge: Analytical reviews of the results of examinations, tests, coursework defences and internship reports are carried out twice a year. Student participation in the governance of the programme is ensured by participation in the Direction council, Senior Student Meetings, Student Parliament, BIA Senate.

Methodological work is controlled and corrected by BIA Studies Methodological Council. The results of the work (self-assessments) are discussed by the Direction council and approved by BIA Senate.

In the structure of the management processes of the study direction "**Hotel and Restaurant Service, Tourism and Recreation Organisation**" is an integral part of the BIA management system, which, as a whole, the processes that are necessary for the use of the quality management system were defined. The annex presents the structure of the management processes of the study direction, which reflects the interrelationship of the processes and the corresponding performers.

According to the BSA Study Quality Assurance System (approved at the BSA Senate meeting on April 27, 2023), processes of the study direction management system fall into three groups:

### **1) Top management processes (V):**

- Strategy development and monitoring (V1),
- Human resources management (V2),
- Finance management (V3),
- Document management (V4),
- Cooperation with interested parties (V5),
- Internal audit of the management system (V6).

### **2) Essential education management processes:**

2.1. Development and improvement of study programmes:

- Planning the development of study directions. Development and improvement of programs;
- Quality control of study programs. DS and SP self-assessment;
- Results monitoring. Satisfaction of students, graduates, job titles.

#### 2.2. Study process management:

- Admission of students and management of their documents;
- Study process planning and management;
- Practice organization and management;
- Implementation and monitoring of the study process;
- Examination of student submissions and complaints;
- End of studies. Graduation.

#### 2.3. Doctor study process management

#### 2.4. Scientific and research processes:

- Development and management of scientific research projects;
- Organization of conferences;
- Preparation of editions. Publication of magazines.

#### 2.5. Internationalization processes:

- Mobility programme

### 3) Resource management processes (R):

- Electronic information and IT resource management (R1);
- Library management process (R2),
- Ensuring material and technical resources (R3).

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

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

Upon commencement of studies, students have the appropriate knowledge, skills and competences to achieve the planned study results. 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".<sup>[1]</sup> In order to organise the admission of students to the Academy, Admissions Committee is established by order of the Rector of BIA for the current year of study. The starting terms for the admission of students to full-time study programmes in the first year after graduation from secondary school is determined by the Cabinet of Ministers of the Republic of Latvia. Taking into account the regulations of the Cabinet of Ministers of the Republic of Latvia, the Rector issues an order regarding the specific start and end terms of admission of applicants to the Academy in full-time and part-time programmes for the first semester of studies. Information about the contracts concluded in the Admissions Committee is transferred electronically to the Accounting and Study Department of the Academy. After checking the fulfilment of the terms of payment in each contract, Accounting transfers the data of each completed case to the Study Department. The Study Department on the basis of this information draws up an order on matriculation and transfers it for signature to the Rector of the Academy.

The recognition of professional experience, previously acquired formal and non-formal education of students who wish to continue their studies at the Academy in later stages of studies takes place in accordance with Cabinet Regulation No. 932 of 16 November 2004 "Procedures for the Commencement of Studies in Later Stages of Studies", Cabinet Regulation No. 505 of 14 August 2018 "Rules for the Recognition of Competences Acquired Outside Formal Education or Acquired through Professional Experience and Study Results Achieved in Previous Education" and regulations approved by the BIA Senate - "BIA Admission Rules and Matriculation Procedure" and BIA "Regulations on Procedures for the Recognition of Competences Acquired Outside Formal Education or Acquired through Professional Experience and Study Results Achieved in Previous Education at the Baltic International Academy"<sup>[2]</sup>

A person who wishes to have the results of his/her previous education or professional experience recognised submits to BIA documents certifying the results of the study results achieved in previous education or professional experience. The application must be accompanied by documents certifying the results of the previous education or professional experience. The decision on the recognition of the study results achieved in the previous education or professional experience is taken by a committee. The committee examines the application within one month of receipt and takes a decision on the recognition of the study results achieved in previous education or professional experience or on the refusal to recognise the study results achieved. The decision is sent to the applicant. The committee has the right to verify the conformity of the information and data provided with the factual circumstances. If necessary, the committee may impose examinations to assess the study results obtained in previous education or professional experience.

Table 2.6 shows the statistics of the frequency of recognition of previously obtained formal education for the field of study "Hotel and Restaurant Service, Tourism and Recreation Organisation" in the period from 2017/2018 to 2022/2023 academic year. Students who already have a higher education are most often equated with general courses and foreign languages, but who have education in the tourism industry - professional courses. If a student comes from a similar program from another university, the courses that have already been completed at the previous university are equated with a similar name and content as the BSA study courses. The results show that only in 2019/2020. study year and 2021/2022 study. year, two students had the recognition of

the study results achieved in the previous education.

Table 2.6

**Frequency of recognition of previously obtained formal education for the field of study “Hotel and Restaurant Service, Tourism and Recreation Organisation”**

No.	Study year, study program	The number of matriculated students	with a crediting foldingform	Relative frequency (%)
2019./2020. study year				
1.	Bachelor's study program	73	1	1.4
2021./2022. study year				
2.	Bachelor's study program	51	1	2.7

The majority of foreigners who study in English at BIA are admitted to BIA in accordance with Article 83 of the Law on Higher Education Institutions. The admission of foreigners is organised by the External Relations Department of BIA and the Admissions Committee of 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 CEFR. This document must not be submitted by foreigners who have completed their secondary education in the language of the programme of study.
- Foreigners who wish to study in Latvian must submit a certificate of proficiency in the national language issued by the National Language Proficiency Testing Board 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 BIA upon arrival or sent to BIA by post for legalisation. More detailed information on the admission process for foreigners is available on the BIA website.[\[3\]](#)
- Upon completion of the admission process, the External Relations Department will forward the foreigner's admission file to the Admissions Committee of 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 Governing 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. a specific example of recognition:

During the summer admission period in the academic year 2019/2020, candidate K.S. applied to the BIA Admissions Committee to enrol in the II level professional higher education study programme "Tourism and Hospitality Management". Upon enrolment, the candidate filled in an application form indicating the chosen study programme and information about herself, and submitted to the BIA Admissions Committee all the documents referred to in Clause 46 of these Regulations.

Admission of candidates to full-time and part-time programmes of undergraduate studies is based on the results of the centralised examinations through an open and equal competition procedure. Candidate K.S. has completed her secondary education in the Republic of Latvia, she submitted her secondary school certificate 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 as of 2013, a percentage grade corresponding to the current level boundaries for each specific subject. The level of the centralised examinations was sufficient for candidate K.S.

The Admissions Committee, having examined the documents submitted, decided to admit the candidate to the 1st semester of the 1st year of the study programme "Tourism and Hospitality Management" at level II of professional higher education, which was notified to the candidate. On the basis of the Committee's decision, a study contract was concluded with K.S.

#### 2. a specific example of recognition:

In the academic year 2021/2022, student K.S.B. applied to the BIA Admissions Committee for admission to the later stage of the study programme "Tourism and Hospitality Management" at level 2 of professional higher education. Since the candidate submitted an academic certificate from the previous place of study (LLU), a copy of it was provided to the study Programme Director who, after studying the academic certificate and comparing the subjects indicated therein with the subjects in the study plan of the study programme "Tourism and Hospitality Management" by title and credit points, prepared a draft transfer form and reported the results of the comparison to the Recognition Committee. The Committee, having heard the Programme Director and having noted the documents submitted, took a decision on the recognition of the results of the previous studies and the admission of the candidate to the 3rd semester of the 2nd year of the study programme "Tourism and Hospitality Management", which was notified to the candidate. The decision of the Committee was based on a transfer form signed by the Programme Director and on which the study contract with K.S.B. was based.

[1][https://bsa.edu.lv/docs/admission/uznemsanas\\_noteikumi\\_BSA\\_2023\\_24\\_eng.pdf](https://bsa.edu.lv/docs/admission/uznemsanas_noteikumi_BSA_2023_24_eng.pdf)

[2][https://bsa.edu.lv/docs/nolikums/regulation\\_procedures\\_formal\\_education\\_ENG.pdf](https://bsa.edu.lv/docs/nolikums/regulation_procedures_formal_education_ENG.pdf)

[3] <https://bsa.edu.lv/index.php/en/admission/admission-process.html>

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

The process of training qualified specialists in the field of tourism and hospitality management, as well as entertainment and recreation management, is not possible without extensive and rigorous monitoring of the knowledge and skills acquired by students. The object of monitoring is not only the knowledge acquired in the block disciplines. It also assesses the ability and skills to justify one's views in public speaking, the ability to find and analyse information independently.

The monitoring process assesses the ability to work with library catalogues, to find the necessary information on the Internet.

The main elements of the monitoring of the knowledge acquired by the students are the tests and examinations. Examinations and tests will be oral and written, and a combination of these forms is possible. Coursework, project work, bachelor's and master's theses will be assessed by a committee.

The completion of the study course is evaluated on a 10-point scale in accordance with Cabinet Regulation of the Republic of Latvia No. 305 "Regulations on the State Standard of Professional Higher Education" (effective from 21.06.2023) and the regulations approved by BIA Senate - "Regulations on Evaluation of Study Results at the Baltic International Academy",<sup>[1]</sup> "Regulations on State and Final Examinations at the Baltic International Academy (BIA)"<sup>[2]</sup> based on the following criteria: amount and quality of acquired knowledge; acquired skills; acquired competence in accordance with planned study results.

The professional knowledge, skills and attitudes and competences set out in each study course are evaluated by different tests, following the principles of student -centered education, which is:

- Academic staff knows the methods that are most appropriate for the examination and examination of the examination;
- Students are informed of the evaluation criteria and methods at the start of a relevant study course;
- The evaluation is consistent, fair and suitable for all students and is implemented by BIA approved procedures;
- The evaluation gives students the opportunity to show the extent to which they have achieved expected learning results. Students receive feedback and tips in the study process.

The procedure for organising examinations and assessing the competence of students applies to full-time students registered in study programmes at all levels. The completion of a study course is assessed in accordance with the content, assessment criteria and requirements specified in the course description. The following *basic principles* are observed when assessing the acquisition of the study programme content:

- openness of assessment of knowledge and skills - a set of requirements for positive assessment of educational achievements is defined in accordance with the stated objectives and goals of the programme as well as the objectives and goals of the study courses;

- the principle of compulsory assessment: a pass mark is required in Part A, Part B, internship and national examinations in the study courses specified in the study plan.

- *principle of variety of methods used to determine the assessment* - the assessment of study achievements is based on written, oral, practical and combined tests, individual and group achievement assessments, and a variety of test works - control works, presentations, defences, assignments, project work, examinations, group work, case studies, etc. The mastering of a course of study is successful if the requirements set in the program are fulfilled by the end of the



examination period, except in cases where an extension of the examination period has been granted.

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

- *the principle of the possibility of revision of the assessment* - the Academy shall determine the procedure for reviewing the marks obtained. The BIA Study Regulations, which are approved by the Senate, state that if a student wishes to improve his/her final grade, he/she must agree with the relevant academic staff and the study program director on the time, obtain from the secretary of the relevant study program a referral in a certain form in accordance with the price list for additional fee-paying services.

BIA's methods of assessing study and knowledge are objective and consistently followed. The scope of each assessment is consistent with the content of the course program and the skills and knowledge requirements of the Professional Standards.

The studies are based on the student's independence, while being guided and supported by academic staff. The description of each course of study specifies the scope and content of students' independent work and the methods of its assessment. The BIA e-environment publishes the assessment requirements, criteria and methods for giving grades for each course of study, as well as an explanation of the grades.

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

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

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

Internship is a specific form of testing the skills of future specialists. Internship reports will be thoroughly analysed and evaluated in accordance with the BIA "Regulations on Internships at the Baltic International Academy".[\[3\]](#)

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 "Regulations on the Development and Defence of Final Theses at the Baltic International Academy".[4]

The content of the examination, examination requirements, assessment criteria and methods are determined by the course description, and the procedure for each examination is determined by the course lecturer or the Chair of the Examination Committee.

In the light of the above, it can be concluded that the BIA operated strict monitoring over the implementation of study programmes. The monitoring system applied allows to ensure the training of qualified specialists in the field of economics and business. Students not only acquire the necessary knowledge, but also learn to expand their knowledge independently.

[1] [https://bsa.edu.lv/docs/nolikums/Regulations\\_Evaluation\\_Study.pdf](https://bsa.edu.lv/docs/nolikums/Regulations_Evaluation_Study.pdf)

[2][https://bsa.edu.lv/docs/nolikums/Nolikums\\_valsts\\_galaparbaudijumiem.pdf](https://bsa.edu.lv/docs/nolikums/Nolikums_valsts_galaparbaudijumiem.pdf) LV only)

[3] [https://bsa.edu.lv/docs/2020/BSA\\_Praksēs\\_nolikums\\_en.pdf](https://bsa.edu.lv/docs/2020/BSA_Praksēs_nolikums_en.pdf)

[4] [https://bsa.edu.lv/docs/2020/BSA\\_diplomdarbu\\_nolikums\\_ENG.pdf](https://bsa.edu.lv/docs/2020/BSA_diplomdarbu_nolikums_ENG.pdf)

**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.**

Academic integrity is a principle of conduct between BIA staff, students and researchers. The guidelines on dealing with breaches of academic integrity and types of plagiarism are developed in accordance with the approved Baltic International Academy "Code of Academic Integrity and Ethics"[1] and the Baltic International Academy "Regulations on Plagiarism Control"[2]. 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.

Actions aimed at linking the study process to the principles of academic integrity:

- Students fill in evaluation questionnaires at the end of each study course, which are analysed and taken into account when planning future study work in order to improve the quality of lecturers' work;
- In lectures, where it is difficult to organise frontal examinations and this gives unscrupulous students the opportunity to "cheat", the number of students in lecture rooms is optimised or reduced;
- The final grade of a course consists of several parts: attendance, activity in class, independent work, mid-term examinations; the examination mark accounts for only 70-80 % of the final grade;
- The deadlines for submission of written work are strictly observed and no work is accepted after the deadline;
- BIA regulations are in place on the requirements, procedures, display of results and appeal options for the assessment of students' competences.

When submitting research papers (bachelor's and master's), students must certify by their signature that the work is not forged or plagiarised. The supervisor of the thesis must also certify this with his/her signature.

The academic staff is consulted on the matter in the meetings of the collegiate bodies. The introduction of technical means and procedures to prevent plagiarism by students and staff was found to be ineffective and uneconomical as a result of discussions and in-depth evaluation, due to the limited number of professionals and students, as well as the high level of expertise that can be provided by BIA experts in collaboration with their counterparts in other countries.

Violations of the principles of academic integrity can be of different nature and more or less detrimental to academic work. They may be committed deliberately or through ignorance. In order to facilitate the assessment of violations, violations of academic integrity can be categorised as:

- poor academic practice;
- plagiarism;
- gross academic misconduct.

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

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

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

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

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

may be given a warning of expulsion or may even be expelled.

As the final thesis is the main study result of the state examination, and according to the BIA "Regulations on the Development and Defence of Final Theses at the Baltic International Academy" students must submit their final thesis also in electronic form, the BIA has signed an agreement with the University of Latvia to join the plagiarism control system as the main anti-plagiarism tool in the fight against violations of academic integrity.

### **A concrete example of the application of anti-plagiarism tools and mechanisms in the fight against violations of academic integrity**

On 31.05.2023 BIA received information from the State Police about the application of I.K., a student of the study programme "Tourism and Hospitality Management", to the Criminal Police Headquarters of the State Police, in which the student confessed that she had ordered a diploma thesis on ss.com and, after paying the money, did not receive the order - a finished diploma thesis. After reviewing the information, the Programme Director decided not to allow the student to defend her thesis, to request an explanation from the student and to address the Academic Integrity and Ethics Committee of the Baltic International Academy with a request to evaluate the student's actions. The members of the Ethics Committee heard a statement by the Chairperson of the Committee on the report of the Programme Director on I.K., a student of the BIA Bachelor study programme "Tourism and Hospitality Management", who had commissioned the writing of her diploma thesis for a fee; the student was invited to the meeting of the Committee and gave her explanations, answering the questions of the Committee members. The Ethics Committee decided to warn the student I.K. for expulsion due to the violation of Clauses 1.1.7 and 2.1.4 of the Code of Academic Integrity and Ethics Committee Of BIA and instructed to prepare a new diploma thesis in the autumn semester 2023 with a different topic and a different supervisor, as well as to register the violation in I.K.'s personal file. The decision was notified to the student

[1][https://bsa.edu.lv/docs/2020/BSA\\_Akademiska\\_godiguma\\_etikas\\_KODEKSS\\_2019\\_ENG.pdf](https://bsa.edu.lv/docs/2020/BSA_Akademiska_godiguma_etikas_KODEKSS_2019_ENG.pdf)

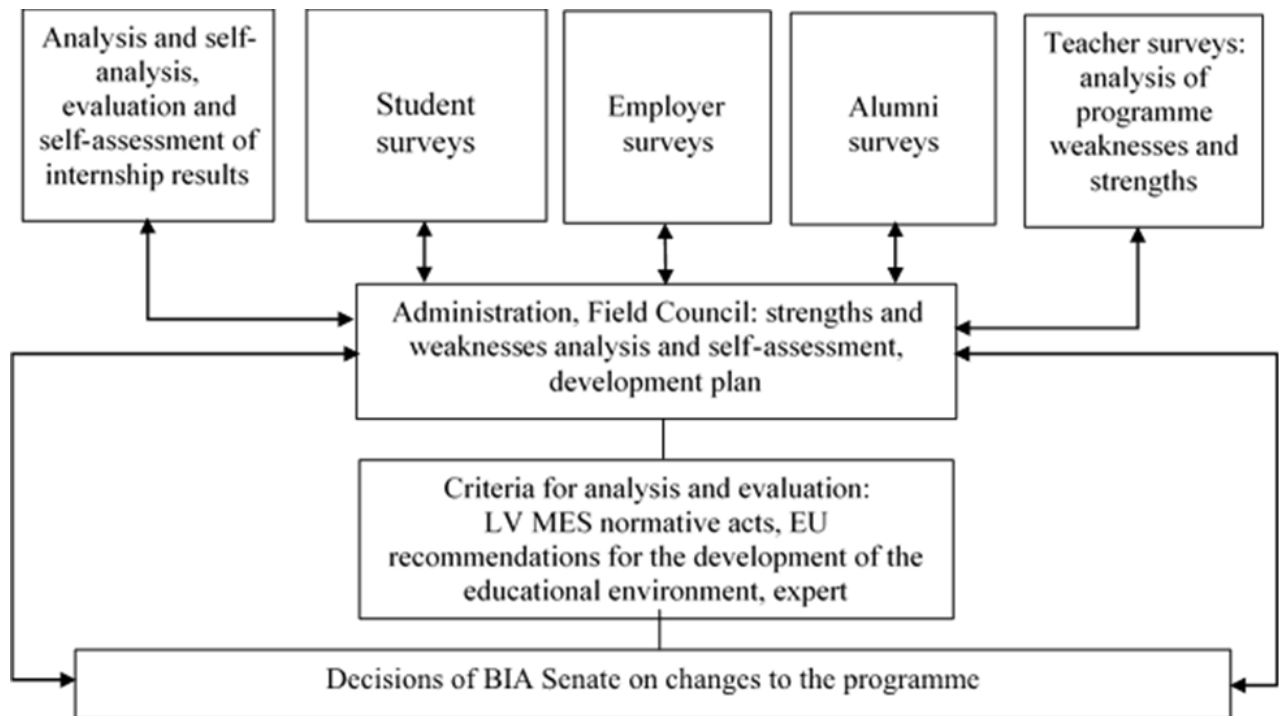
[2] [https://bsa.edu.lv/docs/nolikums/nolikums\\_plagiata\\_kontrole\\_ENG.pdf](https://bsa.edu.lv/docs/nolikums/nolikums_plagiata_kontrole_ENG.pdf)

## **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.**

In order to ensure the quality of the Academy's activities, the management has taken a number of measures, contributing to the development of a common quality policy for the Academy as well as to the development of more relevant policies and objectives for individual processes. The normative acts of the BIA external quality assurance system, such as the BIA "Quality Policy"[1], "BIA Study Quality Assurance System", which formulate both the policy objectives and quality assurance principles, as well as internal quality assurance measures and their description, have been developed and duly approved. Quality management is ensured by the Rector of BIA. The Rector approves the Quality Manager who is responsible for the implementation of quality. The Quality Manager identifies and documents processes in cooperation with the Heads of Units.

The internal quality management system within the study programmes of the study direction is illustrated in the diagram below:



**Figure 2.1. Internal education quality management system**

Ensuring the relevance and continuous improvement of the implemented study programmes, as well as the development of new study programmes, is carried out taking into account the interests of all stakeholders, systematically exploring and evaluating the following aspects:

- needs of prospective students and graduates;
- expectations of existing students and their level of satisfaction;
- requirements of employers;
- economic trends in Latvia, Europe and the world;
- examples of good practice in training highly qualified professionals.

To ensure the quality policy, BIA:

- provides the study process with highly qualified Latvian and foreign lecturers;
- improves the processes of the management system, promoting the involvement of the academic staff in the continuous improvement of the study and administrative processes;
- promotes the continuing education and professional development of academic and general staff;
- regularly assesses progress towards the achievement of the Academy's strategic objectives;
- plans and provides the financial, personnel and material resources necessary for the study and operation of the Academy;
- purposefully cooperates with students, graduates, employers, educational institutions, state and professional non-governmental organisations, foreign universities and other institutions;
- facilitates the implementation of exchange and cooperation programmes for students and lecturers with foreign higher education institutions.

The quality management system includes the implementation of the necessary stages of quality assurance:

- planning of the Academy's activities, covering academic, scientific, administrative and economic activities;

- implementation of action plans: in order to achieve the desired results, available resources are used and new ones are attracted, and new forms of cooperation with other academic institutions, public administration bodies, private institutions and other cooperation partners are established;
- evaluation of the results obtained, based on the provision of a permanent link between the Academy's management and the specific Academy staff involved in the process of achieving the desired results;
- Based on the assessment, decisions are taken on the necessary changes in the Academy's operational process with the aim of ensuring continuous quality that meets the high academic, scientific, administrative and economic management requirements of the institution.

The evaluation of the effectiveness of the internal quality assurance system includes the following assurance and control methods and procedures:

**Expert evaluation:** expertise is provided by BIA (internal experts) or by other organisations (external experts). The expertise methods are applied to ensure quality control:

1. Study, methodological and scientific work;
2. BIA Senate carries out the procedure for the election (re-election) of academic staff;
3. State examination of students - in Bachelor's, Master's and Doctoral programmes during the pre-defence and defence of diploma theses;

In the preparation and publication of scientific and methodological publications, both internal and external reviewers are used;

In the preparation of professional programmes and courses of study in accordance with the study direction, their compliance with the requirements of professional and educational standards is assessed.

Questionnaire method: used to obtain information to assess the following parameters:

1. Quality of marketing campaigns;
2. The effectiveness of the work of the admissions committees;
3. Efficiency of academic staff.

**Registration method:** calculation of specific events, objects, expenses, etc. It is used to assess the following parameters:

Quality of the planned study work sessions;

1. For determining the quantity of lectures and class transfers;
2. Class attendance;
3. For determining students' financial discipline.

**Calculation method:** method of establishing and using causal relationships and empirical dependencies between specific parameters. Used for quality assurance and control:

1. For planning the study process;
2. Controlling the attendance rate of students;
3. Checking staff discipline;
4. Calculating salaries of lecturers and staff.

External (social) audits of the quality of BIA higher education are carried out in the form of national and public evaluations. State audit - the licensing and cyclical accreditation of study directions, academies. Public evaluation - in the form of ratings by various state bodies and mass media.

**Feedback from students.** Student feedback is important for ensuring the quality of education. Information on quality and student evaluation is obtained via:

1. direct contact with students in class and outside class;
2. semesterly student surveys, which are used to rate lecturers and in which students have the opportunity to freely express their opinion about the Academy as a whole, the study programme, the study infrastructure and each lecturer who has worked with them in a given semester;
3. student representatives in the Academy's decision-making bodies;
4. the Student Parliament.

Students' recommendations are always considered and respected as far as possible (as, for example, in the planning of the timetable and session schedule). The lecture list is prepared taking into account the wishes of the PhD students, the list is posted on the BIA website and sent to the PhD students by e-mail, as well as changes to the lecture list, invitations to conferences, etc.

BIA actively cooperates with a number of companies, and regular **cooperation at different levels with employers** is of particular importance:

- in the design of new programmes, in the clarification of labour market requirements and in the assessment of demand;
- participation in the development of study directions and study programmes;
- providing internships;
- participation in commissioned and joint projects, research activities and other activities;
- organising guest lectures and workshops;
- participation in thesis, bachelor's and master's thesis defence committees.

BIA's previous experience with internships provides real feedback that informs about gaps in the intern's theoretical preparation, if any, as well as allows for monitoring the level of practical competences of the programme's lecturers and the content of the taught subjects, adjusting them if necessary to include issues relevant to the internship.

The Direction council plays a crucial role in ensuring the quality of the study programme by evaluating the experience of the previous academic year, planning the work for the next academic year, monitoring the integration of the study process and research work, and carrying out strategic planning of the study process.

The quality system of internal control complies with the "Standards and Guidelines for Quality Assurance in the European Higher Education Area". It ensures compliance with the principles of democratic governance, ensures that graduates are trained in accordance with national higher education and professional standards, directives and international treaties of the European Union.

Quality is identified as a key core value in the implementation of the study direction.

The realisation of quality depends to a large extent on the way in which work is carried out at all levels of the Academy to ensure that there is a clear and unambiguous outcome to the study programmes, that lecturers are ready and able to deliver the objectives set for the course of study, that students are motivated to achieve, and that there is full, timely and real recognition of staff members who show particular excellence, skill and commitment.

BIA is continuously working to improve its quality system in line with European quality assurance guidelines and standards in order to develop and build a structured quality management system geared towards the effectiveness of the Academy. Currently, the organisational structure of BIA has been revised and improved, which transparently and efficiently performs the goals of attracting and supporting international students, and is able to operate in a strategic and coordinated manner,

including the development of an internal procedure for the organisation of the attraction of international students in the higher education institution. Efforts are being made to ensure that the higher education institution's website provides easily accessible, visible and up-to-date information in English on the study offer and research opportunities at the higher education institution, as well as on the possibilities of residence in Latvia, the higher education institution within easy reach, etc.

Internal Quality Assurance System compliance with EU standards, quality assurance and improvement as a whole permeates all BIA strategic priorities. BIA's quality management aims to ensure the transparency of internal processes and the performance of activities in compliance with the regulatory requirements of the Republic of Latvia and the EU. The implementation of the Quality Management System aims to meet the requirements of the quality criteria, to ensure the monitoring of these criteria and to implement a process of continuous improvement to ensure that services fully meet the requirements of customers, legislators and supervisory authorities.

The following mechanisms have been identified for the implementation of the BIA's Quality Assurance System and demonstrate its effectiveness:

- Monitoring of the Quality Management System;
- measurement (questionnaires) and analysis of student satisfaction;
- measuring and monitoring the quality of staff performance (annual performance interviews, student surveys, class observation);
- measurement (questionnaires) and analysis of graduate satisfaction;
- internal quality audits (procedures and documentation);
- annual self-evaluation of study programmes/trajectories;
- annual performance reviews of lecturers;
- assessment and analysis of student performance.

The most important performance criteria are student satisfaction, employer feedback, graduate profile - competitiveness in the labour market (application of knowledge and skills in professional activities), accreditation; enrolment rates. Students are involved in the quality assurance process through feedback (questionnaires, meetings, etc.), participation in the work of the Direction council, as well as through the Student Parliament. The BIA study process includes regular student surveys on both study content and teaching staff. The survey is conducted at the end of each semester. The respondents are students of the direction (study programmes). The surveys provide direct feedback on the quality of the course, the assessment of the teaching staff, student attitudes, satisfaction, the sufficiency and relevance of the study materials to the topic, as well as students' suggestions in free form on how to improve the teaching process of the course. Students' recommendations for programme changes, suggestions for adding new courses, complaints about course content, if any, are discussed by the Direction council. Along with the clearly defined quality assurance principles of BIA, the internal quality of the study direction is also implemented according to this quality assurance system.

[1] [https://bsa.edu.lv/docs/nolikums/quality\\_policy.pdf](https://bsa.edu.lv/docs/nolikums/quality_policy.pdf)

**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).**



Study programmes at the Academy are developed and revised in accordance with educational and professional standards, providing students with professional knowledge, skills and competences in order to fully prepare students for the labour market in line with current industry trends.

The study programmes are also developed taking into account the Constitution of the Baltic International Academy of Applied Sciences [1], as well as the Regulations “[Development, approval and amendment of the study programmes at the Baltic International Academy](#)”[2] (Approved at BSA Senate meeting on 09.07.2020, Minutes No. 143) which define the BIA procedure as a whole:

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

The study programmes are also developed taking into account the Constitution of the Baltic International Academy of Applied Sciences.[1]

The draft 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 Direction 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 Direction council.

Study programmes are designed in accordance with the requirements of the standards - the proportion of compulsory and optional study courses and their ECTS volume. Study programmes at all levels are designed in such a way as to create continuity.

In order to make the process transparent, regulated and deliberative, BIA has established a Direction council for the study direction. 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. Both new study programmes and their amendments are approved by the BIA Senate. The Council of a study direction is composed of at least 12 members, including directors of the study direction 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 Direction council is approved by the BIA Senate. The forms of work of the Direction council are meetings, which include consideration of agenda items, exchange of views and voting. The meetings of the Direction council are chaired by the head of the direction. The meetings of the Direction council are held at least twice a semester. The Direction council decides on changes in the implementation plan of the study programme (e.g. the number of contact hours, the proportional distribution of study subjects within a study course, changes in the study programme, replacement of study subjects in Part A with new study subjects, as well as the offer of new study subjects in Part C).

The objectives of the review of the study programmes:

1. To ensure quality 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.

As a result of the recently adopted new professional standard "Tourism Service Manager", as well as the new professional standard "Organisation Manager", the Direction council decided to modify the content and organisation of the professional bachelor's and master's study programmes in line with the current regulatory framework, labour market requirements and scientific trends. In order to achieve this, the Direction council developed a project on the necessity of changes in the study programmes of the study direction - bachelor's and master's. The Direction council drafted the changes to the study programmes of the study direction. The draft was submitted to the BIA Senate for discussion and approved at the Senate meeting on 12.07.2023.

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. The objectives, regularity, decisions taken in the context of the analysis of the results of the surveys submitted by the parties involved in the study programme review process and their responsibilities (students and employers). 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. Surveys of employers in the sector are regularly carried out to find out what are the essential skills and competences that BIA should teach its students.

The content of study programmes, assessment criteria, forms and types of examinations are systematically reviewed, updated and implemented, but the changes apply mainly only to newly enrolled students; other students study the study programmes in accordance with the requirements that were in force when they started study programmes.

[1] [https://bsa.edu.lv/docs/nolikums/Bsa\\_Satversme\\_eng.pdf](https://bsa.edu.lv/docs/nolikums/Bsa_Satversme_eng.pdf)

[2] [https://bsa.edu.lv/docs/nolikums/Development\\_approval\\_new\\_study\\_programme\\_09072020.pdf](https://bsa.edu.lv/docs/nolikums/Development_approval_new_study_programme_09072020.pdf)

**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.**

BIA has developed and approved by the BIA Senate a document "Procedure for submission and consideration of student applications, proposals and complaints "[1] (hereinafter - the Procedure), which sets out the process by which BIA students may submit proposals and complaints (hereinafter referred to as the Application) concerning the study process and other matters. A student may submit an Application in person at the BIA Student Information Centre. The Application must state:

- name, surname and student ID number of the applicant;

- the e-mail address to which the reply is to be sent;
- the nature of the case and the specific facts (time, persons involved, etc., if any).

Upon receipt of a written Application, a member of staff at the BIA Student Information Centre will identify the respondent by subject, register the Application, scan it and forward it to the responsible unit for response. Responses to students' proposals and complaints are provided within twenty working days of receipt of the Application. The time limit for consideration of an Application may be extended if objective necessity so requires, but shall not exceed one month from the date of receipt of the Application. A staff member at the BIA Student Information Centre (SIC) monitors the deadline for the processing of the Application and compiles the Application statistics once a year after the end of the academic year and submits them to the BIA Management and the Quality Management Department. The Quality Management Department analyses the Application statistics and evaluates the progress of the Application process based on the applicants' assessment of the process.

Table 2.6

### Units responsible for handling student proposals and complaints

Topic	Responsible Unit
Study process	Vice-Rector for Studies, Head of the Study direction, Programme Director of the Study direction
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
IT issues	IT Department BIA Analytical Centre
Tuition fees	BIA Governing Board
Economic affairs, student dormitory	BIA Head of Economic Affairs
Sports, culture	BIA Rector, BIA Student Council

Students can obtain information on how to lodge a complaint or proposal not only from the Student Information Centre (SIC) but also from the Programme Director during consultation hours. Depending on the content and form of the complaint or proposal (oral or written), the results of the review of the proposal or complaint are also communicated to the student both orally (in person during the reception or on-line in the BIA MOODLE system) and in written form.

### Specific examples of complaints and proposals that students most frequently submit to the BIA Administration:

- a petition to the BIA Governing Board requesting admission to a session with financial debts;
- a petition to the Programme Director complaining that a lecturer has not given an examination mark in a written examination for a long time;
- an application to the Programme Director to allow repeated training if the student has 6 or more academic arrears.

**For example,**

1. In the study year 2022/2023, a complaint was received from a bachelor's student stating that one of the lecturers did not provide clear information on the rules for the independent work assignment of the course - the preparation and submission of the internship report. The student was interviewed by the lecturer and it was found that everything was explained to the student, but he decided not to follow the instructions of the internship supervisor, but rather to complain to the programme supervisor that he did not understand anything. In this case the student was called to the programme supervisor, where he was explained how to solve the raised problem.
2. In the study year 2023/2024, two first-year students of the Master's programme approached the Programme Director with an application to start their studies from the new semester due to the fact that they received the permit for entry and stay in Latvia late and could not manage to study all the planned courses in the current semester. In order to solve this problem, the following measures were taken Discussions were held with the lecturers involved in this group of students, asking them to work individually with these students, giving them the opportunity to study the material that had already been read, and to extend the deadline for the completion of some subjects. The students were informed at the time of the reception that the problem had been addressed.

[ 1 ]

[https://bsa.edu.lv/docs/nolikums/Procedure\\_submission\\_consideration\\_student\\_applications\\_proposals\\_complaints.pdf](https://bsa.edu.lv/docs/nolikums/Procedure_submission_consideration_student_applications_proposals_complaints.pdf)

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

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

The statistical data produced by BIA are regularly collected according to the needs of the study process (preparation and development of self-evaluation of study directions and study programmes, preparation of the Rector's report, preparation of financial documents, etc.), as well as statistical data for external institutions and internal services.

The following information is provided annually to the various institutions:

Table 2.7

**Types of BIA statistics, deadlines and institutions**

Type of information	Institution	Deadlines
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Number of students enrolled	Ministry of Education and Science Central Statistical Bureau	annually as at 05.09
Information on BIA student status	National Education Information System	monthly
Higher education institution, college report	Ministry of Education and Science Central Statistical Bureau	annually at the beginning of the academic year - 15.10
Report on the circulation of diplomas and diploma forms	Ministry of Education and Science	annually as at 01.01
Information on BIA's international relations	Ministry of Education and Science	by 15 October of the current year
CSB statistical report and information on international relations of the Baltic International Academy in the current academic year	Ministry of Education and Science Central Statistical Bureau	by 15 October of the current academic year
Information on foreign students studying at BIA	State Security Service	annually in October
Number of foreign students at BIA in the current academic year, incl. (higher education institution, college report)	Ministry of Education and Science Central Statistical Bureau	by 15 October of the current academic year
Academy students studying at foreign universities in the current academic year in the form of an exchange (higher education institution, college report)	Ministry of Education and Science Central Statistical Bureau	by 15 October of the current academic year
Number of mobile students at the Academy in the current academic year (higher education institution, college report)	Ministry of Education and Science Central Statistical Bureau	by 15 October of the current academic year
Data on the study mobility of graduates of the current academic year	Ministry of Education and Science	until 31 August of the current academic year
Information about individuals and agencies that attract international students to study at the Baltic International Academy	State Security Service	until 1 November of the current academic year
Information about citizens of "third" countries studying at the Baltic International Academy	State Border Guard	on request
Information on international cooperation with different countries (incl. number of students, number of mobile students, partners and projects)	Ministry of Foreign Affairs of the Republic of Latvia Ministry of Education and Science	on request
Communication on Cooperation (Sustainable Development Goals) - Communication On Engagement (Sustainable Development Goals)	United Nations Global Compact	every other year from 2013
Progress report (Sharing Information on Progress (SIP))	Principles for Responsible Management Education	every other year from 2018

In the current academic year, the final report on the partners of the Baltic International Academy, the duration of the project, the project participants (including the project participant reports) and budget spent	Mobility tool Information System of the Life-Long Learning Project Erasmus+	by 30 October of the current academic year
Interim reports on the partners of the Baltic International Academy, the duration of the project, the project participants (including the project participant reports) and budget spent	Mobility tool Information System of the Life-Long Learning Project Erasmus+	until January 10 of the current academic year
In the current year, report and update of data on the activities of the Baltic International Academy	The European Parliament's Transparency Register	every year by 30 March from 2017
Information on internationalization, monitoring and development of internationalization at the Baltic International Academy	European Association for International Education (The EAIE Barometer survey)	every fourth year from 2017
Information certifying that the scientific institute has international cooperation in the field of science	Central Statistical Bureau	annually on the date of 30.03
Information certifying that scientists from a scientific institute publish scientific articles or patent inventions or develop technologies	Central Statistical Bureau	annually on the date of 30.03
Report on the scientific work of the higher education institution, the scientific institution under its supervision (1- Research)	Central Statistical Bureau	annually on the date of 30.03
Number of doctoral thesis defences	Ministry of Education and Science	every year
Information on the revenue and expenditure of the previous year of the institution in accordance with Cabinet Regulation No. 348 of 2 May 2006 "Procedures by which a Higher Education Institution and College shall Submit Information regarding its Activities to the Ministry of Education and Science"	Ministry of Education and Science	before 1 April of the current year
Dynamics of the number of BIA students, incl. students, on academic leave, arriving and leaving for the period, deducted from academic leave	Internal reports - Governing Board of the Baltic International Academy, Rector	monthly
Annual surveys of students	Governing Board of the Baltic International Academy, Analytical Centre	twice each academic year (fall and spring)

The information is collected by the following BIA structures:

- BIA Study Department
- Analytical Centre
- Admissions Committee
- Vice-Rector for Science
- Vice-Rector for International Relations
- Accounting
- BIA branches

By submitting statistical data on BIA activities to external institutions (MES, CSB, NEIS, SSS, etc.), the Academy has the opportunity to obtain statistical data on the higher education system as a whole and its development trends in dynamics after the data has been collected and analysed by these external institutions, and first of all by MES and CSB.

As regards the analysis of internal information and statistical data, this information, including student, alumni and employer questionnaires, is processed and analysed by the BIA Computer Centre, which then presents the results of its analysis to the BIA Governing Board, the BIA management, the heads of study directions and study programmes at operational meetings or by sending them to interested parties (heads of BIA departments). For the improvement of the study direction, the main statistical data used are the number of students, i.e. enrolled students, withdrawn students, analysing separately each item of withdrawal, e.g. tuition fee arrears, non-completion of the study programme, voluntary withdrawals, etc. Receiving information on the number of students in study programmes, enrolment dynamics, material and technical base of the programme and library stocks, results of student, alumni and employer surveys, study direction and programme managers analyse the information provided, prepare self-evaluations for the academic year, revise and adjust annual plans and take other measures to improve the quality of studies. (English translation available)

Table 2.8 shows how feedback from stakeholders involved in the review and development of the programme is provided and the mechanism, i.e. methods and tools, as well as the frequency with which this feedback is provided:

**Table 2.8**

**The mechanism for obtaining and providing feedback**

Involved party	Methods and tools for the implementation of feedback	Frequency of implementation of feedback
Work with students	<ul style="list-style-type: none"> <li>· Student Council meetings/minutes</li> <li>· Student representatives in the decision-making bodies of the Academy</li> <li>· Results of student surveys - survey</li> <li>· Assessment of students during the study course for realisation in the Moodle environment - survey</li> <li>· Assessment by qualification paper and defence of internships - discussions</li> <li>· Daily e-communication with the studio programme coordinator - correspondence</li> <li>· Assessment of learning performance in classes and outside of classes in communication</li> <li>· Evaluation of research activity</li> </ul>	<ul style="list-style-type: none"> <li>· At least twice a year</li> <li>· According to BIA annual work plans</li> <li>· Once a semester</li> <li>· After the realisation of each study course</li> <li>· Once a semester</li> <li>· Every day</li> <li>· According to the training process</li> </ul>
Work with employers	<ul style="list-style-type: none"> <li>· Cooperation with employers about the implementation of student internships, recommendations on improvement of internship regulations, necessity of the acquired competences, subjects of qualification papers, contracts and work in the implementation of internships;</li> <li>· Survey of employers - results;</li> <li>· Work of employers' representatives in the Direction council and in the expertise and development of study programmes, creation of new programmes, recommendations in the engagement of new teaching staff - minutes of meetings;</li> <li>· Representation of employers in the defence committees of final theses - new topics;</li> <li>· Organisation of guest lectures and creative workshops.</li> </ul>	<ul style="list-style-type: none"> <li>· Once a semester</li> <li>· Once a year</li> <li>· At least twice a year</li> <li>· Once a year</li> <li>· According to the training process</li> </ul>

Work with graduates	<ul style="list-style-type: none"> <li>· Cooperation with graduates about the implementation of student internships - contracts and work in the implementation of internships</li> <li>· Alumni survey - results;</li> <li>· Representation of the best graduates in the defence committees of final theses - new topics;</li> <li>· Continuation of studies at a higher stage of studies;</li> <li>· Organisation of guest lectures and creative workshops.</li> </ul>	<ul style="list-style-type: none"> <li>· Once a semester</li> <li>· Once a year</li> <li>· Once a year</li> <li>· As needed</li> <li>· According to the training process</li> </ul>
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## **Analysis of feedback from students, graduates and employers**

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

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

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

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

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

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

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

Survey results are used by:



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

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

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

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

[1] [https://bsa.edu.lv/docs/nolikums/BSA\\_Studiju\\_kval\\_nodros\\_sist\\_eng.pdf](https://bsa.edu.lv/docs/nolikums/BSA_Studiju_kval_nodros_sist_eng.pdf)

**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 direction and the corresponding study programmes (including self-assessments) is published on BIA website <https://www.bsa.edu.lv/index.php/en/>.

The Acting Rector of BIA is responsible for the compliance of the information available on the BIA website with the information available in the official registers and is responsible for the functioning of the quality management system at BIA.

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

Information	Web site	Type of access	The person responsible for
About accredited programs	AIKA: <a href="https://eplatforma.aika.lv/index.php">https://eplatforma.aika.lv/index.php</a>	For authorized users	Vice-Rector of Studies Svetlana Smane
About study programs	On the website of the Academy: <a href="https://bsa.edu.lv/index.php/en/admission/programmes.html">https://bsa.edu.lv/index.php/en/admission/programmes.html</a>	Free access	The head of each field of study is responsible

About admission	On the website of the Academy: <a href="https://bsa.edu.lv/index.php/en/admission/admission-process.html">https://bsa.edu.lv/index.php/en/admission/admission-process.html</a>	Free access	The head of the admission committee is responsible Marina Ļihušina
About the field of study "Hotel and restaurant service, tourism and recreation organisation"	On the website of the Academy: Bachelor's program <a href="https://bsa.edu.lv/index.php/en/bachelor-study-programmes/tourism-and-hospitality-management.html">https://bsa.edu.lv/index.php/en/bachelor-study-programmes/tourism-and-hospitality-management.html</a> Master's program <a href="https://bsa.edu.lv/index.php/en/master-study-programmes/management-of-communication-in-the-leisure-and-entertainment-industry.html">https://bsa.edu.lv/index.php/en/master-study-programmes/management-of-communication-in-the-leisure-and-entertainment-industry.html</a>	Free access	The head of each field of study is responsible
About study plans	MS NEXUS	For authorized users	The director of the study program answers and head of the teaching department Natalija Umanska
About the performance of studies for students	MS NEXUS: <a href="https://bsa.edu.lv/index.php/en/studies/my-bia.html">https://bsa.edu.lv/index.php/en/studies/my-bia.html</a>	For authorized users	The director of the study program answers and head of the teaching department Natalija Umanska
Program and student registers	VIIS: <a href="https://www.viis.gov.lv/">https://www.viis.gov.lv/</a> (LV only)	For authorized users	An IT specialist answers Birute Mazurenko
About ERASMUS+	On the website of the Academy: <a href="https://bsa.edu.lv/index.php/lv/mobilitate/erasmus.html">https://bsa.edu.lv/index.php/lv/mobilitate/erasmus.html</a>	Free access	Answer ERASMUS coordinator Viktorija Petļaka

## 2.3. Resources and Provision of the Study Field

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

BIA is a higher education institution funded by its founders. In accordance with Article 77 of the Law on Higher Education of the Republic of Latvia, the founder shall provide the financial resources necessary for the continued operation of the higher education institution, including the performance of the tasks set by the founder, and control over their use.

BIA has a single budget. The principles of budgeting and the overall allocation of funding for the performance of the functions of the Academy are approved by the founders of BIA. The Rector reports annually to the Senate or to the founders of the Academy on the implementation of the budget. The BIA budget contributes to:

- the development of the Academy as a single institution, the cooperation between the departments and the accountability for the results of academic work;
- the development of an optimal structure of study programmes (lectures, seminars, practical classes, group or individual lessons);
- a harmonious distribution of work tasks among staff, in which the methodological, research and organisational work of study is represented in certain proportions.

The Academy's financial strategy aims to ensure the stability of its financial system, to adapt it to changing market conditions and to organise the training of high-quality specialists in line with the

requirements of international programmes.

As at 30 June 2022, the total assets of BIA amounted to EUR 6,356 thousand. The total assets of BIA amounted to EUR 6.36 thousand, including cash of EUR 2.36 thousand. This allows the founders to deal with the financing of study programmes and study directions in a timely manner, as well as in small groups within the framework of strategic specialisations. The financial situation of the Academy is very stable, characterised by high liquidity, solvency and profitability ratios (see Annex "BIA Financial Stability Indicators").

The analysis shows that the main source of financing of the BIA study process is tuition fees (85,17 % - 90,57 %) (see Annex "BIA Revenues"). Since the establishment of BIA, tuition fees have been the main source of funding for the study process. Tuition fees are covered from the funds of natural and/or legal persons, namely:

- the student's personal funds;
- the student's employer's funds;
- a study loan with a guarantee provided on behalf of the State;
- commercial credit;
- other means.

The Academy transfers the financial resources allocated by natural and legal persons to the financing of individual targeted programmes and measures directly to the department, natural or legal person implementing the programme or measure.

The budget of the BIA study direction "Hotel and Restaurant Service, Tourism and Recreation Organisation" is formed in a dialogue between the founders, the management of BIA and the study direction. The relevant representatives of the administration are personally responsible for the implementation of the budget and the tasks planned therein.

The revenue of the BIA study direction "**Hotel and Restaurant Service, Tourism and Recreation Organisation**" consists of the following main sources of financing:

- **revenue for studies** (student tuition fees and other services related to the learning process);
- **revenue for scientific activities** (financing of projects from the state budget, revenue from scientific works, resources from EU structural funds and other revenue);
- **other revenue** (funds from Latvian and international projects, revenue from renting, sale of books, organisation of various courses, etc.).

The amount of the tuition fee and the payment procedure for each academic year is determined by the Governing Board and approved by the Senate. Until the commencement of studies, an individual study contract is concluded with each matriculator, which is valid for the entire period of studies. As an important positive point, it should be noted, BIA did not increase the tariffs for tuition fees and maintained the policy of social support for students through the discount system.

The types of discounts and the sorting system are specified in the "Regulations on Studies at the Baltic International Academy".<sup>[1]</sup> The main goal is to create a system of support and motivation for students. BIA provides the opportunity to apply for a study and student loan. Each year of study, by order of the Rector, the number of budget places financed by BIA is determined in full-time studies; competition for budget places is governed by the "Regulation on Competition for Budget Places".

SWOT analysis of the BIA study direction "Hotel and Restaurant Service, Tourism and Recreation Organisation":

## Table 2.9

**Revenue from tuition fees of the study direction "Hotel and Restaurant Service, Tourism and Recreation Organisation"**

No	Year of study	Study programme		Study direction
		Tourism and Hospitality Management	Communication Management in the Entertainment and Recreation Industry	Hotel and Restaurant Service, Tourism and Recreation Organisation
1.	<b>2016/2017:</b>			
	Tariff	322294.71	45830.00	<b>368124.71</b>
	Discount	32579.63	4845.00	<b>37424.63</b>
2.	<b>2017/2018:</b>			
	Tariff	263329.90	39630.00	<b>302959.90</b>
	Discount	25393.60	3981.25	<b>29374.85</b>
3.	<b>2018/2019:</b>			
	Tariff	251210.16	56050.00	<b>307260.16</b>
	Discount	28298.63	9667.53	<b>37966.16</b>
4.	<b>2019/2020:</b>			
	Tariff	278821.07	49120.00	<b>327941.07</b>
	Discount	44491.05	7982.74	<b>52473.79</b>

5.	<b>2020/2021:</b>			
	Tariff	302290.02	55652.50	<b>357942.52</b>
	Discount	53476.07	14030.75	<b>67506.82</b>
6.	<b>2021/2022:</b>			
	Tariff	268461.41	56130.00	<b>324591.41</b>
	Discount	42166.50	10423.21	<b>52589.71</b>
<b>Total:</b>				
	<b>Tariff</b>	<b>1686407.27</b>	<b>302412.50</b>	<b>1988819.77</b>
	<b>Discount</b>	<b>226405.48</b>	<b>50930.48</b>	<b>277335.96</b>

BIA's budget priorities in the field of academic core activity are:

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

The main directions of use of financial resources of BIA are reflected in the Annex "BIA Expenses". The classification of expenses is shown in Table 2.10.

**Table 2.10**

**Classification of expenses of the Baltic International Academy**

Veids	Panta nosaukums	Atsīfrejums
Darba samaksa	Darba apmaksas izdevumi	Akadēmiskā personāla darba samaksa; administratīvā personāla darba samaksa, vispārējā personālā darba samaksa; pabalsti, veselības apdrošināšana, honorāri autoriem
Darba devēja valsts sociālās apdrošināšanas obligātās iemaksas, sociāla rakstura pabalsti un kompensācijas	Sociālās apdrošināšanas iemaksas un valsts riska nodeva	Obligātās sociālās iemaksas pēc LR likumdošanas noteiktajām normām
Preces un pakalpojumi	Izdevumi, kas saistīti ar mācību procesa organizēšanu	Mācību izdevumi; literatūras iepirkšana un bibliotēkas fonda formēšana; izdevumi, kas saistīti ar izdevniecības darbību; izdevumi, kas saistīti ar orgtehnikas remontu un apkalpošanu; semināri un apmācība; pārējie izdevumi (biedru nauda, atļaujas un citi); ārēju organizāciju pakalpojumi; komandējuma izdevumi, izdevumi, kas saistīti ar izstādes, vasaras skolu, konferenču organizēšanu, pētniecības izdevumi, studējošo pašpārvaldes izdevumi
	Mācību telpu, dienesta dzīvokļu uzturēšana	Komunālie maksājumi; Īpašuma un ēku apdrošināšana, nomas maksa; saimnieciskie izdevumi, izdevumi, kas saistīti ar ēku remontu, transporta pakalpojumi, pārējie saimnieciskie izdevumi
	Reklāmas izdevumi	Reklāmas izdevumi, reklāmas bukletu izgatavošana, reklāma masu informācijas līdzekļos, sociālajos tīklos utt.
	Administratīvas izmaksas	Pasta un sakaru pakalpojumu apmaksa, kancelejas preču izmaksas, dažādu grāmatvedības veidlapu un pārskatu izmaksas. Juridiskie pakalpojumi, kas ir saistīti ar gada pārskatā sastādīšanu un revīziju, kā arī bankas, transportēšanas un apsardzes izmaksas
Pamatkapitāla veidošana	Pamatlīdzekļu nolietojums un inventāra norakstīšanas izmaksas	Nemateriālo ieguldījumu un pamatlīdzekļu nolietojuma izmaksas, inventāra norakstīšanas izmaksas
Pārējie izdevumi un pakalpojumi	Izdevumi, kas nav saistīti ar pamatdarbību	Reprezentācijas izdevumi, personāla saliedēšanās pasākumi
	Mērķfinansējums	Izdevumi projektu ietvaros

Funding for science consists mainly of its own resources and from the EU's structural funds. Expenses include remuneration of scientific staff, professors and associate professors, as well as expenses that include the organisation of conferences, travel expenses and participation fees for participation in international conferences, publications of the publishing and editorial board of the journals "Administrative and Criminal Justice" and "Baltic Journal of Legal and Social Sciences", and others.

The Student Council is financed from centralised funds in accordance with Article 53 of the Law on Higher Education Institutions and includes 1/200 part of the BIA budget.

**Table 2.11**

**BIA expenses for the performance of scientific activities, thsd. EUR**

	2019	2020	2021	2022
Revenue from the national budget and financing from EU structural funds	30.6	17.6	26.6	13.8
Own funding	394.6	395.8	372.7	392.3
<b>Total BIA</b>	<b>425.2</b>	<b>413.4</b>	<b>399.3</b>	<b>406.1</b>

<b><i>incl. direction "Hotel and Restaurant Service, Tourism and Recreation Organisation"</i></b>	102.0	102.2	86.8	86.7
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BIA's budget priorities outside of academic core activities are:

- co-financing of EU-supported projects, as these projects make a significant contribution to the implementation of the common objectives of BIA;
- increasing safety (health insurance of personnel, safety of work and the environment);
- strengthening interaction with social partners and society;
- formation of a social support network for BIA personnel;
- creating an image of BIA.

**Conclusion:** The costs of the study direction and study programmes are appropriate to the needs and conditions for the implementation of study programmes, the sources of financing of the study direction have been identified, and financial resources ensure the implementation of study programmes for the achievement of study results.

[1] [https://bsa.edu.lv/docs/nolikums/Stud\\_nolikums\\_eng.pdf](https://bsa.edu.lv/docs/nolikums/Stud_nolikums_eng.pdf)

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

BIA annually continues to develop the material and technical support provision for studies.

**Table 2.12**

**Provision of premises of the Baltic International Academy**

Address	Justification	Total area of BIA branches (m <sup>2</sup> )		
		Riga	Daugavpils	Liepaja
Area of study and scientific work premises - total		7135	2146	1110
4 Lomonosova Street, Riga	Property of SIA BSA	3408		
¼ Lomonosova Street, Riga	Property of SIA BSA	3727		

4b Skolas Street, Ozolnieki, Ozolnieki	Property of SIA BSA	2625		
3 Dzelzcelu Street, Daugavpils	Property of SIA BSA		2146	
3 Liedaga Street, Liepaja	Property of SIA BSA			1110
Area of dormitories	Property of SIA BSA	70.4	193.6	57.1

In Riga and in the branches there are enough rooms of different area both for carrying out the study process (auditoriums, computer facilities, halls and cultural centres, where classes are also held) and for ensuring the quality of the study process (libraries and reading rooms, lecturers' room and other administrative premises):

**Table 2.13**

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

Type of premises	Area of premises (sq.m.)			Number of places (workplaces)	Total
	Up to 30	From 30 to 60	Over 60		
<i>Riga, 4 Lomonosova Street</i>					
Audience	3	9	3	370	15
Computer classes		5		95	5
Halls (conference, discussion)	1		2	332	3
Laboratory, resource centre	1	1		20	2
Administrative premises	24	7		42	31



<b>Total</b>	29	22	5	859	56
<i>Riga, 1/4 Lomonosova Street</i>					
Audience	1	12	1		14
Computer classes		1		24	1
Halls (conferences, consultations, acts)			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
<b>Total</b>	9	14	13	584	36
<i>Daugavpils, 3 Dzelzcelu Street</i>					
Audience	7	15		545	22
Computer classes	1	2		48	3
Halls (conference, discussion), large gathering hall		1	2	295	3
Library Reading room, Book kiosk	2	1		14	3
Administrative premises	3			4	3

Auxiliary premises (lecturer room, server room, archive)	3			11	3
Service apartment		1	2	12	3
<b>Total</b>	16	20	4	929	40

*Liepaja, 3 Liedaga Street*

Audience		4	3	392	7
Computer classes		3		52	3
Conference hall		1		16	1
Library and reading room		1			1
Administrative premises	4	1			5
<b>Total</b>	4	10	3	460	1

The full description of the BIA premises in Riga and branches is reflected in the Annex.

In the development of the material base of the study direction, the following basic directions were distinguished:

- purchase of teaching and scientific literature and periodicals;
- purchase and modernisation of computer equipment, creation of a new computer class;
- expansion of the possibility for students to use the Internet;
- repair and equipping of study rooms.

New equipment and hardware for the needs of the programme is purchased as part of the BIA technical development plan. At the moment, the study process in the programmes is provided in well-maintained and technically equipped auditoriums. The study process in sufficient quantity is provided with:

- xerocopying equipment;
- visual presentation equipment (multimedia video projectors; DVD/VHS equipment);
- hardware;
- TV equipment that provides teleconferencing.

Students and BIA's academic staff have a constant opportunity to work on the Internet, use electronic mail.

**The main directions of development of the material base of the direction "Hotel and Restaurant Service, Tourism and Recreation Organisation":**

- Purchase of teaching and scientific literature and periodicals.

- Purchase and modernisation of computer equipment, creation of a new computer class.
- Expansion of the possibility for students to use the Internet.
- Repair and equipping of study rooms.

**Table 2.14**

**Description of BIA computer systems as of 01.10.2022**

Name	Total:	Including:		
		Riga	Daugavpils	Liepaja
Computers (total)	374	256	64	54
- student	277	173	55	49
- administration	97	83	9	5
Printers, copying machines, scanners	67	51	12	4
Multimedia projectors, TVs	55	39	6	10

**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](#) (since January 15, 2004 in the Library Register of the Ministry of Culture of the Republic of Latvia No. BLB0530, Annex *BIA Library Registration Certificate*) is a member of the Association of Academic Libraries of Latvia ([LATABA](#)), which provides opportunities to use the library funds of **all 25 LATABA members** (see the list of participants here: [LATABA - Association of Academic Libraries of Latvia](#)).

BIA SB cooperates with the Library of the European Union Information Agency (ESIA - EU House<sup>[1]</sup>). The operation of the Library is governed by the Library Law<sup>[2]</sup>.

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)*: Daugavpils, Liepaja, Jelgava, Smiltene, Jekabpils, until 2022/2023 academic year ISP was also in Rezekne and Ventspils. Each ISP (library) contains literature, periodicals, electronic databases, as well as other resources necessary for students and academic staff. The entire collection of the BIA Library is included in the electronic catalogue.

Also, at any of the information points, you can order a scan of books or necessary chapters from it or the necessary article from a scientific journal from the Central Library. Information and Service Points (ISP) have been established to facilitate access to information for BIA students living far away and are also available to students of other LATABA member universities.

BIA Central Library is located in Riga, 1/4 Lomonosova Street, SB ISP is located according to the addresses of branches.

The library is open **55.5** hours a week, including Saturdays, with extended hours during the session. CL working hours: Monday from 11.00 to 18.00; Tuesday, Wednesday, Thursday from 9:00 a.m. to 6:30 p.m.; on Friday from 9.00 to 20.00; on Saturday from 9.00 a.m. to 5.00 p.m.

Users have the opportunity to contact the library and any IAP by phone and e-mail, order **books** to branches, use any of the 10 reading rooms, use a "quiet" reading room, work with libraries or a personal computer, use the free Internet and Vi-Fi, copy, print, scan the necessary document.

The Library has the opportunity to prepare literature on request according to the topic of the course, bachelor's or master's thesis. Library staff work with EACH student individually, help to find the necessary source of information both in the electronic catalogue, on the shelf, and in databases.

Library staff actively participate in events that promote professional qualification: take methodological courses, follow changes in the library sector, participate in professional scientific conferences, visit libraries of other universities both in Latvia and abroad, using the offers of the Erasmus programme, follow the publication of new books, about which both students and teaching staff are informed.

The Library also has 5 Information and Culture Centres (ICC) within its scope:

- Centre of the Language and Culture of German-speaking Countries
- Centre of Russian Culture, Literature and Language
- Information Centre for Latvian Culture and Latvian Language
- Information Centre of the European Union
- Nordic Information Centre

(more information on the Library's website[\[3\]](#))

ALL Library facilities are accessible to people with reduced mobility.

### **Evaluation of information resources (library and available databases)**

The **aim** of the Library's activities is to provide the study and research process with the necessary information resources, improving and enhancing 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 contains literature, periodicals, electronic databases, as well as other resources necessary for students and academic staff.

BIA always followed the rapid pace of development of information technologies by modernising computer classes (in Riga – 6, in branches – 8), libraries, auditoriums. BIA was the first higher education institution to establish a TV bridge system between Riga and branches. The years of the COVID-19 pandemic contributed to an even greater digitisation of the process and a rapid reorientation of the work of the Academy as a whole, including in libraries. The Library provides the study and reference literature necessary for the study process, access to databases and press publications, offers services to the students and academic staff of the Academy – computerised

workplaces in the daily study process, copying, printing, and similar services. The Library offers students, teachers, academy staff advice on the use of e-services, trainings for improving information search skills, provides bibliographic references, creates lists of diploma and master's theses, and stores the most notable ones.

At the beginning of the BIA study period, new students have practical classes that introduce the Library's collection, the possibilities of using electronic resources, the rules for using the Library. Since such an introductory course of study is mandatory for all enrolled students, it is equated with student's research activity (scientific practice). The Library offers Interlibrary Subscription Services, which are actively used both within the framework of the BIA library system and with state libraries.

In total, in the academic year 2021/2022 there were 25,131 visits to the libraries: 12 183 users (in Riga), 3,596 (in Daugavpils), 2,956 (in Liepaja), 3,498 (in Jelgava), 855 (in Smiltene), 1,247 (in Jekabpils), 564 (in Rezekne), 232 (in Ventspils).

BIA website[4] contains information about the Library, a link to its electronic catalogue and terms of use, as well as information about the Library's latest acquisitions.

### Methodological and information provision

**The library fund is formed in accordance with the study programmes existing at the Academy.** The successful course of the study process is facilitated by an extensive collection of methodological and scientific sources of information, which is regularly updated with the latest literature.

Thematically corresponding editions in Latvian are purchased in full both at the Central Library and at all information and service points in proportion to the number of students. Fundamental classical textbooks in English by reputable authors are purchased, necessarily in the Central Library and, if possible, in the ISP. To a lesser extent, the collection is replenished with valuable publications in Russian.

The **collection** of the BIA Library is compiled in close cooperation with the directors and lecturers of study programmes, studying the mandatory literature lists of the teaching staff and the supply and demand of books in the market. The number of books purchased is proportional to the number of students.

Donations from other universities and private individuals also become an integral part of the collection. Recently, the collection of educational literature has been significantly modernised. The number of books in English was significantly replenished, publications that have become obsolete are excluded from the stock.

As of 2018, 1,637 copies of books have been purchased (in Riga and branches) for a total amount of EUR 24,933.02.

During the reporting period, a total of 785 book titles were received in donations according to the study programmes, of which 207 in Latvian and 298 in English.

**Table 2.15**

#### Capacity of BIA library premises and fund assessment

Branch	Area	Number of workplaces	Computers	Number of employees
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<b>Riga + (campus in Ozolnieki (Jelgava) + Smiltene)</b>	Reading rooms - 5 <b>379</b> sq.m Cultural centres - 6 <b>358.3</b> sq.m	For students - <b>82</b> For employees - <b>6</b>  In cultural centres - <b>152</b>	For students - <b>24</b> For employees - <b>6</b>	<b>5</b>
<b>Daugavpils</b>	Reading rooms - 3 <b>136</b> sq.m	For students - <b>24</b> For employees - <b>3</b>	For students - <b>14</b> For employees - <b>2</b>	<b>1</b>
<b>Liepaja</b>	Reading rooms - 2 <b>64</b> sq.m	For students - <b>25</b> For employees - <b>1</b>	For students - <b>4</b> For employees - <b>1</b>	<b>1</b>
<b>Total</b>	Reading rooms - 10 <b>579</b> sq.m Cultural centres - 6 <b>358.3</b> sq.m	<b>141</b>	<b>51</b>	<b>7</b>

**Table 2.16**

**Dynamics of the library collection, books, copies, by language, Riga + ISP**

<i>year</i> <i>language</i>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
<b>Latvian</b>	30,888	31,123	31,340	31,624	31,712	31,698
<b>English</b>	3,952	3,996	4,049	4,229	4,609	4,997

For students and faculty for research and studies, the subscribed databases are available:

**Table 2.17**

**BIA electronic databases**

Database	Description	Source of financing
EBSCO <a href="http://search.ebscohost.com">http://search.ebscohost.com</a>	multidisciplinary database, several full-text and review databases in the humanities, social sciences and STEM	<i>BIA funding</i>
LNB Digital Library <a href="https://gramatas.lndb.lv/#mainPage:">https://gramatas.lndb.lv/#mainPage:</a>	the digital library contains collections of digitised newspapers, maps, books, sheet music and sound recordings	<i>Cooperation agreement</i>

SCOPUS <a href="http://www.scopus.com">http://www.scopus.com</a>	a database of bibliographic and citation information for multidisciplinary scientific publications, containing nearly 20,000 journals from approximately 5,000 publishers and 4.6 million conference materials	<i>Funding of the ERDF project "Creation of a Unified Latvian Academic Core Network of National Significance for the Provision of Scientific Activity"</i>
ScienceDirect <a href="http://www.sciencedirect.com">www.sciencedirect.com</a>	publishing house Elsevier database in natural and technical sciences, medicine, humanities and social sciences	<i>Funding of the ERDF project "Creation of a Unified Latvian Academic Core Network of National Significance for the Provision of Scientific Activity"</i>
Latvijas Vēstnesis <a href="https://www.lv.lv/en">https://www.lv.lv/en</a>	electronic version of the official newspaper of the Republic of Latvia "Latvijas Vēstnesis" (archive since 1993)	<i>BIA funding</i>
iRights <a href="https://itiesibas.lv/">https://itiesibas.lv/ (LV-only)</a>	electronic journal on current legal issues	<i>BIA funding</i>
iFinance <a href="https://ifinances.lv/">https://ifinances.lv/ (LV-only)</a>	electronic magazine for financiers, accountants, bank specialists on current topics	<i>BIA funding</i>
iBusiness <a href="https://ibizness.lv/">https://ibizness.lv/ (LV-only)</a>	electronic journal on current issues in the field of business	<i>BIA funding</i>
Letonika <a href="http://www.letonika.lv">www.letonika.lv</a>	service and encyclopedic resources about Latvia. The most important reference data in Latvian are compiled in one place	<i>BIA funding</i>
LURSOFT <a href="http://www.lursoft.lv">www.lursoft.lv</a>	a large collection of Latvian newspapers, publications and news agency BNS on the Internet	<i>BIA funding</i>

Subscription to the Database takes place at the Cultural Information Systems Centre, Business Information Office and is provided through participation in EU Projects offering subscriptions to DB SCOPUS and Science Direct.

In turn, the databases and electronic platforms subscribed by the National Library of Latvia are available to all LATABA members for use at work and at home\*

(\* It is necessary to fill out a questionnaire and receive an individual username and password for LNL[5]).

BIA management follows the development of new information technologies, innovative processes in higher education, finances their implementation at the Academy as far as possible, continuing to

purchase books in traditional paper format.

During the reporting period, books were purchased for the programme "**Tourism and Hospitality Management**" for a total amount of 1,463.41 euros, as well as for the library collection on topics related to the programme "Tourism and Hospitality Management", books were purchased in the amount of 693.48 euros.

As donations from students and lecturers, 32 book titles were accepted.

**Table 2.18**

**Summary-analysis of the collection "Tourism and Hospitality Management"** (Number of titles)

<b>UDK</b>	<b>Chapter</b>	<b>Total</b>	<b>EN</b>	<b>ENG</b>	<b>other languages</b>
338.48	Tourism. General matters	36	8	13	15
338.48	Tourism Management	10	1	3	6
338.48(B)	Tourism business	4	1	1	2
338.48(S)	International tourism. Tourism geography	10	1	1	8
338.48(Mr)	Tourism marketing	7	-	-	7
338.48(V)	Hospitality business. Hotel. Restaurant	29	5	7	17
338.48(T)	Types of tourism	29	2	21	6
338.48(D)	Territory marketing and management. Destinies.	11	3	6	2
338.91 91	Economic geography. Physical geography	41	19	9	13
<b>TOTAL</b>		<b>177</b>	<b>40</b>	<b>61</b>	<b>76</b>

**Related chapters** (number of titles):

<b>UDK</b>	<b>Chapter</b>	<b>Total</b>	<b>LV</b>	<b>ENG</b>	<b>other languages</b>
330.1	Macroeconomics.	62	23	24	15
330.0	Market structure of the industry	5	1	1	3



331.87	Organisation of work	68	28	22	18
332.1	Regional economy	26	8	15	3
338.2	Management	113	35	51	27
338.21	Theory of organisations	30	7	15	8
338.2	Business management	71	38	19	14
339.1	Marketing. Services	82	34	26	22
301	Sociology	80	25	37	18
301(K)	Business communications. Cross-cultural communications.	47	14	21	12
<b>TOTAL</b>		<b>584</b>	<b>213</b>	<b>231</b>	<b>140</b>

In the Library it is possible to get acquainted with better samples of bachelor's and master's theses, as well as have the opportunity to get acquainted with the scientific publications of the teaching staff and students, including the cited scientific periodicals.

[1] <https://esmaja.lv/en>

[2] Library Law (adopted: 21.05.1998, entry into force: 23.06.1998.)  
<https://likumi.lv/ta/en/en/id/48567-library-law>

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

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

[5] <https://www.lnb.lv/en/about-us/>

**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.**

Within the framework of various programmes of the study direction, **the TV bridge system of the**

**Baltic International Academies is actively used.** Media Tilts is additionally equipped with multimedia technical means (projectors, video cameras, etc.) and has a large audience in Riga (200 seats). **The dota system allows lectures to be delivered in Riga to be broadcast in real time to BIA branches.**

The system is designed to expand the possibilities of the best lecturers to communicate with the largest possible audience and to provide an opportunity to communicate during classes with the distanced audience in two directions: lecturer - audience; audience - lecturer. There is an opportunity to hold seminars, scientific conferences, councils, etc. with video and audio signal transmission in real-time. **TV bridge is also often used by foreign visiting professors, public and political figures in lectures. Students of Riga branches receive individual consultations with lecturers from Riga branches via the Internet (Skype or BigBlueButton).**

Features of the **BigBlueButton** complex:

- unlimited connection of camcorders (up to 256 cameras at one point) with a relatively high resolution of 768x576 (PAL);
- conversion of multiple video signals - PAL, NTSC, SECAM;
- audio and video signal recording option, including with high accuracy: by timer signal;
- high recording speed (up to 400fps);
- maintenance of communication protocols TCP/IP, ISDN, X-25;
- two-level system of self-control;
- tuning multifunctional system;
- different image modes, incl. user defined

New equipment and hardware for the needs of the programme is purchased as part of the BIA technical development plan. At the moment, the study process in the programmes is provided in well-maintained and technically equipped auditoriums. The study process in sufficient quantity is provided with:

1. copying equipment;
2. visual presentation equipment (multimedia video projectors; DVD/VHS equipment);
3. hardware;
4. TV equipment that provides teleconferencing.

BIA students and academic staff have a constant opportunity to work on the Internet, use electronic mail.

WEB Meetings or teleconferences are the most important element in the blended system. The TV bridge system consists of audio and video signal-receiving and transmitting hardware, to which several video cameras are connected, multimedia projectors that allow real-time transmission (lectures) over the Internet network with the participation of one lecturer and audiences located far from each other. The system allows to record controlled TV bridges and burn to CDs when converting. The speed of operation of the Internet connection in the connected branches of TV bridges satisfies the requirements and does not cause interference in the operation of TV bridges. As a result of operation, high image resolution and sound synchronization are achieved in the system.

The teleconferencing system is provided with specially designed training methodological complexes, which include training materials and tests (both paper and electronic), as well as presentation materials in Power Point format via the BIA website. The first experience of TV bridges proves the need and effectiveness of multimedia laboratories that provide centralised preparation of electronic versions of slides and educational materials.

### **Provision of programmes to be used:**

Operational systems: Microsoft Windows 2000/XP.

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

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

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

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

Other programmes: KAV 6, RealVNC, Java RE etc.

### **Additional programme provision to be used in Riga:**

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

Office programmes: Abby FineReader, Nero.

Browsers: Safari.

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

Attachments for design: Autodesk 3DMAX, Autodesk AutoCAD, BCAD, ArhiCAD.

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

### **2.3.5. 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 the core - professors and associate professors, as well as other qualified teaching staff and scientists (docents, 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 highly qualified and competent personnel, to establish the basic composition of the academic staff, to provide the staff with opportunities for the realisation of creative potential and raising their qualifications. BIA uses the elected academic staff in the implementation of the study direction, as well as attracts teaching staff - practitioners who are specialists in the field.

The quality of higher professional education largely depends on the organisation of the entire study process, in which the teaching staff plays an extremely important role. Since all professional education programmes are focused on the requirements of the labour market, the teaching staff must have modern knowledge of the development in a particular industry and practical work experience in the relevant field. Inviting guest lecturers with knowledge and skills recognized in

professional circles to conduct seminars is widely used.

The optimal structure of the BIA staff follows from the operational goals of the Academy and may be different by study direction. By operating in the market of educational services of free competition, 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. The attracted academic staff can act in the BIA on a contractual basis as representatives of the public or social partners. BIA uses opportunities to attract foreign specialists.

Uniform, special approach criteria have been put forward for the election of academic staff, which are reflected in the regulation: "Staff Policy", "Regulations on Academic Positions of the Baltic International Academy" and "[1]Regulations on the Scientific Advisory Board of BIA and Elections of Professors and Associate Professors at the Baltic International Academy".[2] Election to academic positions take place on the basis of an open competition, taking into account the requirements for the academic qualification and professional competence of a person. In the election of academic staff, uniform criteria are set, the most significant of which are the achievements of scientific and pedagogical activity, as well as the coherence of the corresponding direction with the mission of the BIA. With the elected person, the Rector of BIA enters into an employment contract with such remuneration that corresponds to the academic position of the person.

An open competition is announced for vacant places in accordance with regulatory enactments. The documents submitted by the applicants are evaluated in accordance with the "Regulations on Academic Positions of the Baltic International Academy" and "Regulations on the Scientific Advisory Board of BIA and Elections of Professors and Associate Professors at the Baltic International Academy".

The qualitative and quantitative criteria for the selection of the teaching staff involved in the implementation of the study programme have been set out in the selection process in accordance with the "Regulations on academic positions of the Baltic International Academy" and "Regulations on the Scientific Advisory Board of BIA and Elections of Professors and Associate Professors at the Baltic International Academy". The Senate (academic staff, administrative staff, students) Scientific Advisory Board, Direction Council and students participate in the recruitment process.

After evaluating the scientific biographies of the academic staff, the minutes of the Direction council, the self-assessment reports of the academic staff, the results of student work and student feedback, the Senate recognizes that the qualification of the academic staff corresponds to the implementation of the goals and objectives of the study direction and study programme.

The academic staff of the BIA study direction "**Hotel and Restaurant Service, Tourism and Recreation Organisation**" is effectively selected and used to implement study programmes. The structure of the academic staff of the programmes complies with all the requirements necessary in Latvia regarding the composition of academic staff in higher educational institutions - academies: in the master's programme not less than 50% of the academic staff of the programme are doctors of science.

Academic staff (elected persons), as well as guest teaching staff participate in the implementation of the study programmes. The teaching staff is obliged to comply with the conditions of study programme implementation and the requirements of laws and regulations, including qualifications, higher education, language skills, pedagogical and practical work experience.

The number of academic staff is approved by the Senate. If the relevant position is vacant or temporarily vacant, the Head of the Study Field, if necessary, proposes to involve guest teaching

staff in the study process; upon receiving the approval of the Board or the Rector, the relevant guest teaching staff is included in the study programme plan with an indication of the qualification of the lecturer of the relevant study course. The plan is available to every student.

Differences between elected teaching staff (academic staff) and guest teaching staff see Table 2.19.

**Table 2.19.**

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

<b>No.</b>	<b>Academic staff</b>	<b>Guest lecturers</b>
1.	Recommendation of the Study Direction Council	Without competitive tendering
2.	Announcement of the recruitment competition in the Latvijas Vēstnesis (Latvian , CV market, BIA website	
3.	The results of the competition are approved by the Senate (up to and including the post of Assistant Professor) or by the Sectoral Council of Professors (for Professors and Associate Professors)	Selection of the head of the field of study, in accordance with the decision of the Council of the field of study
4.	Approved persons are given a contract of employment for a period of 6 years	Employment contract for a maximum of 2 years (per semester, per study course volume)
5.	Vacation leave (8 calendar weeks)	Proportionate to hours worked
6.	May participate in elections to and be elected to the representative and governing bodies of the BIA	Unable to participate
7.	Work only in an elected position (including as a Principal Researcher or Research Fellow)	Can work as a guest lecturer in various educational institutions
8.	Registration in the list of academic staff (VIIS register)	Without registration in the list of university academic staff (VIIS register)

In general, the involvement of academic staff is very positive. Within the framework of the direction changes in the structure of positions, there is control and systematic improvement of personnel.

[1] [https://bsa.edu.lv/docs/nolikums/Regulations\\_Academic\\_Positions.pdf](https://bsa.edu.lv/docs/nolikums/Regulations_Academic_Positions.pdf)

[2] [https://bsa.edu.lv/docs/nolikums/Regulations\\_Academic\\_Positions.pdf](https://bsa.edu.lv/docs/nolikums/Regulations_Academic_Positions.pdf)

**2.3.6. Specify whether there are common procedures for ensuring the qualification of the academic staff members and the work quality in place and provide the respective assessment thereof. Specify the options for all teaching staff members to improve their**

**qualifications (including the information on the involvement of the teaching staff in different activities, the incentives for their involvement, etc.). Provide the respective examples and specify the way the added value of the possibilities used for the implementation of the study process and the improvement of the study quality is evaluated.**

The qualification of the academic staff of BIA has the most direct impact on the quality of studies and scientific work and covers the activities of the Academy as a whole: ensuring the necessary infrastructure, the development of international cooperation, the study direction and study programme, the vision for the development of scientific activity, etc. Raising the qualification of academic staff is both a means of increasing the quality of studies and research activities, and a process that covers both the determination of the necessary competences of the academic staff and the organisation of raising of qualification, motivation of academic staff and assessment of activities.

BIA supports the participation of academic staff in:

- refresher courses;
- seminars, conferences, trainings, projects and research work organised by BIA and other higher education institutions;
- seminars and conferences organised by various professional associations;
- international conferences;
- exchange of experience between lecturers of Latvian and foreign higher education institutions;
- provision of research activities by academic staff;
- continuation of scientific work in doctoral studies.

BIA's academic staff policy includes measures to improve qualifications at least once a year, e.g.:

- participation in scientific conferences, scientific research, methodological seminars;
- development of methodological materials,
- experience exchange activities in Latvia and abroad.

The qualifications of BIA's academic staff are monitored on the basis of the academic staff policy developed at the higher education institution.<sup>[1]</sup> It provides for careful selection of personnel, regular training and upskilling. The following policy for the formation of academic staff has been developed and implemented by BIA:

- ensure that all study courses are taught by qualified, scientifically and methodologically prepared lecturers with well-developed skills of an educator and organiser, who use modern training methods in their work;
- academic staff consists of highly qualified teaching staff in terms of scientific and professional competences, most of the teaching staff have obtained a doctorate (the strategic objective of BIA is to reach 65%);
- attract foreign specialists and teachers of other higher education institutions in accordance with the specifics of the programme/direction;
- attract representatives of the field, expert specialists (in the particular study programme) in accordance with the specifics of the programmes/directions;
- teaching staff can work in an international environment, communicating and giving lectures in different languages;
- teaching staff are experts in the field in Latvia and also in the international environment;

- the Academy has a favourable and creative atmosphere for the professional development of lecturers.

In order to ensure the use of modern, interactive teaching methods in the study work, the Academy regularly organises seminars, trainings, as well as once a month a methodological seminar is held, in which the most attention is paid to innovative teaching methods. Within the framework of the academic staff policy, BIA encourages teaching staff to deepen their knowledge in various trainings or to improve their qualifications while studying for doctoral studies. The higher education institution provides financial support to doctoral students, covering the expenses of the participation fee at scientific conferences, as well as by supporting the inclusion of scientific works in internationally recognized and cited publications.

In order to promote the improvement of the qualification of teaching staff, BIA also holds elections for academic positions of teaching staff, evaluating the results of scientific research work, pedagogical and organisational achievements of the teaching staff in accordance with the requirements of regulatory enactments. Faculty members are elected to an academic position for a term of six years. The election greatly motivates academic staff to maintain high performance. In turn, for the management of the Academy, it is an opportunity to carry out the assessment, improvement and renewal of the quality of the academic staff, opening up new prospects for development. The developed criteria for evaluating the quality of work are taken into account as the basis for the selection of academic staff.

The main objectives of the assessment of the performance of the work of lecturers:

- evaluate the performance of the work of lecturers within half a year, and how this activity is related to the objectives of the higher education institution and the particular structural unit;
- be the basis for motivation to work responsibly and well - for determining a bonus or some other stimulating factor;
- identify weaknesses and strengths of lecturers (i.e. increasing the necessary competence or specific training).

The work of lecturers is evaluated according to the level of knowledge and skills acquired by students. Student surveys find out students' opinion about the teacher's work, the content and implementation of the study course.

BIA promotes the growth of its teaching staff in several ways:

1. by participating in the annual inter-university methodological seminars "Methodology of Socio-Humanitarian Cognition and Operation" organised by the Academy, which are conducted by both Latvian and foreign experts. In the 2019/2020 academic year, several seminars were held at the Academy and the teaching staff attended:
  - methodological seminar "Innovations in Higher Education Pedagogy: Organisation, Didactics, Technologies" on 25 September 2019, which was led by Professor A. Vorobjevs of Daugavpils University (DU);
  - methodological seminar "Organisation and Specifics of the Educational Process of MGIMO. Innovations in Higher Education of the Russian Federation" on 5 November 2019, where Professor M. Lebedeva of the Moscow State Institute for International Relations (MGIMO) gave a presentation. The seminar covered issues such as defining and evaluating learning goals and outcomes; quality of a distance learning course and the criteria for its evaluation; technical capabilities of the Moodle platform;
  - methodological seminar "The Role of Social Sciences and Humanities in the Modern World" on 28 January 2020, which was led by Professor V. Menshikov of Daugavpils University (DU);
  - methodological seminar "Problems of Development of Risk Management of an Organisation"

- on 25 February 2020, which was conducted by BIA Professor A. Masharsky;
  - methodological seminar "Problems of Values in Law and Higher Education" on 24 March 2020, which was conducted by Assistant Professor of BIA A. Baikov;
2. by participating in the academic staff refresher courses "Innovations in Higher Education" organised by DU in 2019/2020, which were led by leading pedagogical and psychology scientists of DU remotely using e-environment;
  3. by participating in guest lectures by foreign lecturers organised by the Academy (information is regularly published on the BIA website);
  4. by participating in scientific and applied conferences organised by the Academy (the BIA conference plan is posted on the BIA website)[2];
  5. by increasing knowledge of foreign languages by attending English courses organised at the Academy;
  6. by improving digital skills by attending training courses organised by the Academy for working in the BIA MOODLE system;
  7. by participating in the development and implementation of research projects;
  8. by participating in experience exchange activities, including under the Erasmus mobility programme.

In order to promote the professional development of teaching staff, the following support is envisaged:

- 50% co-financing for the acquisition of DU qualification courses;
- attending free inter-university methodological seminars and training courses for work in the BIA MOODLE system;
- co-financing of attendance at English language courses;
- co-financing of participation in scientific and applied conferences organised by the Academy, as well as conferences organised by other universities;
- co-financing of the publication of scientific articles in internationally recognised databases in scientific journals;
- attracting financial resources for the mobility of teaching staff and participation in international visits, taking advantage of hitherto little or untapped financial opportunities.

This offered opportunity has already brought its added value to the implementation of the study process and the quality of studies: the number of internationally recognized publications, including in the WOS and Skopus databases, the number of academic staff lecturing in English increased, practically all teaching staff work remotely using the e-environment: BIA MOODLE system and BigBlueButton (BBB) system.

[1] [https://bsa.edu.lv/docs/2020/BSA\\_personala\\_politika.pdf](https://bsa.edu.lv/docs/2020/BSA_personala_politika.pdf) (LV-only)

[2] <https://bsa.edu.lv/index.php/en/conferences/plan-of-conferences.html>

**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.**

In the study direction "**Hotel and Restaurant Service, Tourism and Recreation Organisation**", studies are provided by 44 lecturers, of which 24 (55.5%) people are not elected to



the BIA; doctors of science 27 (61%), masters - 17 (39%). Academic staff have academic degrees and positions that correspond to the realisation of the goals and objectives of the study programmes of the direction:

Table 2.17

**Number of lecturers and scientific degrees of the study programmes corresponding to the study direction "Hotel and Restaurant Service, Tourism and Recreation Organisation"**

Place of implementation of programmes	Number of lecturers involved in the programmes	Including in the main activity					
		Number	%	PhD	%	Mast	%
Riga	44	20	54.5%	16	80%	4	20%

The academic staff involved in the study direction is highly qualified and competent, and ensures the acquisition of the necessary research skills, theoretical knowledge, abilities and competences for students. Analysis of the adequacy of the qualifications of academic staff shows that the requirement is implemented at all places of implementation of the programme that not less than 50% of the lecturers employed in the implementation of the programme must have a doctoral degree.

*The list of teaching staff involved in the implementation of the study programmes of the study direction "Hotel and Restaurant Service, Tourism and Recreation Organisation" was indicated in Part III, Chapter 4 under the corresponding study programme.*

The analysis of the academic and research load of BIA teaching staff takes place both in the planning of the study process, in the development of self-assessments of study directions and study programmes, and in evaluating the lecturer's self-assessment questionnaire before being elected to an academic position. The procedure for determining the remuneration of BIA academic staff, the amount of remuneration and the amount of workload are stipulated by the "Regulations on the Organisation of Work Remuneration and Types of Pedagogical Workload for Academic Staff and Visiting Lecturers at the Baltic International Academy" (protocol No. 127) with amendments (Attached), approved by the BIA Senate on 25.08.2016. Payment for the work of academic staff is made at the hourly rate of €/academic hour.

The work remuneration of the academic staff of BIA depends on the types of pedagogical load: audience load (lectures, seminars, consultations, semester and final examinations) and non-audience load (participation in various events, organisation and management of conferences; publications; writing, editing and reviewing materials of a scientific, teaching and methodological nature). Load size - 1000 academic hours a year. The methodological and scientific work of BIA academic staff (Assistants, Lecturers, Docents, Associate Professors, Professors) up to 75 academic hours per academic year is included in the annual workload. 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. If the academic staff is simultaneously involved in administrative work (rector, vice-rectors), the size of their load is limited to 50% or 70% (heads of study directions and study programmes, directors of branches and other employees of the administrative staff).

The remuneration of the academic staff of BIA corresponds to Cabinet Regulation of 05.07.2016 [No.](#)

The implementation of study programmes in the direction "**Hotel and Restaurant Service, Tourism and Recreation Organisation**" is carried out in Latvian, English and Russian (until the end of 2022) languages. The foreign language proficiency of the teaching forces involved in the programme is attested by a higher education document with the acquired specialty and the qualification awarded, as well as a self-assessment of teachers in the Europass document at the European level, regardless of whether the language was acquired in formal education or outside it, determining the level of proficiency in accordance with the Common European Framework of Reference for Languages.

Foreign language proficiency certification is carried out by the BIA Foreign Language Learning and ECL Certification Centre, which is part of the European Certification Consortium for the Level of Modern Language Skills (ECL...). The Centre implements certification of English, German, Spanish and Russian. Cabinet Regulation of 20.12.2022 [No. 795 Rules on replacing the centralized foreign language exam in the general secondary education program with a test in a foreign language by an international testing institution \(LV-only\)](#) determines the international foreign language testing institutions, among them ECL (English, German, Spanish and Russian).

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

Every BIA student is a personality whose development and growth is taken care of by all academy staff, incl. faculty, 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.

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

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.

Much attention is paid by the BIA administration and lecturers to students with various problems in studies and communication. The student contingent is very diverse. Students with different levels of knowledge from different regions of Latvia, as well as from abroad, different nationalities and knowledge of the Latvian language, as well as various health, social and material problems enter and study at BIA.

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, offering then studies in different groups, acquaintance with the resources of the BIA Library and culture centres, etc. One of the most important tasks for the heads of study directions and programmes is the formation of a common understanding of students about career development issues, therefore, in the freshman's week, new students are introduced to the opportunities and topicalities of their career growth. In a similar way, lectures are organised for

schoolchildren in the format of studies of the BIA Small Academy on the choice of future studies and the most suitable field of employment. First-year students are expected to communicate with the staff of the BIA Admissions Committee on all issues related to the commencement of the study process at the Academy. In this case, the employees of the BIA Admissions Committee perform functions of curators of first-year students.

At the same time, each study course identifies the needs of students who have difficulties in their studies or who have not attended an educational institution for a long time. Lecturers work individually with these students and, to the extent possible, provide advice to help them in the learning process. Teachers, if necessary, offer individual consultations, tasks for completion at home, the use of additional literature and study materials, attracting another student who helps to deal with a certain topic or task. Since the number of students dismissed due to failure has increased significantly in recent years, BIA has developed a set of measures that includes a student-centred individual approach, exploring the knowledge deficits of a particular student and providing individual support to reduce these deficits. BIA provides studies according to individual schedules in order to promote the participation of students in the research work of the Academy; enable students to continue their studies in cases where studies in normal mode are not possible due to family reasons; enable students to continue their studies if their academic group has become too small to organise their studies in normal mode.

BIA has a Student Information Centre, the purpose of which is to provide advisory assistance to students in all issues related to the organisation of the study process, communication with the administration and the formation of lecturers.

The guidance system is one of the tools to promote the development of individuals by supporting the transition from one level of education to the next, starting a career, adults to decide on their employment, as well as addressing social inclusion issues. In order to achieve the objectives set, it is necessary to ensure a systemic approach to the implementation of services in accordance with the needs of the target group, ensure accessibility and appropriate quality of service. The Academy first identifies the range of services that are provided to students and other target groups. Most of the service providers prioritise the organisation of various types of internships and assistance in the provision of internships. These activities are implemented by integrating student support coordinated by the heads of study directions and study programmes. The availability of information depends only on the activity of graduates and their interest in providing information when the Academy organises Internet surveys.

An important section is cooperation with employers, as a result of which various activities are organised in which students can attend employers' lectures, prove their knowledge and skills, for example, by preparing papers and reports at BIA's annual scientific-practical conferences of students.

BIA always strives to take care not only of good educational opportunities for students, but also of social needs and psychological support, supports students as much as possible in various life situations, especially in problem situations. The primary student support is the programme managers, who can be approached in any life situation and solve current issues.

BIA has a Student Council, which consists of group assets. They are led by the president of the Student Parliament. The Student Council decides and helps to organise student events, develops proposals for improving the study work and environment, helps to organise various events, carries out other activities related to the improvement of the work and environment of BIA or the performance of various activities at the Academy.

Extracurricular activities are regularly organised, strengthening the student's sense of statehood,

promoting civic participation and initiative, loyalty and patriotism.

Both BIA students and visiting students are provided with a place of residence during the Erasmus+ study mobility programme, as BIA has cooperation agreements with the State Technical School, RTU and TSI on the use of dormitory services for BIA students. In cooperation with the BIA Student Council, visiting students are also involved in extracurricular activities of BIA students (e.g., presentations of Erasmus+ national universities at dinners, excursions, Christmas and other events organised by the Student Council, etc.).

One of BIA's priorities is the implementation of Erasmus+ projects. Erasmus+ programmes are a good opportunity to support students, to find a chance for them to gain new professional and life experience through mobility abroad. As a rule, student groups involve different students, both the best and the problematic, as well as students with different social problems, so that by communicating and socialising they have the opportunity to feel and become more fulfilling.

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. 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 setting for the qualitative provision of 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 the activities of BIA, with both academic staff and students participating in it. Scientific research activity is based on the requirements of the Law on Higher Education Institutions and the Law on Scientific Activity at the Baltic International Academy. The research activities of the academic staff are one of the main directions of BIA's activities. To ensure a successful research process, BIA has a Scientific Methodological Council, a Scientific Research Institute of Social and Humanitarian Issues, a Promotion Board.

The research process at BIA is coordinated by the Vice-Rector for Science, who heads the BIA Scientific Advisory Board and is responsible for the strategy of the scientific research work of the Academy, the implementation of the set objectives and the quality of the results achieved. The academic staff of the study direction "**Hotel and Restaurant Service, Tourism and Recreation Organisation**" has the ability to conduct research at the BIA Scientific Research Institute of Social and Humanitarian Issues, where such branches of OECD sciences as social sciences and humanities are represented.

The tasks of scientific activity at BIA are:

- ensure science, research and innovation in accordance with the research directions defined in the BIA operational and development strategy;

- develop scientific research capacity;
- increase the number of people employed in science by restoring and developing human resources in science, technology and innovation, promoting international excellence and quality;
- maintain and improve the scientific infrastructure. The ethics of research work is defined as the main basic principles of BIA's scientific activity;
- indivisibility of pedagogical and research work;
- knowledge transfer;
- cooperation, interdisciplinarity, integrity.

A total of 44 teaching staff were involved in the implementation of the study direction, of which 24 teaching staff have an elected academic position at BIA and include 2 professors, 4 associate professors, 3 leading researchers, 13 assistant professors, and 2 lecturers. Since a total of 44 teaching staff are involved in the implementation of the study process, this means that 54.5% of the teaching staff are elected by BIA, which testifies to the high academic capacity of the BIA academic staff. It should also be noted that during the reporting period, foreign teaching staff from Estonia, Germany, Ukraine were attracted to the study programmes of the direction.

**Table 2.18**

**List of professors and associate professors of the study direction "Hotel and Restaurant Service, Tourism and Recreation Organisation" (as of 01.04.2023)**

No.	Last Name	First Name	Position	Scientific degree	Branch of science
1.	Caurkubule	Zhanna	professor	Dr.sc.ing.	Social sciences - Economics and Entrepreneurship
2.	Gunare	Marina	asoc.prof.	Dr.sc.pol.	Social sciences - Economics and Entrepreneurship
3.	Jurkevicha	Tatyana	asoc.prof.	Dr.iur.	Social sciences - Law
4.	Novozhilova	Nadezhda	assoc.prof.	Dr.sc.ing.	Social sciences - Economics and Entrepreneurship
5.	Plotka	Irina	professor	Dr. psych.	Social sciences - Psychology
6.	Volkov	Vladislav	assoc.prof.	Dr. sc. soc.	Social sciences - Sociology and Social Work

**Table 2.19**

**List of leading researchers and researchers of the study direction "Hotel and Restaurant Service, Tourism and Recreation Organisation" (as of 01.04.2023)**

No.	Last Name	Firs Name	Position	Branch of science
1.	Kachan	Vsevolod	Lead. researcher	Philosophy
2.	Nikiforov	Oleg	Lead. researcher	Psychology
3.	Sannikova	Aija	Lead. researcher	Mathematics

**Table 2.20**

## List of LCS experts of the study direction "Hotel and Restaurant Service, Tourism and Recreation Organisation"

No.	Name, surname	Branch(es) of science	Expiry date of the expert rights of the Latvian Council of Science
1.	Zhanna Caurkubule	Social sciences - Economics and Entrepreneurship	06.07.2025
2.	Irina Plotka	Social sciences - Economics and Entrepreneurship	02.11.2025
3.	Marina Gunare	Social sciences - Law	30.06.2024
4.	Vladislav Volkov	Social sciences - Economics and Entrepreneurship	02.02.2025
5.	Aija Sannikova	Social Sciences - Psychology	03.09.2023

In accordance with the Long-Term Strategy for the Operation and Development of BIA for 2022-2025,[\[1\]](#) the main directions of scientific research activities of BIA are as follows:

- promote the development of commonly used scientific infrastructure (development of scientific research laboratories, psychological assistance centre, etc.);
- promote the research activities of teachers and students within the framework of strategic specialisation of BIA, especially in those directions that are important for the further growth of the Latvian economy and culture;
- cooperate with business entities in the development of applied research and projects;
- develop and expand scientific and methodological cooperation with Latvian and foreign higher education institutions for the performance of joint scientific research;
- attract EU structural and social funding, BIA academic staff for scientific research.

BIA's priority research directions are clarified and reviewed every three years taking into account:

- compliance with the priority research areas defined by the Republic of Latvia;
- research lines supported by European Union programmes;
- the need to provide top-level studies.

According to its priority research directions and the possibilities of their commercialisation, BIA:

- promotes the development of applied market-oriented and company-commissioned research by attracting investments for these studies;
- ensures the development of new research carried out by its own staff or with their participation;

- prepares the publication of the internationally recognised collection of scientific works and journals (Erich Plus).

Scientific topics are mainly related to regional development, research in the tourism and hospitality industry and correspond to the goals of the Academy and the study direction. The research base is primarily related to the economic development of Latvia. For staff representing another study direction and conducting study courses in the relevant field of science, the topics correspond to the objectives and tasks of the activities of the relevant direction.

The main directions of scientific activity of the study direction "**Hotel and Restaurant Service, Tourism and Recreation Organisation**" are reflected in the table (Annex) "Scientific research directions of BIA study directions 2017-2023".

The research work of lecturers carried out within the framework of studies corresponds to the objectives of the study direction. Taking into account the specifics of the economic sector, the involvement of academic staff is mostly carried out in projects related to economics, finance and business, in the implementation of which students are also involved.

[1] [https://bsa.edu.lv/docs/nolikums/strategija\\_2022\\_en.pdf](https://bsa.edu.lv/docs/nolikums/strategija_2022_en.pdf)

#### **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 BIA, heads of study directions and study programmes);
- To develop and coordinate the research activities of BIA students (resp. heads of study directions and study programmes).

##### **Detailed objectives:**

- To regularly participate in the approval of master's and bachelor's thesis topics and managers of master's and bachelor's degree programmes. (Direction Council). (executed).
- To participate in the evaluation of the process of developing final theses, pre-defence of master's and bachelor's theses, directing the thesis to the defence, reviewing them. (study programme managers, faculty lecturers). (executed).
- To participate in the development of BIA research directions and strategy for the development of the Academy. (direction management). (executed).
- To participate in the organisation and provision of the BIA student scientific conference, to participate in the conference as experts. (study programme managers, lecturers of the study direction). (executed).
- To find out the opinion of external and internal stakeholders on the activities of BIA Scientific Board by conducting surveys (oral or written) (analytical part of BIA). (executed).

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. 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 in the study work. All leading lecturers of the directional programme, 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 actively participate in both Latvian and international conferences with reports. For master's and doctoral 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 each study programme, students are offered topical research directions from which students can draw inspiration for their research. 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 work. 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 systematically participate in scientific conferences where they present their research.
- Students (especially students of the professional master's study programme "**Communication Management in the Entertainment and Recreation Industry**") have the opportunity to participate in the research conducted by the academic staff of the direction both as research participants and voluntarily, thus getting to know the research process better. In the research work, master's students are involved throughout the studies, except for the preparatory semester, the following measures are implemented: conversations and consultations with students on the choice of the theme of the master's thesis are started already from the introductory week.
- Lecturers of the study direction "Hotel and Restaurant Service, Tourism and Recreation Organisation" 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.

The research work carried out by the teaching staff is used in the preparation of study courses of the professional bachelor's study programme "**Tourism and Hospitality Management**" and the professional master's study programme "**Communication Management in the Entertainment and Recreation Industry**" and in the training of students, and it has a direct impact on the study work. For example, the research results obtained in the research direction "Development of Intercultural Communication, Cultural Heritage of Tourism Territories" are applied in the study courses "History and Culture of Latvia and the Baltics", "Intercultural Communication" and



"Communication Research Methods and Presentation". The research results obtained in the research direction "Tourism as a Factor in the Development of Small Cities" are applied in the study courses "Tourism Geography" and "Sustainable Development in the Field of Tourism and Recreation".

The linkage of scientific research with the study process corresponds to the practice accepted in the world of business education and is assessed as corresponding to the strategic goal of the development of the study direction "**Hotel and Restaurant Service, Tourism and Recreation Organisation**" - "prepare highly qualified, competent and competitive professionals in the field of communication, recreation and entertainment, according to the requirements of the labour market, who would be competitive in the Latvian and international labour markets, to improve research skills and competences, as well as to ensure personal development and motivation of students for further education".

**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 directions and study programmes in internationally funded educational or scientific projects, including student exchange projects, as well as on the personal scientific contacts of teachers involved in study programmes and scientific cooperation, in which students are also successfully involved.

An important part of the scientific activity of teachers is participation in projects. BIA is actively involved in the implementation of various projects, both as project submitters and as partners, which contributes to the generation of new ideas, expands the opportunities for students, the Academy's faculty and staff.

Lecturers of the direction 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.

**Table 2.22**

**International R&D contract work**

<b>Programme</b>	<b>Year</b>	<b>Project Identification or Contact Number</b>	<b>Applicant/Beneficiary Name</b>
Erasmus +	2015-2016	Programme agr. No. 2015-1-LV01-KA103-013175-LV - Students and teaching staff mobility, Organisation of Mobility - <b>State Education Development Agency</b>	Baltic International Academy
Erasmus +	2015-2016	Programme agr. No. STA-OUT-13- Staff Mobility for teaching between programme and partner countries Eastern Partnership programme	Baltic International Academy

Erasmus +	2015-2017	Programme agr. No. 2015-1-LV01-KA107-013261- Students and teaching staff mobility, Organisation of Mobility - <b>State Education Development Agency</b>	Baltic International Academy
Erasmus +	2015-2018	Programme agr. No. 2015-1-LV01-KA107-013261- Higher Education - International Capacity Building Project No.561832-EPP-1-2015-1-LV-EPPKA2-CBHE-SP (2015-3285/001-001) - European Dimension in Qualifications for the Tourist Sector - The Education, Audio-visual and Culture Executive Agency, European Commission	Baltic International Academy
LAS and Czech Academy of Sciences	2016-2018	Programme agr. No. LZA-16-02; <b>"National Minorities and Ethnic Groups: Past and Present Experience in the Czech Republic and Latvia"</b>	Project manager (on the Latvian side) – Nadezhda Pazuhina
Erasmus +	2018-2022	<b>Enhancing Green Economy in 3 countries of Asia (EGEA)</b> Project number:598470-EPP-1-2018-1-DE-EPPK2-CBHE-JP	Baltic International Academy Project Manager - Marina Gunare
European Erasmus + programme with the support of the European Commission	2020-2022	Programme agr. No. 2020-1-CZ01-KA202-078343; ERASMUS+ KA2 Cooperation for Innovation and the exchange of good practices, KA202 Strategic Partnerships for vocational education and training <b>"Innovation and Continuing Education in Destination"</b>	Baltic International Academy
Erasmus +	2020-2023	Programme agr. No. 2020-1-LV01-KA107-077347; ERASMUS+ KA1 (Core Activity), KA107 Higher Education Students and Staff Mobility between Programme and Partner Countries	Baltic International Academy
Association Europe 4 Youth (Stowarzyszenie Europe 4 Youth)	2021	Programme agr. No. 2019-2-PL01-KA105-066160; Training Course <b>"Trolls and Elves in the land of the digital youth work"</b> (Erasmus+ KA1 project, 2019-2-PL01-KA105-066160)	Ind. participation in the project - Ekaterina Voznyuk
Latvia-Russia cross-border cooperation programme	2021	Programme agr. No LV-RU-018; Latvia-Russia cross-border cooperation programme, <b>"Craftsmanship without Borders"</b> - seminar leader	Ind. participation in the project - Ekaterina Voznyuk
European Erasmus + programme with the support of the European Commission	2021	Programme agr. Nr 2019-3-FR02-KA105-016664; training course GREEN ECONOMY- CRISIS KO (Erasmus+ KA1, 2019-3-FR02-KA105-016664)	Ind. participation in the project - Ekaterina Voznyuk

A number of teachers are involved in projects related to their field of scientific interest. Detailed information on the research work of lecturers in projects is provided in the Annex. *The curriculum vitae (CV) of academic staff* (Collections of scientific articles with scientific articles by teachers and students are located in the BIA Library. Information on scientific activities, publication and participation in conferences and projects is presented in the Annex.)

For 12 years, the Academy has been organising the annual international scientific-practical conference of young researchers and students "Time of Challenges and Opportunities: Problems, 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)*, formerly *Akademie STING (Czech Republic)*, *SHEI "Banking University" (Ukraine)*, *International University «MITSO» (Belarus)*, *St. Petersburg State University of Economics (Russia)*. The conference is also attended by students 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 "Transformation of Society in the Field of Social Sciences and Humanities" is organised (until 2019, within the framework of the conference, 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 resulted in the publication on the Academy's website.<sup>[1]</sup> 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. <sup>[2]</sup>

Cooperation within the framework of the ERASMUS programme: academic staff of the study direction 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.

In accordance with the "Long-term Strategy for the Operation and Development of the Baltic International Academy for 2022-2025"<sup>[3]</sup>, in the development of international relations, BIA promotes:

- mobility of students and teaching staff with the aim of improving the quality of studies and improving the qualifications of staff;
- participation in international academic and professional organisations (incl. associations, e.g. World Tourism Organisation (master's study programme "Communication Management in the Entertainment and Recreation Industry");
- attracting foreign students by increasing the proportion of courses taught in foreign languages;
- active participation in international scientific and educational exhibitions, conferences, seminars, refresher courses and other events;
- summer schools and International Week programmes with the creation and implementation of international study course offerings;
- development of transnational higher education study programmes;
- participation in international education and research programmes and projects.

BIA's future plans for international cooperation in scientific research **will be** developed in the following directions:

- Participation in scientific projects at both national and international level, including management of international projects;
- Preparation and implementation of joint scientific research and innovative contract projects;
- Management of or participation in the activities of the Commission of the Organisation of International Conferences;
- Participation in annual scientific conferences and seminars of international partner universities;
- Management of or participation in the activities of the Editorial Board of International

Scientific Publications;

- Increase of the number of scientific papers of BIA faculty members in internationally cited journals;
- Preparation of joint scientific publications with foreign universities;
- Development of academic mobility through student exchanges, organising lectures of BIA teaching staff in foreign universities and inviting teaching staff from partner universities to teach classes at BIA, etc.

International cooperation in scientific research has the most direct impact on the study programmes of the relevant study direction. It allows to enrich the lectures of the teachers with foreign experience, as well as provides opportunities for students to meet directly and listen to guest lecturers from different countries, incl. on the results of their research.

[1] <https://bsa.edu.lv/index.php/en/conferences/main-publications.html>

[2] <https://bsa.edu.lv/index.php/lv/zurnali.html>

[3] [https://bsa.edu.lv/docs/nolikums/strategija\\_2022\\_en.pdf](https://bsa.edu.lv/docs/nolikums/strategija_2022_en.pdf)

**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 staff involved in the implementation of the BIA study direction "**Hotel and Restaurant Service, Tourism and Recreation Organisation**" ensures sufficient scientific capacity to carry out scientific activity in the science of tourism and hospitality, the lecturers involved in the direction have written books and published the results of their research in various journals and collections of articles (Attached).

Every year, the Academy organises international scientific research conferences, in which both academic staff and students of the Academy actively participate. The full list of planned BIA conferences can be found on the BIA website, in the section "Conferences".<sup>[1]</sup> BIA academic staff publishes research results in scientific publications and scientific journals of Latvian and foreign universities included in WEB OF SCIENCE, SCOPUS, EBSCO and other databases. The main scientific publication of the academic staff involved in the implementation of the study direction and a list of the training literature prepared during the reference period is shown in the **Annex**. In conclusion, not all lecturers reported their scientific activity in the reporting period: among the lecturers there are practitioners, or professionals in the field (e.g. Ž.Jeļiseeva, J.Serebrjakova) who consider their practical activity as a priority rather than theoretical research. Elita Donska did not show her scientific activity among lecturers.

The academic staff involved in the study direction regularly presents the results of their research to the scientific community by participating in scientific conferences, symposia, congresses in Latvia and abroad, as well as publishing their research and monographs, and participating in projects. Lecturers of the direction publish and participate in the organisation of the international scientific-practical conference "Transformation of Society in the Field of Social Sciences and Humanities". It is planned to continue the tradition of the "round table" together with the internet magazine "The Baltic Course" and the Employers' Confederation of Latvia. The list of participation of academic staff

involved in the implementation of the study direction in conferences and projects during the reporting period is presented in the Annex.

Also, the study direction "**Hotel and Restaurant Service, Tourism and Recreation Organisation**" promotes not only the involvement of permanent faculty members, but also the involvement of external faculty members (including foreign ones) in the preparation of scientific publications, for example in the publications of the BIA journal "Baltic Journal of Legal and Social Sciences", where scientific and analytical articles on current issues of social science and practice are published both within and outside the Baltic region[2].

To encourage the involvement of elected members of staff in scientific or applied research the Baltic International Academy has developed a system for stimulating and supporting the scientific activities of academic staff, doctoral students and other students[3]. 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.

The system of stimulation and support of scientific activity includes several tasks:

- strengthening the interests of scientific and academic staff, doctoral students and other students in the development of their scientific potential, the effectiveness of scientific activity, which is associated with the priority publication of the results of scientific research in scientific publications, indexed Scopus, Web of Science, ERICH + databases;
- motivational support of scientific and academic staff to develop the interaction between scientific activity, the content, methods of study disciplines, scientific and study communication with doctoral students and other students, in the formation and development of BIA's scientific directions and scientific schools;
- strengthening of scientific communication of academic staff, doctoral students and other students both at the BIA and between the Academy and other universities and higher education institutions of Latvia and the world by organising joint scientific conferences, participating in scientific conferences in Latvian universities and abroad, preparing scientific projects, entering into agreements on cooperation in the scientific field and study programmes with other universities;
- development of scientific research infrastructure (scientific laboratories, research institutes, BIA Library foundation, audio and video collections of scientific works, etc.);
- development of a set of BIA scientific journals (Administrative and Criminal Justice; Baltic Journal of Legal and Social Sciences);
- popularisation of information about the scientific research of the Academy, achievements of the study process, results of BIA's scientific research in the Latvian mass media. The rules of the system for stimulating and supporting scientific activity are differentiated according to the scientific degrees and positions of the scientific and academic staff of BIA. At the same time, this system contributes to the professional development of scientific and academic staff, doctoral students and other students.

In accordance with the "Regulations on the Organisation of Work Remuneration and Types of Pedagogical Workload for Academic Staff and Visiting Lecturers at the Baltic International Academy", 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 lecture in European countries at universities;*
- *BIA financial resources to handle the costs of participation in international scientific conferences.*
- Stimulation of scientific activity of bachelor's, master's and doctoral students includes:
- *BIA grants graduate and doctoral students incentives for participation in BIA scientific conferences;*
- *bachelor's, master's and doctoral students are covered by Erasmus+ financial resources in order to increase their scientific preparedness at European universities and the introduction of scientific communication with scientists from foreign countries.*

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.

[1]<https://bsa.edu.lv/index.php/en/system-of-promotion-of-scientific-activity.html>

[2] <https://bsa.edu.lv/index.php/en/bjlss-en.html>

[3] <https://bsa.edu.lv/index.php/en/conferences/plan-of-conferences.html>

**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, both in content and organisationally, is planned in accordance with the requirements of the study programme and purposefully directed so that the future specialists gradually acquire the necessary knowledge and skills. The bachelor's study programme provides for the development and defence of 3 study papers and a thesis, and for master's students – the development and defence of a master's thesis.

Within the framework of the programme, special attention is paid to the conduct 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) work in the study programmes of the direction "**Hotel and Restaurant Service, Tourism and Recreation Organisation**" 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 course and final (bachelor's, master's) papers 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.

Attracting students to scientific research has improved compared to the previous reporting period and more students are engaged, but despite this increase, the majority of students are not motivated to participate in scientific research. Students are provided with the opportunity to develop scientific papers, both competent supervisors and partially sufficient equipment are available.

The teaching staff of the BIA study direction has extensive experience in involving young scientists (students of bachelor's and master's programmes) in scientific work, conducting research within the framework of projects, conducting individual research within the framework of term papers, bachelor's and master's theses, preparing scientific articles, presenting research results at scientific conferences. The study process organised within the framework of the direction provides for a comprehensive approach, supporting the research initiated by students and involving the most successful students also in scientific projects. By involving students in scientific research, international student scientific conferences are also organised annually. Students participate in scientific research conferences and publish their articles. For example, during the reporting period students of the programmes "Tourism and Hospitality Management" and "Management of Communication in the Entertainment and Leisure Industry" participated in several international and scientific-practical conferences of students organised by BIA. For example, in 2022, on May 13-14, **BIA's annual XII International Scientific-Practical Conference of Young Scientists and Students "Time of Challenges and Opportunities: Problems, Solutions, Prospects", was held**, where more than 20 students of the direction, both master's and bachelor's level students, submitted their scientific papers. On 10 December 2022, the annual BIA **XI International Scientific-Practical Conference "Transformation of Society in the Field of Social Sciences and Humanities" was held, where master's students of the study direction participated.** On May 12-13, 2023, BIA's annual XIII International Scientific-Practical Conference **"Time of Challenges and Opportunities: Problems, Solutions, Prospects"** was held, where students of 21 directions - both master's programmes and bachelor's level students - presented their papers. The best papers presented at the conference were recommended for publication together with the scientific supervisors of the student papers. These publications are used by students in preparation for seminars, writing papers and developing their final theses.

Students of the direction also participate in scientific conferences of foreign universities - for

example, on 26.04.2023 O.N., a 3rd year student of the bachelor's study programme "**Tourism and Hospitality Management**", and A.A., a 2nd year master's student of the master's study programme "**Management of Communication in the Entertainment and Leisure Industry**", participated in the scientific conference "Contemporary Tourism: Trends&Challenges" at the Warsaw University of Natural Sciences.

**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 Big Blu Button (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 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 Study Quality Management Centre 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.

The Laboratory of Neurocognitive Implicit Processes established by BIA provides an opportunity to attract students and lecturers for the acquisition of various programmes - future psychologists, entrepreneurs, business managers, lawyers, economists, marketing specialists, for prospective and current research directions. The Academy's opportunities to cooperate with Latvian and European researchers and to participate in joint international, scientific and research programmes will increase significantly. A real opportunity has arisen to conduct fundamental studies of the cognitive mechanisms of implicit social cognition, as well as modern applied research aimed at the study of implicit attitudes in various fields of professional activity.

The purpose of the establishment of the Laboratory is to provide a scientific and technical basis for the conduct of scientific research for students of master's, bachelor's, doctoral study programmes.

The Laboratory performs the following functions:

1. Scientific - methodological and hardware provision for the development of internships, bachelor's, master's theses;
2. Scientific - methodological and hardware provision for teachers engaged in scientific - research work in implicit social cognition.
3. Conducting applied research (in the field of the market) on the orders of enterprises and organisations (transport, communications, industry, trade, advertising, marketing, etc.);
4. Content development and improvement of master's study courses.

In order to perform the above functions, the Laboratory is equipped with hardware and software that enables the conduct of group classes; practices in psychology and provide opportunities to deal with all four functions of the Laboratory.



Laboratory equipment:

The Laboratory is equipped with hardware and software provision, which includes the electroencephalograph NVX-52 (EEG NVX-52) (48 channels) and the hardware methodology E-Prime 2, which serves as the main base for performing implicit measurements. For many years, work has been carried out using the hardware methodology E-Prime-2 together with EEG, which provides a qualitatively new level for conducting scientific research.

1. Encephalograph NVX-52 hardware with 48 channels for making EEG recording. Encephalograph NVX-52 with a high sampling frequency (2000 Hz, ADC - 24 bit), which is necessary to make high-frequency oscillation recordings, while the existence of 48 channels makes it possible to apply a modern mathematical apparatus to calculate the summoned potentials and determine the structures responsible for wave generation (brain structures).
2. Two computers, where one of the computers is used to detect external audio and visual stimuli; a second computer is used to record the EEG signal during the experiment. Both computers are equipped with ports (serial COM and parallel LPT) for stimulus-trigger signal conjugation during EEG recording.
3. For the generation of stimulus material, the programmes E-PRIME and the open-source programme PSYCHOTOOLBOX, which work in the MATLAB environment, are used;
4. To compute the data obtained during the experiment, a powerful workstation with two monitors and open source programmes EEGLAB and BRAINSTORM, which work in the MATLAB environment, are used. The use of the given programmes makes it possible to perform calculations of the spectral power of the EEG signal on different EEG waves; calculate the parameters of the summoned potentials, as well as carry out visualisation of running processes in the cerebellar cortex.

Electroencephalography - one of the most widely used methods for studying the electrical activity of the human brain. The given method is especially used in medicine and neurocognitive research. In addition, electroencephalography is also successfully utilised in the field of applied research, such as engineering psychology, occupational psychology, ergonomics, as well as in other branches of psychological science.

Electroencephalography is increasingly being applied not only in medicine, but also in neurocognitive science, which includes modern psychology and its most recent scientific fields, such as neurocognitive economics and management. In this area, special attention is paid to the study of neuromarketing, the study of decision-making by company managers, as well as other promising directions that study human behaviour in the management aspect.

Students are offered the opportunity to get acquainted with experimental methods, which can be used to extend their knowledge by writing a theoretical summary of the research methodology in their final thesis, as well as by carrying out experimental studies with laboratory equipment. For example, consultations on research methods were provided to students of the bachelor study programme who defended their theses on "Territory branding in the development of Zemgale as a tourism destination" (2017/2018), "Ways of improving the psychosocial working environment in the hospitality sector at the Island Hotel" (2020/2021), "Latent aggression factors in restaurant employees at the Island Hotel" (2020/2021), "Psychosocial work environment in the hospitality sector at the Island Hotel" (2020/2021). /2021), "Territory branding and the development of tourism attractiveness of the small town of Aukštaitija (2020/2021)", as well as the Master's students who defended their works on the topics "Emotional marketing as a form of communication in territory promotion" (2017/2018), "Branding in the integrated marketing communication model of the congress bureau" (2017/2018). In the future, it is planned to offer joint research in the Master's degree programmes "Psychology" and "Management of Communication in the Leisure and

## 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 internationalisation of BIA primarily includes promoting the sustainability of study directions. The BIA recognises that Latvian higher education must be international and must be able to implement the basic principles of a unified European higher education space. In order to achieve the goals of the direction and study results, BIA cooperates with several organisations in Latvia: companies, governmental and non-governmental organisations, professional associations, higher education institutions, colleges, secondary schools, etc., which meet the following criteria: (a) the institution is ready to cooperate: in the field of research, practice provision; (b) the work profile of the institution relates to the field of work and organizational psychology.

Cooperation in the study direction is subordinated to the achievement of the strategic goals and results of the direction. The main **criteria** for initiating a collaboration are:

- positioning the field of study in the higher education market;
- opportunities for improving the content and organisation of study programmes to ensure competitiveness;
- opportunities to develop and increase the capacity of scientific research in the field of study; opportunities for student involvement in research;
- expanding the network of cooperation partners at national level;
- deepening cooperation with the region's business and public sectors in improving study content, assessing students' professional competences and introducing innovative solutions in the field.

The main **criteria** for building cooperation with employers:

- the need to cooperate with the industry in understanding its current affairs for the purpose of improving the quality of studies;
- involve high-level professionals in teaching and improving the study process;
- involve students in applied research in companies;
- create a stable network of practice places;
- promote the employment of students after the end of their studies.

Key **mechanisms** for attracting cooperation partners:

- *cooperation agreements*: cooperation agreements were concluded with local partners (educational institutions, professional associations, industry companies, etc.) within the

framework of BSA and the direction, in order to formalize cooperation in various areas of cooperation.

- *joint projects*: In 2020, the researchers of the University of Latvia started cooperation with representatives of other higher education institutions to implement the project “Assessment of the competencies of students in higher education and their development dynamics during the study period”, which in the future will make a significant contribution to the quality assurance system of Latvian higher education. At the beginning of 2023, BIA representatives, including Study Field “**Hotel and Restaurant Service, Tourism and Recreation Organisation**” joined this project. In the project, researchers want to understand what each of the 6 competencies (research, innovation, entrepreneurship, digital and global, and civic competence) means; how students learn them; how higher education institutions measure them; and how they are expressed through study outcomes. The project results make a great contribution to the education system of Latvia, as within its framework a tool will be developed and approved for a broad assessment of the quality of higher education programmes. As part of the research, a continuing education course will be developed so that representatives of other higher education institutions can also learn the cross-cutting competence assessment tool and how to incorporate these competences into study outcomes (<https://www.lu.lv/en/about-us/ul-media/news/single/t/76330//>) (“LV only”).
- *internships and guest lectures*: the study area offers local partners the opportunity to participate in internships or give guest lectures to students. Our partners host students in their organisations and companies and give them practical work experience. Guest lectures from guest lecturers and industry experts from other universities give students a new perspective and understanding of the tourism industry.
- *study visits and conferences*: the field of study organises study visits to local partner organisations or tourist attractions. Such visits allow students to get to know the partners' activities and infrastructure. In addition, the BIA organises conferences or seminars where local partners can participate as participants, sharing their experience and knowledge.

Focus on cooperation with different partners in the tourism industry is the biggest competitive advantage advantage in relation to other study programmes. Direct participation and influence in the industry creates relevant content in the courses and at the same time helps to find practical links between students and employers.

Analysing the dynamics of cooperation with various Latvian institutions during the reporting period, it can be concluded that the cooperation with various Latvian institutions within the study direction has been fully strengthened and directed towards the achievement of the strategic goals and study results in education, research, knowledge transfer and thought leadership, providing internationally competitive higher professional education in tourism, hospitality, leisure and recreation in the country (list of cooperation agreements is attached as an **Appendix**).

Cooperation is implemented with many Latvian higher education institutions:

- Graduate School of Information Systems Management (ISMA);
- Transport and Telecommunication Institute (TSI);
- Higher School of Economics and Culture (ESA);
- Riga Stradins University (RSU);
- Higher School of Business, Arts and Technology "RISEBA";
- Daugavpils University (DU);
- Turība Business School (BAT).

Communication with the programmes of other higher education institutions is thanks to lecturers (academic staff), because specialists from Riga Technical University, the University of Latvia, the

Transport and Telecommunication Institute and other higher education institutions teach at the Baltic International Academy. The Academy's lecturers also teach at these higher institutions.

Partnerships with colleges are also maintained. College graduates are invited to continue their studies at BIA and take advantage of this opportunity. Cooperation in Latvia is currently developing and is continuing at the level of colleges and universities that train specialists in a similar or related direction. Curricula (composition of study courses and credits) have been agreed with the colleges in order to allow students to continue their education in the bachelor's programmes of the study direction "**Hotel and Restaurant Service, Tourism and Recreation Organisation**".

The training of modern specialists in accordance with the requirements of the market requires close cooperation between various organisations in Latvia and abroad. First of all, this is cooperation with employers, specialists in the hotel and restaurant industry, several associations, eg. Association of Hotels and Restaurants of Latvia, Confederation of Small and Medium-sized Enterprises of Latvia, Employers' Confederation of Latvia, Association of Private Higher Education Institutions, etc.

At BIA, most of the programmes implemented are professional higher education study programmes, therefore, regular cooperation at various levels with employers is of particular importance.

Cooperation with employers and professional organisations was formed in the following directions:

- participation in the improvement of study directions and study programmes - inviting professionals to work in the Direction Council;
- participation in the implementation of study programmes as opinion holders by teaching one or more study courses or a part thereof;
- participation in scientific, research and creative activities;
- provision and management of internship sites;
- organising guest lectures and workshops;
- development, discussion and approval of the topics of term papers and final theses;
- management and review of final works;
- participation in commissions for the defence of final works and reviews of internships.

Employers participate in conferences organised by BIA, as well as give students the opportunity to participate in the organisation of various events (exhibitions, Nikos Travel, Poetika, Tourism Forum, EM TN, etc.).

BIA is a member of the Association of Hotels and Restaurants of Latvia ([AHRL](#)), the Association of Travel Agents and Operators of Latvia ([ALTA](#)), the Rural Tourism Association of Latvia "Rural Traveller" ([LLTA](#)) and the Employers' Confederation of Latvia ([LDDK](#)). Thanks to membership in associations, there is an opportunity to find out all the most important news of the industry. Associations offer opportunities to attend conferences, training seminars, discussions on the development of the industry. BIA students and lecturers take advantage of these opportunities.

The accreditation of the master's study programme "**Management of Communication in the Entertainment and Leisure Industry**" was launched by the prestigious UN World Tourism Organisation ([UNWTO](#)) TedQual. Following previous accreditation commissions, an application for UNWTO (World Tourism Organisation) accreditation was submitted. Following the pandemic COVID19 a certification procedure was initiated, which resulted in the BIA receiving the UNWTO TedQual accreditation on 11 September 2023 for the period until 2026 (UNWTO TedQual certificate attached).

The accreditation process evaluated six processes:

Process 1. Employers: public, private sector and civil society

Process 2: Students

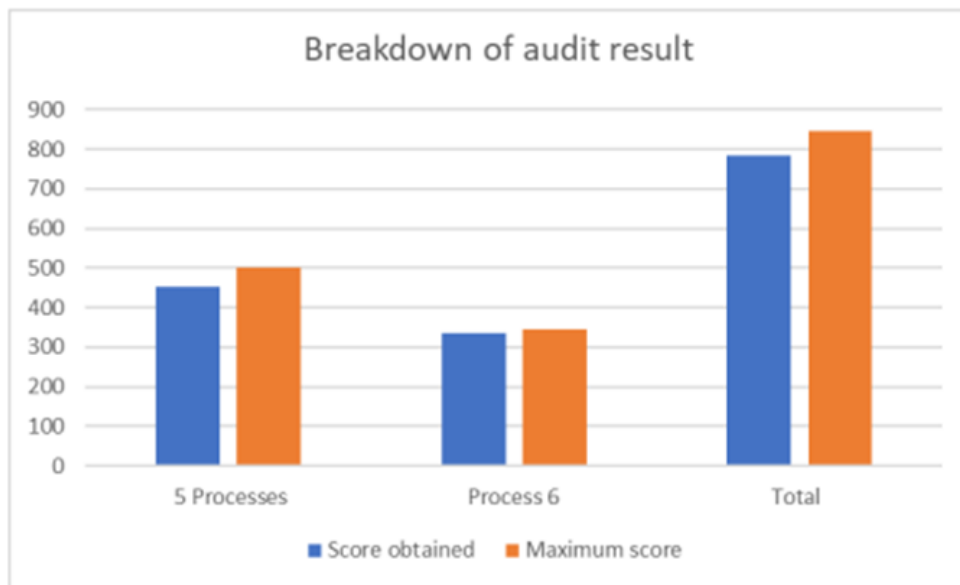
Process 3: Curriculum and pedagogical system

Process 4. Faculty

Process 5. Management

Process 6: Implementation of the Global Code of Ethics for Tourism

With the exception of process 6, each process has a maximum score of 100 points. Process 6 has a maximum score of 345 points.



**Figure 2.4. Results of the UNWTO TedQual accreditation process**

The overall maximum score for the whole audit is therefore 845 points.

To obtain the UNWTO TedQual certificate, the programme must have an achievement level of 75%. During the accreditation process, the maximum score of 845 points was 785 points or 92.9%:

Table 2.24

**UNWTO TedQual assessment**

Processes	Score obtained	Maximum score	%
5 Processes	453	500	93
Process 6	334	345	95,36
Total	785	845	92,90

The Baltic

International Academy is open for cooperation and is represented in:

- **Rectors' Council** (all higher education institutions accredited in Latvia participate),

- **Association of Private Higher Education Institutions** (all higher education institutions founded by legal entities participate),
- **Association of Colleges** (higher education institutions founded by the State and legal entities participate),

and BIA also maintains partnerships with associations, unions and confederations.

**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.**

International cooperation must be one of the building blocks of institutional strategy. BIA's international cooperation activities are mainly focused on the EU and the Baltic Sea region.

In accordance with the **long-term** strategy of operation and development of BIA, the study direction "Hotel and Restaurant Service, Tourism and Recreation Organisation" continues its work on strengthening and expanding international cooperation. The cooperation policy includes: cooperation of BIA academic staff with partner universities, academic activities of visiting lecturers in BIA, cooperation of academic staff in scientific projects, as well as student exchanges within the framework of ERASMUS and increasing the number of foreign students.

For the realisation of BIA's vision for the future, in order to ensure competitiveness at the international level, the strengthening and development of the international dimension of BIA is an extremely important **task**. By the international dimension within the meaning of this strategy, BIA means cooperation with foreign universities, scientific institutes, participation in international organisations, implementation of joint research projects, and attraction of international students. The recognition of BIA at the Baltic, European and global level depends on the international cooperation of BIA. BIA is actively engaged in attracting foreign students. It is planned to increase the number of foreign students by 2025 to 25% of the total share of students.

The main **objective** of BIA in internationalisation is to increase the international competitiveness of the Academy by promoting the international mobility of students and lecturers, strengthening international cooperation and ensuring its sustainability, attracting foreign teaching staff and supporting the integration of foreign students into the Academy, thus promoting the international recognition of BIA and creating a high-quality multicultural educational environment.

Cooperation in the field of study is subordinated to the achievement of the strategic goals and results of the direction of study. The main **criteria** for initiating a collaboration are:

- Positioning BIA and the field of study in the foreign higher education market;
- attracting foreign students;
- acquiring international experience;
- Opportunities to develop international cooperation and scientific research and to increase the capacity of the programme;
- expanding the network of partners at international level;

- Establishing a solid network of internships abroad.

***Institutions were selected based on several criteria:***

- the institution is ready to cooperate in the field of research (international conferences, seminars, master classes, joint research projects);
- institutions ready to provide internships for students;
- institutions capable of ensuring the implementation of academic personnel and student exchange programs in the field of legal science;
- willingness of institutions to participate in summer schools, international weeks, exchange programs, etc.;
- geographical location, taking into account the recommendations of the Ministry of Foreign Affairs and the Ministry of Education, Latvia's geopolitical interests, countries with which Latvia has concluded international agreements in the field of education, science and (or) culture.

Key **mechanisms** for attracting foreign partners:

- *Cooperation agreements*: international cooperation agreements were concluded within the BIA to formalise cooperation in different areas of cooperation.
- *Study visits and guest lectures*: the BIA organises study visits to foreign universities within the framework of the study field, including the Erasmus+ academic staff exchange programme, and hosts delegations and lecturers from foreign universities to give guest lectures to BIA students. Such visits allow lecturers and the administration of the field to get acquainted with the activities of partner universities and the infrastructure of the field in foreign universities. Lectures and lectures by guest lecturers from foreign universities provide students with a new perspective and understanding of current developments in the global tourism industry.
- *Providing internships*: in cooperation with foreign employers, the field of study offers students the opportunity to participate in internships abroad. Our partners host students in their organisations and companies and give them practical work experience.
- *Scientific and practical conferences*: the BIA organises conferences or seminars with the active participation of scientists from foreign universities, as well as BIA lecturers, researchers and students presenting the results of their research.

Analysing the dynamics of cooperation with various foreign institutions (higher education institutions, employers) during the reporting period, it can be concluded that the cooperation with various foreign institutions within the field of study has significantly expanded, the number of foreign partners has increased, and the demand for our students from foreign internship providers and employers is growing.

Cooperation is ensured on the basis of mutually concluded cooperation agreements, as well as on the basis of collegial and friendly relations established in the long term. In the last 6 years, BIA has been actively developing cooperation with foreign higher education institutions, concluding more than 80 cooperation agreements (the list of cooperation agreements is in the Annex).

Cooperation with Ukrainian universities and teaching staff has strengthened during the reporting period. In the spring-summer of 2023, BIA was visited by representatives of several Ukrainian higher education institutions, with whom work is currently being continued on the coordination of the plan of academic-scientific activities.

In the period from 2020 to 2023, the Academy also implemented a mobility project on activity KA107 of the ERASMUS+ program with universities of Ukraine, in which teachers and researchers from 5 universities took part: Simons Kuzņecs Harkovas Valsts Ekonomikas universitāte, V. N.

Karazins Harkovas Nacionālā universitāte, Kijevas Nacionālā Tehnoloģiju un dizaina universitāte, Valsts Tehniskā universitāte "Harkovas Politehniskais institūts" un Ukrainas Nacionālās zinātņu akadēmijas Rūpniecības attīstības problēmu pētniecības centrs.

On the other hand, cooperation with foreign and EU universities within the ERASMUS programme allows not only to implement a student exchange programme, but also an exchange with lecturers. Lectures, open seminars, international conferences are what strengthened BIA's place in the European Higher Education Area. The higher education institution has successfully entered the ERASMUS programme, which is confirmed by more than 130 cooperation agreements, of which more than 30 cooperation agreements were concluded directly in the direction "Hotel and Restaurant Service, Tourism and Recreation Organisation" (the list of ERASMUS+ cooperation agreements is in the Annex). Cooperation is used by students, academic staff and BIA's administration. With each passing year, the international cooperation of the Academy is expanding, recognisable traditions have already formed in this field. Extensive cooperation with existing cooperation partners is being implemented, as well as new cooperation partners are being sought and new forms of cooperation are being created. Within the framework of international cooperation, delegations of foreign related higher education institutions and other institutions regularly visit the higher education institution, who share their work experience and are interested in getting acquainted with the achievements of the higher education institution. During the discussions, insights are gained that allow to improve the work of the Academy.

**Tasks** of BIA in the field of international cooperation in accordance with the "Long-Term Strategy for the Operation and Development of the Baltic International Academy for 2022-2025":

- Participation of entrepreneurs in the improvement and provision of the study process by including their representatives in examination and thesis defence committees and in the development of topics for final thesis in bachelor's and master's study programmes.
- Implementation of study programmes in foreign languages (from 10 to 12 programmes until 2025)
- Development of cooperation with foreign universities, so-called establishment of joint study programmes with foreign universities.
- Participation in international educational exhibitions and marketing abroad for attracting foreign students;
- Involvement of BIA's academic staff in international circulation;
- Organisation of international summer schools for students.
- Participation in the ERASMUS+ programme (more than 120 partner universities until 2024).

The **types** of international cooperation of BIA are the exchange of personnel and students within the framework of mobility programmes and projects, international projects, international scientific conferences and seminars, international academic weeks, participation in international associations.

In the next strategic period, BIA will continue to develop international cooperation in the following **directions**: attraction of foreign teaching staff for teaching study courses and conducting scientific research, implementation of international projects, creation of joint study programmes, organisation of summer schools.

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



## staff.

The admission of foreign students to the Baltic International Academy takes place in accordance with the “[Regulations for Admission and Matriculation Procedures at the Baltic International Academy for the 2023/2024 Academic Year](#)”, which was adopted by Decision No. 155 of the Senate of the Baltic International Academy on 25 October 2022 and approved by the Council of Higher Education (AIP).

The admission regulations at the Baltic International Academy were adopted based on the Law on Higher Education Institutions, Cabinet Regulations No. 846 “[Regulations on Requirements, Criteria and Procedures for Admission to Study Programmes](#)” (LV only) of 10 October 2006, Cabinet Regulations No. 932 “[Rules of Procedure for Starting Studies at Later Stages](#)” (LV only) of 16 November 2004, Cabinet Regulations No. 505 “[Rules for Recognition of Competences Acquired outside Formal Education or Professional Experience and of Study Results Achieved in Previous Education](#)” (LV only) of 17 August 2018, Constitution and Statutes of the BIA.

Support mechanisms for international study initiatives work in the context of the lecturer international networking activities and targeted BIA international activities. These include: exchange studies, internships abroad, guest lectures, study traineeships and other activities that promote internationalisation. New opportunities for cooperation are regularly sought, in addition, guest lecturers are addressed not only from universities, but also from foreign companies, which provide BIA students with the opportunity to additionally acquire not only academic knowledge, but also practical knowledge, examples of good practice, insight into the specifics of industry work abroad, thus ensuring significant knowledge and experience in the context of professional higher education.

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

Since 2006, the European Commission has awarded the Baltic International Academy the Erasmus University Charter and the Erasmus Code LVRIGA28. (The Academy has received **ERASMUS University Charter**, which allows it to participate in the [Erasmus mobility programme](#), which has signed more than 130 cooperation agreements between EU universities in the 24 EU countries. The Erasmus+ programme provides an opportunity to organise student training and traineeship exchanges and facilitates the organisation of teacher mobility activities. Students are actively taking advantage of the opportunity to participate *in the ERASMUS programme, which is the most popular student exchange programme in Europe*. The majority of students who use this programme are day department students, as this programme is not as popular among part-time students due to their workload. Participation in the ERASMUS sub-programme of the European Lifelong Learning Programme gives the Academy the opportunity to develop in a single European context, incl. ensures exchanges of teaching staff and students between European countries, as well as gives teaching staff greater opportunities for mobility in the common European Union university area. BIA faculty members generally do not face significant barriers to Erasmus+ mobility, funding is

sufficient, language skills of faculty members are adequate, and BIA international liaison officers provide support in planning and organising visits when needed.

Mechanisms for attracting international students: information on the "WEB site for international students" on the BIA website[1]; student scouting agents; international education shows in specific target countries to promote higher education opportunities at the BIA; electronic and paper brochures; current students and alumni. In addition, social media accounts of the university in Facebook, Instagram, Youtube, and on other platforms are actively used.

International students have access to all information electronically, visa support is provided if necessary. All international students have the same rights as local students. Mechanisms for attracting foreign academics: EURAXESS Latvia Contact Point Network[2], personal contacts of BIA academic staff; Participation in conferences. Access to infrastructure is provided to the same extent as for local staff. Visa support is provided as needed.

Analysing the external mobility of students in the study direction "Hotel and Restaurant Service, Tourism and Recreation Organisation" within the framework of the ERASMUS exchange programme, it was concluded that during the period from the academic year 2016/2017 to the academic year 2022/2023, 58 students had left Latvia for studies and internships. Their main goal was not only to learn, but also to acquire the principles of professional activity, communication skills and aspects of intercultural communication.

During the internship, students acquired theoretical and practical knowledge in their future profession, as well as the skills to reasonably discuss problems and their solutions, developed the skills to independently obtain, select, analyse information, present it, work in a team. During the internship, students developed the skills to choose scientific research methods and justify them. In general, during the internship, students mastered principles of professional activity, communication skills, aspects of intercultural communication, as well as the ability to assess one's competence in accordance with the purpose of the internship. All internships are carried out under the supervision of the internship supervisor.

During mobility, the recognition of study courses is carried out on the basis of the BIA "Regulation on ERASMUS+ Programme Mobility for Students and Employees of the Baltic International Academy". Within 10 days of returning, students must submit to their Academy's ERASMUS+ programme coordinator a Transcript of Records and a certificate of completion of study mobility issued by the Erasmus+ programme coordinator of the partner university. The director of the relevant study programme and an employee of the study department, on the basis of the received copies of documents and an application for the transfer of study courses, perform the transfer of the acquired study courses and credit points by drawing up a relevant order. According to the credit transfer and accumulation system established by the European Union, the student must be credited for the entire study period after the ERASMUS+ programme - all study courses successfully completed at the partner university. In case the student has successfully completed at the partner university the free elective block study courses agreed during the study mobility, which were not provided for in the corresponding study programme of the Academy, the director of the given programme submits to the employee of the study department the appropriate documents for the implementation of changes to the study programme for the student who has returned from the studies of the ERASMUS+ programme, for further accounting of the respective study courses. If the total number of study courses completed or the number of credit points exceeds the number provided for in the signed study agreement, the director of the relevant study programme takes a decision on the recognition of the exceeded credit points and provide information to the employee of the study department of the Academy/partner university. If a student has not completed all the study courses provided for in the study mobility programme and the study agreement, he or she

must pass the corresponding study courses within the time periods determined by the director of the relevant study programme of his or her higher education institution. If the total number of study courses completed or the number of credits is less than 30 CP per semester or 60 during an CP study year, the director of the relevant study programme may decide to transfer the student to the next semester, determining the list of study courses and their amount that the student will have to take according to the individual plan and the deadlines for completing the given study courses.

Several international students whose place of residence is outside Latvia are currently studying in the study direction, but the specifics of the available study support (virtual environment, study materials, online communication of academic and administrative staff, contact hours, consultations) provide a full-fledged opportunity to get an education while outside Latvia and studying in e-studies.

Within the framework of academic mobility, during the period from the academic year 2016/2017 to the academic year 2022/2023, 22 international students from various universities in Kazakhstan and 2 students from Pushkin Leningrad State University (Russia) studied at the Baltic International Academy. In the 2018/2019 academic year, 3 students from the Federal State Budget higher education institution "Vyatka State University" had graduated from the interuniversity programme.

From 2017 to 2020, annual BIA organised summer schools in the field of tourism and hospitality, where students from Kazakhstan, Kyrgyzstan, Russia, Belarus, Georgia, Poland, Ukraine took an active part.

The admission of international students under the ERASMUS+ programme is carried out on the basis of and in accordance with the signed bilateral agreements. International students studying at foreign universities with which the Academy does not have an interuniversity agreement on exchange or a bilateral agreement within the framework of the ERASMUS+ programme may participate in exchange programmes as free-listeners by independently submitting an application for the wish to study at the Academy for one semester or one academic year, submitting all the necessary documents and approving the list of subjects for the appropriate study period. Information on the opportunities and conditions for participation in the ERASMUS+ programme is available on the BIA website.

During the academic year 2016/2017 to the academic year 2022/2023, 47 international students studied under the ERASMUS programme in the study direction "**Hotel and Restaurant Service, Tourism and Recreation Organisation**". The largest number of students came from Turkey (22 students), the Czech Republic (7 students), Portugal (6 students), Spain (5 students). The most active was the 2017/2018 academic year (24 students), the smallest number of students was in the 2019/2020 academic year (1 student) due to the Covid19 pandemic.

Every year, short-term priorities for the implementation of mobility are determined at the management level - including the planned number of foreign guest lecturers, represented sectors, countries, etc. The Academy has established a stable network of collaborative universities, the professionals of which are regularly addressed for guest lectures to the students of the Academy.

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

Within the framework of international cooperation, delegations of foreign affiliated higher education institutions and other institutions regularly visit the Academy, who share their work experience and are interested in getting acquainted with the work done by the Academy. The discussions draw

lessons that allow us to improve the work of the Academy. The number of visiting teachers has increased, which contributes to international cooperation in study and research work, the development of professional skills and personal growth in the face of foreign experience, which is later reflected both in the motivation of students and in the quality of academic work. For the mobility of foreign teaching staff and students, see the Annex.

It is planned to involve BIA's academic staff, study programme managers more actively in attracting foreign academic staff, using their contacts in Europe and beyond European borders. As specialists in the fields who are also actively involved in projects and creative activities outside Latvia, they are able to recommend candidates for mobility, moreover, they are familiar with the content of study courses, which makes it easier to match the lectures of a foreign guest lecturer with the knowledge of the students of the Academy and the study courses to be taken.

Each lecturer who works in the study direction has the opportunity to promote his or her internationally organised competence not only by actively participating in international conferences with papers, but also to participate in international mobility by lecturing at foreign universities, including within the framework of the international mobility programme Erasmus.

Erasmus+ programme mobility in relation to teaching staff at BIA is implemented in the following directions:

- outgoing mobility of teacher and staff development between EU programme countries as well as inter-programme and partner countries;
- incoming mobility of teaching and staff development between EU programme countries, as well as between programme and partner countries.

Erasmus+ mobility:

- Provides quality educational opportunities and helps to better prepare future specialists in the economic, financial and business fields;
- Ensures the fulfilment of the requirements for the preparation of highly qualified specialists by attracting academic staff from partner universities and personnel from industry companies abroad;
- Promotes the exchange of knowledge and experience of pedagogical methods.

The evaluation of Table 2.27 concludes that 32 mobility visits to partner universities took place between 2016/2017 and 2022/2023. This shows that every year there have been several lecturers on mobility visits, incl. attended conferences, participated in symposia, lectured. It can be noted here that during mobility visits, BIA teaching staff have more often gone to countries such as Lithuania, Poland, Cyprus.

The characteristics of the mobility of the teaching staff involved in the implementation of the study direction during the reporting period are reflected in the Annex.

On the other hand, mobility participants from partner universities come to BIA every year in the mobility for the development of guest lecturers and guest staff. The results of Table 2.28 show that during the given reporting period, 18 mobility participants from partner universities have arrived at BIA for the development of visiting lecturers and guest staff. The mobility of guest lecturers and guest staff improvement at BIA is related to their participation in conferences, symposia, reading lectures, conducting seminars, organising and conducting creative workshops, as well as promoting cooperation in the development of scientific research. It can be noted here that visiting lecturers and visiting staff from countries such as Lithuania, Poland, Turkey, etc. have come to the Baltic International Academy for mobility visits more often.

The difficulties encountered by the Academy in the mobility of teaching staff are related to the high

degree of busyness of the lecturers in the study process, which does not always show the possibility of going out during the study period, as well as to subjective reasons (state of health, poor knowledge of foreign languages, family circumstances, etc.). During the reporting period, foreign teaching staff actively participated in the BIA study process, the characteristics of the mobility of which are reflected in the Annex.

[1] <https://inter.bsa.edu.lv/>

[2] <https://bsa.edu.lv/index.php/en/international/euraxess.html>

## **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.**

By summarising the recommendations provided by experts in the previous accreditation of the study direction, a plan for the implementation of expert recommendations had been developed, the implementation of which had already been started in the 2016/2017 academic year. The main activities of the Academy for the implementation of the plan were related both to the improvement of study programmes and the study process, as well as to the improvement of the material and technical base in the study process.

During the reporting period, BIA students were provided with access to the MOODLE platform, subject descriptions and other materials were developed and posted, to achieve the results of the necessary study programmes and study courses.

\*In compliance with the expert recommendation on the provision of leisure activities for students, the following measures were taken:

In 2017/2018, with the direct participation of students, the student scientific research club COLUMB was established, which was focused on solving business problems, project development, cooperation with business structures. Students presented papers at scientific practical conferences, developed scientific articles, participated in various master classes. During the COVID19 pandemic, many events were suspended, in 2022/2023 the scientific research work of students was renewed;

- students organised Faculty Days, in which graduates of the direction took an active part, as well as students of other faculties were happy to attend this event;
- the event "The Last Bell" was regularly conducted, which was organised by 1st year students specially for graduates of the direction;
- meetings with Latvian writers were organised with the aim of getting acquainted with modern literature;
- regular meetings were held with representatives of the tourism and hospitality industry - guides, travel agencies, hotel managers and employees, representatives of catering services;
- students of the direction regularly participate in the organisation of various art exhibitions in the premises of BIA;

- students of the direction regularly participate in the organisation of the city event "Count of May";
- before the COVID19 pandemic, students regularly participated in the organisation and work of various summer schools;
- students of the direction regularly participate in the performance of various quests and role-playing games in the premises of BIA;
- students of the direction regularly participate in competitions for the best thematic design of the restaurant table.

Due to the COVID19 pandemic, many measures were suspended.

\*\*The following measures are planned for BIA students and academic staff to improve their English language skills:

- Introductory test for 1st year students with the aim of dividing students into small groups according to the level of English language proficiency, in order to apply the requirements of the course "Business English" according to the level of English proficiency to achieve the objective of the study course;
- Students with a low level of English language proficiency are offered opportunities to improve their knowledge by organising additional English language courses;
- For better English language learning practices from the 1st semester, at least one course of study (eg. Business Communication and Professional Ethics) is offered in English with the possibility to receive a consultation from a lecturer in Latvian for an hour and a half;
- The capacity for incoming mobility of academic staff is being strengthened, and students are offered lectures in English by foreign lecturers every semester of study with the aim of helping students develop their English language skills;
- Academic staff with the aim of improving their English language skills have opportunities for outgoing mobility within the framework of the ERASMUS+ programme, with insufficient level of English language proficiency, opportunities are offered to improve their knowledge by organising additional English language courses in BIA premises;
- Before allowing a teacher to teach his or her course of study in English, the Department of Foreign Languages of BIA conducts internal English testing for obtaining an ECL certificate, thus confirming the teacher's knowledge of English at not lower than level B2.

In the direction, close cooperation with employers takes place: managers of the tourism and hospitality industry (travel agencies, hotels, restaurants) provide assistance to students of the direction, offering them internships and jobs or providing recommendations, helping to conduct an analysis of the company's activities during the internship, perform as experts in diploma and master's theses. Managers of companies in the tourism and hospitality industry often offer final work topics. The committees for the defence of the final works of the direction in different school years were attended by:

- General Director of travel company "One Travel";
- Director of travel company "PRO Travel";
- Director of travel company "Poetics";
- General Director of travel company "Nikos Travel";
- Head of Baltic Travel Group;
- Chairman of the Board of the Association of Tourist Accommodations of Latvia "Travel Latvia";
- Executive Director of the Hotel and Restaurant Association of Latvia (AHRL) etc.

Unfortunately, due to the COVID19 pandemic, many hotels and restaurants were closed.

In general, it can be concluded that in the previous evaluation the recommendations provided by the experts had a significant impact on the quality of studies and helped to improve the study process in the study direction and its corresponding study programmes.

**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	1. Organizational chart.pdf	BSA struktūra.pdf
II - Description of the Study Field - 2.1. Management of the Study Field		
Plan for the development of the study field (if applicable)	2.1.2. Study direction development plan.docx	2.1.2.. Studiju virziena attīstības plāns LV.docx
The management structure of the study field	BSA Management system ENG LINKI v2023-10-10.pdf	BSA pārvaldības sistēma LINKI v2023-10-10.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.	Agreement on cooperation with Turiba 56-2020.docx	Līgums par sadarbību ar Turiba 56-2020.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.	Fulfillment of obligations Tourism.pdf	Saistību izpilde Tūrisms_LV.pdf
Standard sample of study agreement	2.1.4. AGREEMENT_TV_V.docx	2.1.4. Līgums_BAK_TV_V LV_ENG.docx
II - Description of the Study Field - 2.2. Efficiency of the Internal Quality Assurance System		
Analysis of the results of surveys of students, graduates and employers	2.2.4. Analysis of student survey results add.docx	2.2.4_Aptauju_rezultatu_analize.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	2.3.7. Teaching staff of study direction.xlsx	2.3.7.Studiju_virziena_macibspeks.xlsx
Biographies of the teaching staff members (Curriculum Vitae in Europass format)	CV_ENG.7z	CV_LV.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.	knowledge of national languages.edoc	par valsts valodu zināšanas_2023 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)	knowledge of the English language.edoc	par angļu valodas ENG plūsmā_zināšanas.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.	2.4.4 Summary of quantitative data.docx	2.4.4. Kvantitatīvo datu apkopojums_lab.docx
List of the publications, patents, and artistic creations of the teaching staff over the reporting period.	2.4.4_Ac_staff_publication.xlsx	2.4.4_Ak_personala_publicācijas.xlsx
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.xlsx	Sadarbības līgumu saraksts.xlsx
Statistical data on the teaching staff and the students from abroad	2.5. Statistics on foreign students and teaching staff.docx	2.5. Statistikas dati par ārvalstu studējošajiem un mācībspēkiem.docx
Statistical data on the incoming and outgoing mobility of students (by specifying the study programmes)	2.5. Statistics on outgoing and incoming student mobility.docx	2.5. Statistikas dati par studējošo izejošo un ienākošo mobilitāti_labots_LV.docx
Statistical data on the incoming and outgoing mobility of the teaching staff	2.5. Statistics on outgoing and incoming mobility of teaching staff.docx	2.5. Statistikas dati par mācībspēku ienākošo un izejošo mobilitāti_LV.docx
II - Description of the Study Field - 2.6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Report on the implementation of the recommendations received both in the previous accreditation and in the licensing and/ or change assessment procedures and/ or the procedures for the inclusion of the study programme on the accreditation form of the study field.	3 ANNEX_Expert_Recommendation_fulfillment (1).docx	3_PIELIKUMS_Ekspertu_rekomendāciju_izpilde (1).docx
An application for the evaluation of the study field signed with a secure electronic signature	Application BIA_20.01.2024.edoc	Akreditācijas iesniegums_20.01.24.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)		
<b>III - Description of the Study Programme - 3.4. Teaching Staff</b>		
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
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 no 29.11.21.pdf
Pielikums Nr.3 BSA zin.institucija aplieciba.jpg	Pielikums Nr.3 BSA zin.institucija aplieciba.jpg
Pielikums Nr.4 BSA_akred.lapa.jpg	Pielikums Nr.4 BSA_akkred.lapa (1).jpg
Pielikums Nr.7 BSA izdevumi zinatnei.docx	Pielikums Nr.7 BSA izdevumi zinatnei 22.04.2022.docx
Pielikums Nr.8 BSA izdevumi.docx	Pielikums Nr.8 BSA izdevumi 22.04.2022.docx
Pielikums Nr.9 Finanšu stabilitates rādītāji.docx	Pielikums Nr.9 Finanšu stabilitates rādītāji 01.07.2022.docx
Pielikums Nr.6 BSA ieņemumi.docx	Pielikums Nr.6 BSA ieņemumi 22.04.2022.docx
Pielikums Nr.5 Stud_programmas.docx	Pielikums Nr.5 Stud_program. uz 01.09.2023.docx
2.1.4. PAPILDUS INOFRMĀCIJA PAR KREDĪTPUNKTU PIELĪDZINĀŠANU BSA.doc	2.1.4. PAPILDUS INOFRMĀCIJA PAR KREDĪTPUNKTU PIELĪDZINĀŠANU BSA.doc
2.1.4. Additional information on CP transfer_ENG.docx	2.1.4. Additional information on CP transfer_ENG.docx
2.5.3.Study in Latvia.pdf	2.5.3.Study in Latvia.pdf
Līgums par sadarbību ar Turiba 56-2020.pdf	Līgums par sadarbību ar Turiba 56-2020.pdf
2.1.2. SVID analīze.docx	2.1.2. SVID analīze.docx
2.1.2. SWOT analysis .docx	2.1.2. SWOT analysis .docx
2.4.1. Zinātnisko pētījumu virzieni.docx	2.4.1. Zinātnisko pētījumu virzieni.docx
2.4.1. Scientific research directions.docx	2.4.1. Scientific research directions.docx
2.6.1. rekomendāciju izpilde.docx	2.6.1. rekomendāciju izpilde.docx
2.6.1. recommendations provided.docx	2.6.1. recommendations provided.docx
2.4.4_Daliba_konferences.xlsx	2.4.4_Daliba_konferences.xlsx
2.4.4_Daliba_konferences_ENG.xlsx	2.4.4_Daliba_konferences_ENG.xlsx
2.4.4_Daliba_projektos.xlsx	2.4.4_Daliba_projektos.xlsx
2.4.4_Daliba_projektos_ENG.xlsx	2.4.4_Daliba_projektos_ENG.xlsx
2.5.3.Internacionalizacija projects.xlsx	2.5.3.Internacionalizacija projects.xlsx
2.5.3.Internacionalizacija projects ENG.xlsx	2.5.3.Internacionalizacija projects ENG.xlsx
2.1.2. SVID analīze 17.01.24.docx	2.1.2. SVID analīze 17.01.24.docx
2.1.2. SWOT analysis 17.01.24.docx	2.1.2. SWOT analysis 17.01.24.docx

Pedagogu darba samaksa 11012024.pdf	Pedagogu darba samaksa 11012024.pdf
1.4. Absolventu aptauja.docx	1.4. Absolventu aptauja.docx
1.4.GRADUATE SURVEY.docx	1.4.GRADUATE SURVEY.docx
2.5.3. Internacionalizācija ārvalstu stud. un akad.personāls.xlsx	2.5.3. Internacionalizācija ārvalstu stud. un akad.personāls.xlsx
2.5.3. Internationalization in foreign studies. and academic staff.xlsx	2.5.3. Internationalization in foreign studies. and academic staff.xlsx
2.5.3.Internacionalizacija akad.pers.xlsx	2.5.3.Internacionalizacija akad.pers.xlsx
2.5.3. Internationalization in Acad. staff.xlsx	2.5.3. Internationalization in Acad. staff.xlsx
1.1. Updated_Application_BIA_12.02.2024.edoc	Updated_Application_BIA_12.02.2024.edoc
1.2. Updated_Application_BIA_12.02.2024.docx	Updated_Application_BIA_12.02.2024.docx
1.3. Precizets_Iesniegums_BIA_12.02.24.edoc	Precizets_Iesniegums_BIA_12.02.24.edoc
1.4. Precizets_Iesniegums_BIA_12.02.24.docx	Precizets_Iesniegums_BIA_12.02.24.docx
2.1. Studejoso-Pasparvaldes_budzets_LV.pdf	Studejoso-Pasparvaldes_budzets_LV.pdf
2.2. Studejoso-Pasparvaldes_darbiba_LV.pdf	Studejoso-Pasparvaldes_darbiba_LV.pdf
2.3. Studejoso-Pasparvaldes_Nolikums_LV.pdf	Studejoso-Pasparvaldes_Nolikums_LV.pdf

# Tourism and Hospitality Management (42812)

Study field	<i>Hotel and Restaurant Service, Tourism and Recreation Organisation</i>
ProcedureStudyProgram.Name	<i>Tourism and Hospitality Management</i>
Education classification code	42812
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>Caurkubule</i>
E-mail of the study programme director	<i>zcaurkubule@inbox.lv</i>
Title of the study programme director	<i>Dr.sc.ing, profesore</i>
Phone of the study programme director	<i>67100231</i>
Goal of the study programme	<i>The goal of the study program is to provide knowledge in the fields of tourism and hospitality management according to the current market demands, maintaining quality of studies in accordance with European education standards, which are able to strategically and analytically solve the problems of tourism and hospitality management, develop personality of students and provide the opportunity to obtain a professional qualification with the right to continue Master's studies</i>
Tasks of the study programme	<ul style="list-style-type: none"> <li><i>• To provide knowledge acquisition in the field of tourism and hospitality by developing students' understanding of the tourism and hospitality sector and its relation to sustainable national development, its scientific and practical management, ensuring the link between theoretical knowledge and practical skills;</i></li> <li><i>• To develop students' skills and competences in accordance with the set objectives and professional standards, to develop skills and competences necessary for the modern labour market - to work in an international team, to acquire and improve professional foreign language, to develop and improve skills in using the latest multimedia and computer technologies, to develop communicative skills, ability to think critically, make decisions and take responsibility;</i></li> <li><i>• To promote the qualification of academic staff in scientific and research work, participation in conferences, preparation of publications, participation in research and projects;</i></li> <li><i>• To provide students with the opportunity to apply the acquired theoretical knowledge and gain professional experience by working in tourism and hospitality enterprises during internships in Latvia and abroad, to develop students' motivation for further education and systematic improvement of their professional qualifications;</i></li> <li><i>• Continue cooperation with other Latvian, EU and foreign universities (student exchange, guest lecturers, organisation of seminars and conferences), participation in the work of tourism professional organisations and associations.</i></li> </ul>

Results of the study programme

*Knowledge and understanding:*

- *Ability to acquire general and specialised knowledge specific to the profession of manager of tourism services at the level of perception (P), understanding (UN) and use (U), ability to demonstrate a critical understanding of key concepts, theories and patterns in tourism and hospitality at global and regional level.*

*Skills:*

- *Able to understand and evaluate development trends and regularities of tourism and hospitality in Latvia and the world, practically and responsibly solve current tourism and hospitality problems;*

- *Able to perform the professional tasks of a manager of tourism services and find innovative solutions using the acquired knowledge and skills; work out a company development strategy, an effective company operating model, develop and manage projects, organise and manage the human, informational and financial resources and processes necessary for the company's operation, evaluate results of economic activity and use them in decision-making within the professional competence of the manager of tourism services and hospitality company;*

- *Able to work in an interdisciplinary team, shows initiative and creativity. Able to apply foreign language, communication and interaction skills when working in a multicultural environment and using different sources of information;*

- *Able to conduct research activities and applied studies, interpret and analyse their results; present the results of own research, express own opinion with arguments and defend it; independently structure learning, promote their own and subordinates' further learning and professional development.*

*Competencies:*

- *Able to collect, analyse and evaluate performance indicators of the tourism and hospitality company, interpret the obtained data using statistics and other scientific research methods, find creative solutions and provide reasoned proposals for improving the company's operation, making decisions and solving problems;*

- *Able to understand the basic principles of professional ethics according to the Global Tourism Code of Ethics of the UN World Tourism Organisation and evaluate the impact of their professional activities on the environment and society; to observe principles of ethics in various communication situations and in intercultural communication, to freely use foreign languages to be learned in communication with foreign partners within the framework of professional activity; to ensure active and effective participation in creating social dialogue in society;*

- *Able to understand and apply legal norms of Latvian and international laws in their work; able to orientate themselves in the requirements of regulatory acts in the professional field; perform work tasks in compliance with labor legal relations and labor protection requirements, as well as the requirements of civil protection and environmental protection regulatory acts;*

- *Able to use modern information technologies in their professional activity; find, systematise and analytically describe information, use information databases; use language knowledge in information gathering, research, analysis; plan operation of the company with the use of information technology.*

Final examination upon the completion of the study programme	<i>Diploma Thesis</i>
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## 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 degree in tourism and hospitality business</i>
Qualification to be obtained (in english)	<i>Manager of Tourism Services</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	<i>4</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>240</i>
Admission requirements (in English)	<i>Secondary education and in English at least B2 level</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor degree in tourism and hospitality business</i>
Qualification to be obtained (in english)	<i>Manager of Tourism Services</i>

### 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	<i>Part time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>5</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 degree in tourism and hospitality business</i>
Qualification to be obtained (in english)	<i>Manager of Tourism Services</i>

**Places of implementation**

<b>Place name</b>	<b>City</b>	<b>Address</b>
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.**

### **Characterising parameters of the study program "Tourism and Hospitality Management".**

<i>Name of the study program</i>	<b>Tourism and hospitality management</b>	
<i>Name of the study program in English</i>	<b>Tourism and Hospitality Management</b>	
<i>Study program code according to Latvian education classification</i>	<b>42812</b>	
<i>Type and level of study program</i>	<b>Professional bachelor study program</b>	
<i>Obtainable qualification level (NKI/EKI)</i>	<b>6th level</b>	
<i>Scope of the study program (CP)</i>	<b>240 CP</b>	
<i>Form, type, duration (if not round years, indicate in months) and language of implementation</i>		
<i>full-time in person studies</i>	4 years	Latvian and English
<i>part-time in person</i>	4 years 5 months	Latvian
<i>Place of implementation</i>	Baltic International Academy Lomonosova Street 4, Riga, LV-1003	
<i>Director of the study program</i>	prof., <i>Dr.sc.ing.</i> , Žanna Caurkubule	
<i>Awarded degree and professional qualification</i>	<b>Professional Bachelor's Degree</b> in Tourism and Hospitality Business Professional <b>qualification</b> - Manager of Tourism Services	
<i>Opportunities for continuing studies</i>	The professional bachelor's degree gives the right to continue education in an academic master's study program or a professional master's program, if the admission requirements for the relevant master's study program have been met, which include appropriate prior knowledge for successful completion of this study program	
<i>The study program of another university in which, in the event of the closure of the study program, provides students with the opportunity to continue their education</i>	Business University Turība (BAT) professional bachelor's study program "Management of companies in the tourism and hospitality industry"	

The Baltic International Academy has a lot of experience in implementation of the professional bachelor's program "Tourism and Hospitality Management" - from 2008, a license was received for implementation of the professional study program "Tourism and Hospitality Management" with the professional qualification - manager of a tourism and hospitality company.



In 2017, within the framework of state accreditation, the professional study program "Tourism and Hospitality Management" of the "Hotel and Restaurant Service and Tourism and Leisure Organisation" field of study was accredited for six years.

In preparation for the field of study evaluation procedure, the study program content was reviewed and adapted to the latest and most relevant tendencies in the tourism and hospitality field. According to the new professional standard and in accordance with the recommendations received during the previous evaluation, current trends in the field, surveys of graduates and recommendations of students, the following changes and clarifications have been made since the previous accreditation sheet for the field of study was issued:

- in the second-level professional higher education study program "**Tourism and Hospitality Management**", the aim, objectives and study outcomes of the study programme were specified;
- the professional qualification to be granted - Manager of Tourism Services - has been updated in line with the new professional standard;
- new study courses ("Introduction to Studies and Profession", "Theory and method of scientific and study work", "Introduction to Entrepreneurship", "Introduction to Marketing", "Applied Informatics", "Cultural Tourism and Cultural Discourse", "Strategic Management", "Social Entrepreneurship") are added;
- some courses have had name changes and course descriptions have been revised to reflect the change in course name:

<i>Old name of a study course</i>	<i>New name of a study course</i>
Management in Tourism and Hospitality II: Corporate Culture	Corporate culture in tourism and hospitality
Management in Tourism and Hospitality III: Human Resources Management	Human resources management
Management in Tourism and Hospitality IV: Service Management and Quality Assurance Management	Quality Management
Statistical methods in tourism	Fundamentals of mathematics and statistics
Marketing im Tourism and Hospitality II: Research methods in marketing	Marketing Research
Marketing im Tourism and Hospitality III: Strategic Marketing Communications	Marketing Communications Management in Tourism
Tourism in the Structure of International Economy	World Market for Tourism Services and International Economic Relations
English language in tourism	Professional English in Tourism
Accountancy basics	Accounting and Taxation

Communications in multicultural environment	Interpersonal communication
Digital marketing in tourism	E- marketing
Latvian language	Professional Latvian in Tourism
Business communication	Business Communication and Professional Ethics
Sociology of culture	Sociology
Social psychology	Psychology
The system approach to management of the organization	Introduction to management

- for some study courses, a change of credit points has been made, in particular by aligning the CP with the European Credit Transfer System (ECTS) credit points, in accordance with [Article 1.8 of the Law on Higher Education Institutions](#) and [Cabinet Regulation No.305 \(LV only\)](#);
- in line with the recommendations received during the previous evaluation, the number and duration of internships were revised, as well as the BIA Internship Regulations, the concept of professional internships, methodological guidelines and internship programmes were revised and updated;
- in accordance with Article 56 of the Law on Higher Education Institutions, BIA no longer admits students and does not implement study programmes in Russian, therefore the Russian language option is not presented for evaluation, but continues to implement the study programme in the national and English languages.

The changes in the content and layout of the study programme are aimed at integrating the latest theoretical knowledge, information technology tools, practical training for developing creativity and innovation, and digital skills. The results of the mapping show that the study courses that make up the content of the programme enable the achievement of all the programme outcomes. Thus, it can be considered that the study programme is designed in a structured and sequential manner, so that students are able to master the course content in a logical order, achieve the aims and objectives of the programme and the defined learning outcomes.

The following changes and clarifications were made in the parameters characterising the program of the second-level professional higher education study program "Tourism and Hospitality Management" since the previous accreditation sheet for the field of study was issued:

Table 3.2.

### **Changes, clarifications and updating of parameters of the professional study program "Tourism and Hospitality Management".**

Changes, clarifications and updating of the study program parameters	Study program parameters of the previous accreditation period
Degree to be obtained	
Professional bachelor's degree in tourism and hospitality business	Bachelor's Degree in Tourism and Hospitality Business
The goal of the program - PG	

The goal of the professional bachelor's study program is to provide knowledge in the fields of tourism and hospitality management according to the current market demands, maintaining quality of studies in accordance with European education standards, which are able to strategically and analytically solve the problems of tourism and hospitality management, develop personality of students and provide the opportunity to obtain a professional qualification with the right to continue Master's studies.

The main goal of the professional bachelor's study program: to ensure high-quality preparation of professional specialists that are able to perform managerial and organisational work in various organisations in the tourism and hospitality sector, as well as in institutions dealing with organisation and development of tourism and recreation in Latvian and international market.

Program tasks - PT

- To provide knowledge acquisition in the field of tourism and hospitality by developing students' understanding of the tourism and hospitality sector and its relation to sustainable national development, its scientific and practical management, ensuring the link between theoretical knowledge and practical skills (PT1);
- To develop students' skills and competences in accordance with the set objectives and professional standards, to develop skills and competences necessary for the modern labour market - to work in an international team, to acquire and improve professional foreign language, to develop and improve skills in using the latest multimedia and computer technologies, to develop communicative skills, ability to think critically, make decisions and take responsibility. (PT2);
- To promote the qualification of academic staff in scientific and research work, participation in conferences, preparation of publications, participation in research and projects (PT3);
- To provide students with the opportunity to apply the acquired theoretical knowledge and gain professional experience by working in tourism and hospitality enterprises during internships in Latvia and abroad, to develop students' motivation for further education and systematic improvement of their professional qualifications (PT4);
- Continue cooperation with other Latvian, EU and foreign universities (student exchange, guest lecturers, organisation of seminars and conferences), participation in the work of tourism professional organisations and associations (PT5).

- To ensure knowledge of the humanities, social sciences, natural sciences, information technology, management sciences and theoretical foundations of the tourism industry corresponding to the tourism and hospitality industry;
- To cultivate the skills and abilities needed in the modern labor market work in an international team, carry out research and independent work, project development and implementation, develop communicative skills, the ability to think critically, make decisions and take responsibility;
- To promote scientific activity of lecturers and students, participation in conferences, preparation of publications, participation in research and projects;
- To provide connection between theoretical knowledge and practical skills;
- To learn and improve the professional foreign language necessary for professional activities in the field of tourism and hospitality;
- To develop and improve skills in the use of the latest multimedia and computer technologies;
- To develop students' analytical thinking and creative abilities with the help of modern teaching methods;
- To develop cooperation with tourism companies, state and local government institutions, as well as with non-governmental organisations;
- To provide the opportunity to gain professional experience by working in tourism and hospitality companies during internships in Latvia and abroad;
- To create students' motivation for further education and systematic improvement of professional qualifications in order to keep up with the latest Latvian and foreign periodicals, educational and theoretical literature in professional, social and humanitarian sciences;
- To continue cooperation with other universities of Latvia, the EU and other countries (student exchange, guest lecturers, organisation of seminars and conferences), participation in the work of tourism professional organisations and associations.
- To continue cooperation with other Latvian, EU and other universities (student exchange, guest lecturers, organisation of seminars, conferences and summer schools).

Achievable study results - SR

**Knowledge and understanding:**

Ability to acquire general and specialised knowledge specific to the profession of manager of tourism services at the level of perception (P), understanding (U) and use (U), ability to demonstrate a critical understanding of key concepts, theories and patterns in tourism and hospitality at global and regional level (SR1).

**Skills:**

- Able to understand and evaluate development trends and regularities of tourism and hospitality in Latvia and the world, practically and responsibly solve current tourism and hospitality problems (SR2);
- Able to perform the professional tasks of a manager of tourism services and find innovative solutions using the acquired knowledge and skills; work out a company development strategy, an effective company operating model, develop and manage projects, organise and manage the human, informational and financial resources and processes necessary for the company's operation, evaluate results of economic activity and use them in decision-making within the professional competence of the manager of tourism services and hospitality company (SR3)
- Able to work in an interdisciplinary team, shows initiative and creativity. Able to apply foreign language, communication and interaction skills when working in a multicultural environment and using different sources of information (SR4)
- Able to conduct research activities and applied studies, interpret and analyse their results; present the results of own research, express own opinion with arguments and defend it; independently structure learning, promote their own and subordinates' further learning and professional development (SR5)

**Competencies:**

- Able to collect, analyse and evaluate performance indicators of the tourism and hospitality company, interpret the obtained data using statistics and other scientific research methods, find creative solutions and provide reasoned proposals for improving the company's operation, making decisions and solving problems ( SR6) ;
- Able to understand the basic principles of professional ethics according to the Global Tourism Code of Ethics of the UN World Tourism Organisation and evaluate the impact of their professional activities on the environment and society; to observe principles of ethics in various communication situations and in intercultural communication, to freely use foreign languages to be learned in communication with foreign partners within the framework of professional activity; to ensure active and effective participation in creating social dialogue in society. (SR7)
- Able to understand and apply legal norms of Latvian and international laws in their work; able to orientate themselves in the requirements of regulatory acts in the professional field; perform work tasks in compliance with labor legal relations and labor protection requirements, as well as the requirements of civil protection and environmental protection regulatory acts (SR8)
- Able to use modern information technologies in their professional activity, find, systematise and analytically describe information, use information databases; use language knowledge in information gathering, research, analysis; plan operation of the company with the use of information technology (SR9)

**Planned results of the program:**

**Knowledge:** understands and is able to interpret theoretical and practical aspects of tourism and hospitality on a global and regional scale; demonstrates understanding of tourism organisational structures and business; understands the essence of creating and managing a tourism product; using the acquired knowledge, is able to conduct research, develop industry and company development solutions, taking into account the principles of sustainable development.

**Skills:** Graduates of the program, applying the acquired knowledge in the field of tourism and hospitality, the theory of commercial management, able to practically and responsibly solve current problems of tourism and hospitality. Able to work in an interdisciplinary team, shows initiative and creativity. Able to apply foreign language, communication and interaction skills while working in a multicultural environment.

**Competences:** Independently formulates and critically evaluates professional problems of the tourism industry and companies. Independently acquires new knowledge and skills in order to be able to comprehensively and inclusively analyse current affairs of the industry. Demonstrates an understanding of the impact of tourism and hospitality industry on the environment and society in his/her activities, acts responsibly in accordance with the Global Tourism Code of Ethics of the UN World Tourism Organisation. A student who has successfully completed the program is a qualified manager in the field of tourism and hospitality, characterised by the following competencies:

**Cultural competences:**

- to know the most important facts of history, geography and culture in the countries that are considered to be the most important tourist cities;
- to accumulate and improve experience in intercultural communication;
- to treat with understanding and respect the national and cultural characteristics of the interlocutor, be able to respect these factors in communication;
- to ensure orientation in the current affairs of his/her country and the world.

**Communicative competences:**

- to observe etiquette in various contact situations;
- to treat the communication partner with respect and kindness;
- to be able to communicate with clients and colleagues;
- to learn the basics of oratory and public speaking art;
- to improve his/her speaking skills.

**Language competences:**

- to be able to use at least two foreign languages learned within the scope of professional activity;
- be able to read specialised literature in foreign languages;
- to be able to prepare a presentation for foreign partners;
- to be able to work with foreign clients in the field of hospitality;
- to be able to communicate freely with representatives of other cultures.

**Study competences:**

- to be able to use geographical maps and atlases, reference collections, encyclopedias, different types of dictionaries, as well as all internet options;
- to be able to find and use the necessary information within the scope of professional activity;
- to manage different ways of training and developing memory;
- to be able to supplement his/her knowledge of economy, politics and culture, regional geography, using various sources of information;
- to be able to select and systematise information necessary for work;
- to participate in professional contexts, as well as seminars and conferences dedicated to current affairs and problems of tourism.

**Management competences: Business process management**

- tourism business management and ability to manage changes in tourism business development, detailed knowledge of business processes;
- human resource management;
- formation of an effective management team, the ability to organise constructive mutual relations inside and outside the team, the ability to delegate one's powers and control achievement of necessary results, the ability to lead negotiations and convince other people of one's position.
- personality self-development
- self-discipline and organisation, responsibility, ability to make decisions in changing conditions.

General and professional skills required by the "Tourism and Hospitality Management" program are as follows:

**Intellectual skills** - ability to receive information from electronic and printed resources, systematise and explain it. Logical and analytical thinking skills, reasoning, critical analysis. Ability to solve non-standard tasks.

**Professional behavior personnel skills** - self-development of personality and organisation of work performance within certain deadlines, decision-making, responsibility for their consequences, compliance with ethical norms, initiative, self-discipline.

**Communication skills** - the ability to work in a team, resolve conflicts, cooperate with people of different cultures and intellectual levels, the ability to reach an agreement, present, reason and defend one's opinion, be tolerant of cultural and linguistic differences.

**Business management skills** - develop an understanding of business, navigate politics and their effects on the economy, know how to manage projects, resources, people in the field of tourism and hospitality, plan, make decisions, organise and motivate people to achieve goals, delegate tasks, to be a leader.

The goals, tasks and study results of the study program are clear, achievable and verifiable and are in accordance with the goals and tasks set by BIA.

### **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 professional bachelor study program "Tourism and Hospitality Management" has been developed based on the following regulatory documents:

1. [Law on Higher Education Institutions](#) of the Republic of Latvia;
2. Regulations of the Cabinet of Ministers No. 305 "[Rules on the state professional higher education standard](#)" (13.06.2023.); (LV only)
3. Regulations of the Cabinet of Ministers No. 322, "[Rules on Latvian education classification](#)" (13.06.2017); (LV only)
4. [Standard of the profession of Company manager](#) of the Republic of Latvia (September 18, 2019); (LV only)
5. [Standard of the profession of Tourism service manager](#) of the Republic of Latvia (June 7, 2023); (LV-only)
6. [European Qualifications Framework](#);
7. [Guidelines for the development of self-evaluation report of the field of study](#) (20.08.2021);
8. [Standards and guidelines for quality assurance in the European Higher Education Area \(ESG\)](#) (15.05.2019).

The title of the professional bachelor's study program, the degree to be obtained, goals and tasks, as well as the conditions of admission are interrelated and appropriate, since it is a professional bachelor's program that is realised within 4 years of full-time study and 4.5 years of part-time study in the form of obtaining a professional bachelor's degree in tourism and hospitality business and the qualification as a manager of tourism services, which opens up opportunities for further education in both academic and professional master's study programs.

The goal formulation of the study program indicates that students are provided with knowledge, skills and competences according to Latvian Qualifications Framework (LQF) and the Tourism Industry Qualifications Framework (IQF) level 6[1].

The **goal** of the study program "Tourism and Hospitality Management" (**PG**) is to provide knowledge in the fields of tourism and hospitality management according to the current market demands, maintaining quality of studies in accordance with European education standards, which are able to strategically and analytically solve the problems of tourism and hospitality management, develop personality of students and provide the opportunity to obtain a professional qualification with the right to continue Master's studies. This goal is in line with the goals of the

study programme "Hotel and Restaurant Service and Tourism and Leisure Organisation", which in turn are in line with the mission, vision, values, strategy and goals of the Higher Education Institution.

The name of the programme and the qualification to be obtained also indicate that the programme focuses on tourism and hospitality management processes. The defined **tasks (PT)** of the study programme are aimed at achieving the defined goals and **study results (SR)**.

#### ***Program tasks (PT):***

- To provide knowledge acquisition in the field of tourism and hospitality by developing students' understanding of the tourism and hospitality sector and its relation to sustainable national development, its scientific and practical management, ensuring the link between theoretical knowledge and practical skills (PT1);
- To develop students' skills and competences in accordance with the set objectives and professional standards, to develop skills and competences necessary for the modern labour market - to work in an international team, to acquire and improve professional foreign language, to develop and improve skills in using the latest multimedia and computer technologies, to develop communicative skills, ability to think critically, make decisions and take responsibility; (PT2);
- To promote the qualification of academic staff in scientific and research work, participation in conferences, preparation of publications, participation in research and projects (PT3);
- To provide students with the opportunity to apply the acquired theoretical knowledge and gain professional experience by working in tourism and hospitality enterprises during internships in Latvia and abroad, to develop students' motivation for further education and systematic improvement of their professional qualifications (PT4);
- Continue cooperation with other Latvian, EU and foreign universities (student exchange, guest lecturers, organisation of seminars and conferences), participation in the work of tourism professional organisations and associations (PT5).

#### ***Study Results (SR): Knowledge -***

- Ability to acquire general and specialised knowledge specific to the profession of manager of tourism services at the level of perception (P), understanding (UN) and use (U), ability to demonstrate a critical understanding of key concepts, theories and patterns in tourism and hospitality at global and regional level (SR1).

#### ***Skills -***

- Be able to understand and assess trends and patterns of tourism and hospitality development in Latvia and the world, and solve current tourism and hospitality problems in a practical and responsible manner (SR2);
- Be able to perform the tasks of professional activity of a Manager of Tourism Services and find innovative solutions using the acquired knowledge and skills; develop an enterprise development strategy, an effective enterprise activity model, develop and manage projects, organise and manage human, information and financial resources and processes necessary for the enterprise activity, evaluate the results of economic activity and use them for decision-making within the professional competence of a Manager of Tourism Services (SR3);
- Be able to work in a multidisciplinary team, show initiative and creativity. Able to apply foreign language, communication and interpersonal skills when working in a multicultural environment and using different sources of information (SR4);
- Be able to carry out research and applied research, interpret and analyse the results; present the results of their research, argue and defend their views; structure their own learning

independently and guide their own and their subordinates' further learning and professional development (SR5).

### **Competences -**

- Be able to collect, analyse and evaluate the performance indicators of tourism and hospitality enterprises, interpret the obtained data using statistical and other scientific research methods, find creative solutions and provide reasoned proposals for improving the enterprise's performance, decision making and problem solving (SR6);
- Be able to understand the basic principles of professional ethics in accordance with the Global Tourism Code of Ethics of the UN World Tourism Organisation and assess the impact of their professional activities on the environment and society; observe ethical principles in various communication situations and intercultural communication, fluently use foreign languages in communication with foreign partners within the scope of professional activity; ensure active and effective participation in social dialogue in society (SR7);
- Be able to understand and apply the legal norms of Latvian and international laws in their work; be familiar with the requirements of legal and regulatory enactments in their professional field; carry out work tasks in compliance with the requirements of employment relations and labour protection, as well as civil protection and environmental protection legislation (SR8);
- Be able to use modern information technologies in their professional activity; find, systematise and analytically describe information, use information databases; use language skills in collecting, researching and analysing information; plan the activities of an enterprise using information technologies (SR9).

Table 3.4.

### **Interconnection of goals (PG), tasks (PT) and study results (SR) of the professional bachelor's study program "Tourism and Hospitality Management" (tab. 3.1.)**

PG				
PT1	PT2	PT3	PT4	PT5
SR1 - SR9	SR1 - SR2,SR4 - SR7	SR1 - SR2,SR5 - SR6, SR9	SR1 - SR4,SR6 - SR8	SR2, SR4 - SR7

During the preparation of the study program and in the following years, a constant revision of the study program description was carried out to ensure that the relevance between the program title, the degree to be obtained and the professional qualification as well as the relevance of the study program to the field of study was maintained. The relevance of the study programme to the field of study is primarily demonstrated by the study courses that are significantly related to the tourism and hospitality sector (e.g. entrepreneurship, marketing and management in tourism and hospitality, tourism product development and design, linking cultural heritage and tourism, etc.); secondly, internship opportunities for students related to various tourism and hospitality structures (travel agencies, hotels, catering services, tourism centres, etc.) and providing practical experience and skills in the field; thirdly, professional experience of lecturers, which allows to provide quality education and recognition of the study programme in recognised organisations and associations (ALTA, LVRA, etc.).

During each accreditation period, an in-depth analysis of the link between the programme tasks and the planned results was carried out to ensure the consistency between the tasks and the results, and the improvement of the study programme content in line with the development trends

in the field. The descriptions of the programme goals and tasks were used in the mapping of study courses. The results of the mapping show that the study courses of the programme provide the possibility to achieve all the study programme outcomes (each study outcome is linked to several study courses, the acquisition of which ensures the achievement of the study programme outcome); all the included courses are justified and correspond to the specificity of the study programme within the field of study.

Implementation, content and expected study results of the program are reviewed at the meetings of the study direction council, which take place at least once a semester and are attended by program administration, representatives of the academic staff, students and industry representatives. The achievable results of the study program are focused on the processes taking place in the company.

Admission of students to the Baltic International Academy for full-time and part-time studies in the study programme "Tourism and Hospitality Management" is regulated by the Admission Rules and the Matriculation Procedure<sup>[2]</sup>, which are approved annually at the BIA Senate meeting. The requirements set out in the Regulations (Part 1; Part 2, paragraphs 8, 9, 10, 11, 13 - 20; Chapter VI) are the basis for ensuring the achievement of the goal, tasks and study results of the study programme, indicating that all the above-mentioned factors are interrelated.

Thus, the study programme can be considered to be structured and sequenced in order to enable students to master the course material in a logical order, to achieve the programme goals and tasks and the defined study results in each variant of the study programme implementation. Consequently, the Bachelor's programme together with the Master's programme is aligned in such a way that upon completion of the Master's programme the graduate will have all the competences appropriate to the profession.

[1] [https://registri.visc.gov.lv/profizglitiba/dokumenti/nozkval/NKS\\_turisms\\_struk.pdf](https://registri.visc.gov.lv/profizglitiba/dokumenti/nozkval/NKS_turisms_struk.pdf) (LV only);

[2] [https://bsa.edu.lv/docs/admission/uznemsanas\\_noteikumi\\_BSA\\_2023\\_24\\_eng.pdf](https://bsa.edu.lv/docs/admission/uznemsanas_noteikumi_BSA_2023_24_eng.pdf)

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

Many analysts predict that the demand for highly skilled workers will continue to grow in the coming years, and indeed there are already skills shortages in some EU Member States. With digital technologies, job duties are becoming more flexible and complex. Therefore, more and more employers are looking for employees who have the necessary abilities to manage complex information, think independently, be creative, thoughtful and use resources effectively, as well as to communicate effectively with others. Indeed, Europe's future prosperity depends, at least to some extent, on the ability to produce a dynamic and dedicated workforce that can develop innovative products and processes.<sup>[1]</sup>

Realisation of the study program will enable implementation of Latvia's regional development and education mission, which will ensure competitive, internationally recognised diverse studies, develop innovative research, and guarantee sustainable development and education of society at various levels. Ensuring modern studies, realisation of quality of the study program, will enable implementation of the multilingual process, using scientific achievements and possibilities of modern technologies, provide competitive, internationally recognised diverse studies, develop innovative research, guarantee sustainable development of society, knowledge of processes of



economic development in Latvia and international labor markets.

the Ministry of Economy of the Republic of Latvia 2020. Informative reports on medium and long-term forecasts of the labor market[2] predicts that the demand for specialists with higher education will increase from 352.5 thousand 2019 up to 414.8 thousand 2040 On the other hand, the demand for labor in highly qualified employed personnel group will increase:

Table 3.1.3.2

### Forecasting the demand for specialists in the field of business

			2019	2020	2027	2040
High level specialists	Managers	Administrative managers and commercial directors	21.6	20.6	22.5	24.3
		Managers of production and specialised services	23.3	22.6	27.0	32.5
		Managers of hospitality, catering, sales and other services	7.6	6.5	8.5	9.8
	Senior specialists	Senior specialists in commercial activities and management (administration).	43.0	40.6	42.5	42.6
	Specialists	Commercial and management (administration) specialists	75.9	71.8	75.7	77.8

Forecasts predict that in the medium term, the most significant labor shortage could also occur in managerial professions at various levels (ICT, construction, manufacturing, transport services, hospitality and catering services, as well as trade). In such a context, education of specialists prepared to start a business, in the course of programs corresponding to the field of study, which provides for planned, high-quality and comprehensive preparation of human resources for the development of national economy of Latvia in directions such as economics and business management, acquires special importance.

The uniqueness of the bachelor's study program "Tourism and Hospitality Management" of BIA is related to its interdisciplinary nature, which distinguishes the program "Tourism and Hospitality Management" from similar study programs in Latvian universities:

Table 3.1.3.3

### Comparison of the Bachelor study program "Tourism and Hospitality Management" with other study programs in Latvia

Higher Educational Institution	Program	Degree	Qualification	Duration	Language
<b>BIA</b>	<b>Tourism and hospitality management</b>	<b>Professional bachelor's degree in tourism and hospitality business</b>	<b>Manager of Tourism Services</b>	<b>full-time studies - 4 years; part-time studies - 4.5 years</b>	<b>Latvian, English</b>

Turība	Management of companies in the tourism and hospitality industry	Professional Bachelor's Degree in Business Administration	Head of companies and institutions	4 years; 4.3 years Full-time attendance; Part-time absence; Part-time e-studies	Latvian English
LLU <a href="#">Latvian University of Biosciences and Technologies</a>	Catering and hotel business	Professional Bachelor's Degree in Business	Restaurant and hotel manager	4 years and 4 months; Full-time attendance; Part-time attendance; Part-time absence; Full-time absence	Latvian
Vidzemes Augstskola	Tourism organisation and management	Professional bachelor's degree in tourism management	Manager of Tourism Services	4 years; 5 years; Full-time attendance; Part-time absence	Latvian English
ISMA	Business administration in tourism	Professional Bachelor's Degree in Business Administration in Tourism	Business Administrator	4 years, 4.5 years; Full time studies; Part-time studies	Latvian English
University of Liepāja	Tourism and recreation management	Professional Bachelor of Business Administration in Tourism or Professional Bachelor of Business Administration in Recreation	Company manager	4 years; 4 years and 4 months; Full-time studies; Part-time studies	Latvian

The bachelor's study program meets the necessary requirements:

- The bachelor's study program provides students with further acquisition of theoretical knowledge and research skills, preparing them for independent scientific research activity in the chosen branch or sub-branch of science.
- The structure and content of the bachelor's study program promote acquisition of knowledge, scientific knowledge and in-depth skills in the use of scientific knowledge.
- The program is designed in such a way that theoretical knowledge and research and pedagogical skills and abilities are acquired in its mandatory part, which form a complete basis for the development of an independent scientific study in the field of tourism and hospitality. Optional part of the program opens the possibility for broader and deeper studies in the master's degree in the fields of research interests.

This allows, based on the demographic, economic and legal situation, to create a program in line with Latvia's domestic market and international competition, attracting both Latvian and foreign students.

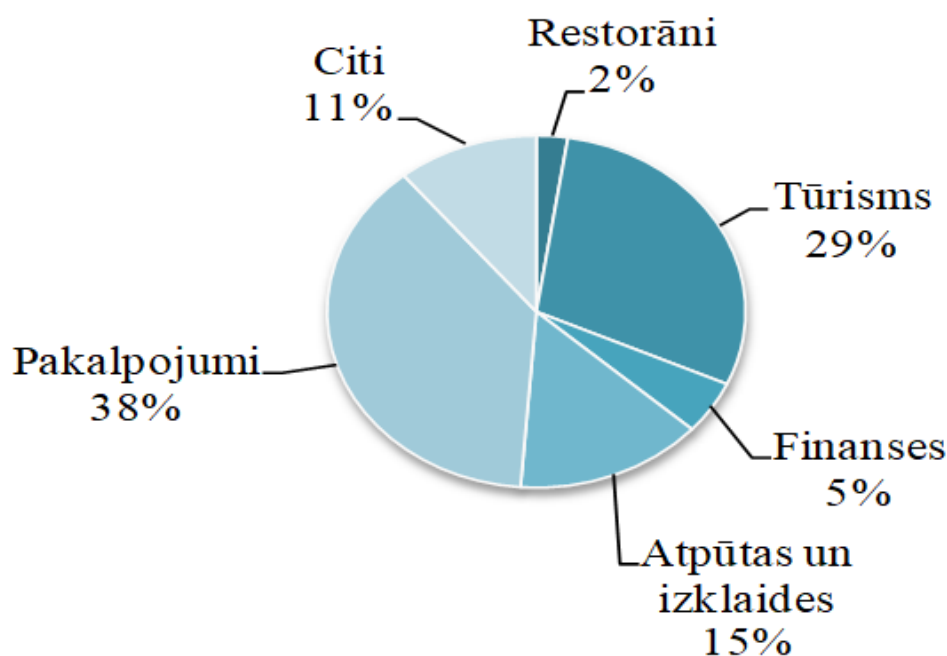
The Baltic International Academy conducts a graduate survey once every two years in order to improve the quality of studies and compliance with the requirements of the labor market with the participation of graduates. Competitiveness of the study program is confirmed by the fact that all graduates are in demand on the labor market and are employed within their specialty immediately after graduation.

The last survey of graduates demonstrated that more than half (77.8%) of graduates rate their prospects in the labor market as good or excellent. Also, results of the survey show that when summing up all information provided by the graduates about importance of the education they received during the study process, 94% of the graduates noted that their professional work is in one

way or another related to the education they received at BIA. This is evidenced by the positions held by the graduates, which they indicated in their questionnaires (e.g. manager of a travel agency, company owner, director, manager, administrator, operations manager, manager of conferences and events in hotels, gallery manager, financial director, etc.). After graduating from the study program, 29.4% received a promotion at the workplace, while 35.3% found a new job. 81.2% of the graduates believe that the acquired education is competitive in the Latvian labor market. 85.1% of the graduates believe that the acquired education sufficiently prepared them for work in the position they hold.

Evaluating employment of BA graduates, it must be concluded that it is high. The low indicator is the desire of students to study at a master's degree, which is directly related to funding problems and insufficient state support. The Academy follows and is informed about the work progress of graduates, as well as informs about vacancies on the labor market.

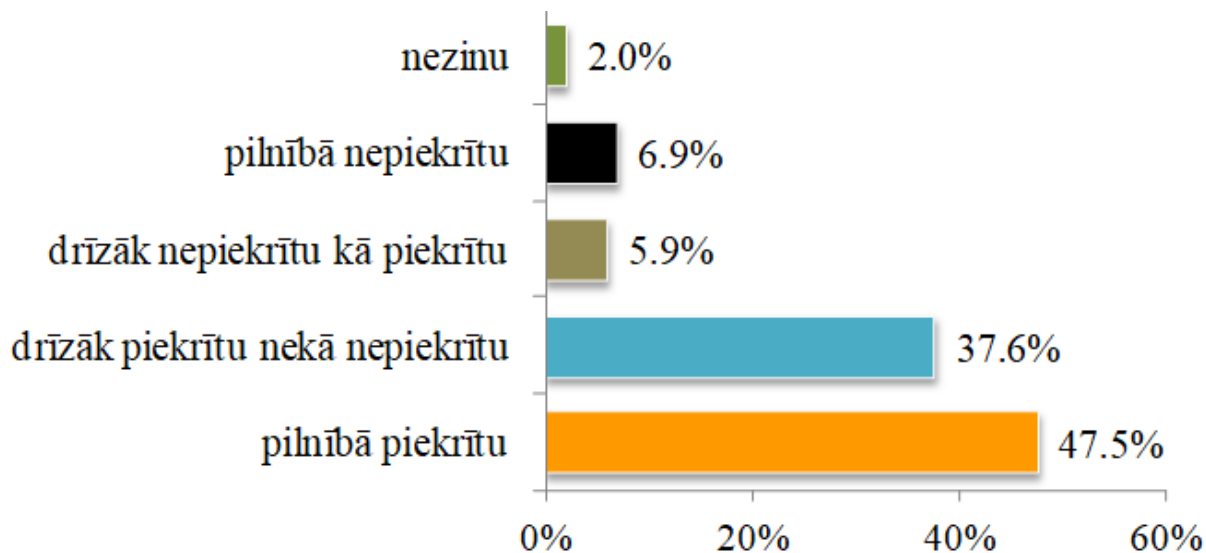
Many students in the bachelor's program work in hotel and restaurant service, tourism and leisure organisations or in event organisation in companies.



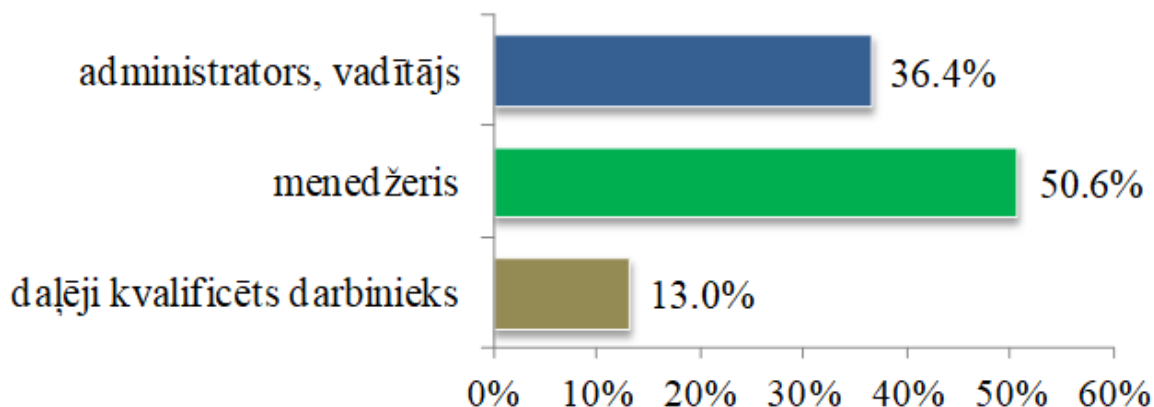
3.1. Figure. Distribution of undergraduate study program students by sector %

How do the graduates themselves assess their level of preparation and opportunities in the labor market?

In total, 101 graduates of the professional bachelor's study program "Tourism and Hospitality Management" (47%) out of all graduates of the bachelor's program (215) were surveyed. Not all graduates answered all questions, so the summary shows the number of responses received (n).



3.2. Figure. Opinion of graduates of the bachelor's study program is that the education they received sufficiently prepared them for work in the position they hold



3.3. Figure. Employment indicators of bachelor study program graduates

a)

### Mana konkurētspēja ES un citu valstu darba tirgū ir uzlabojusies (n=99)

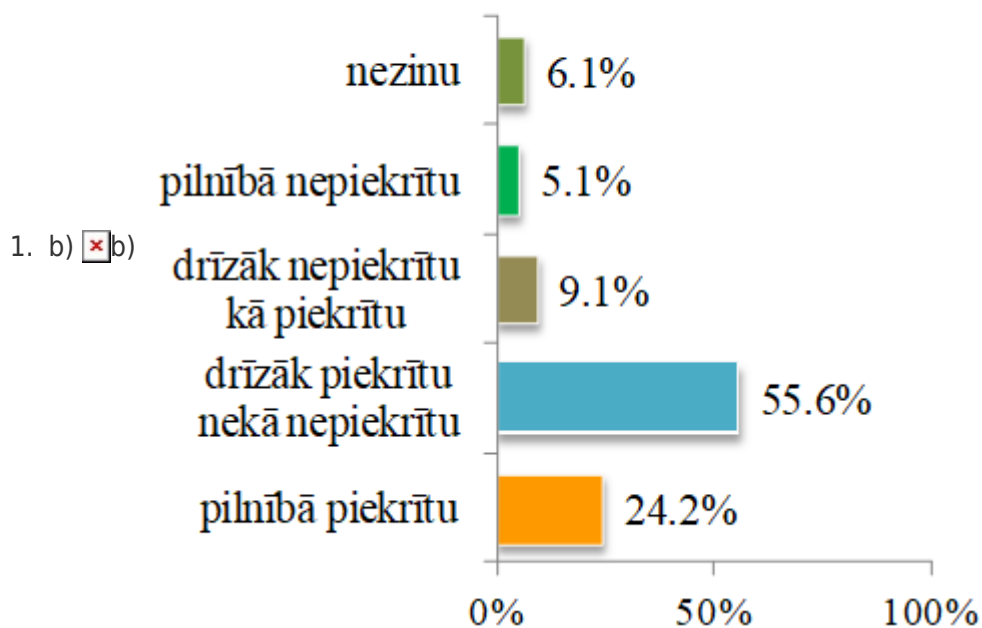


Figure 3.4 Answer to the question "Please tell me to what extent these statements describe your higher education as a whole" (n – number of answers).

Results of the research show that graduates who received their education in the bachelor's study program "Tourism and Hospitality Management" meet these requirements, which is confirmed by the following facts:

- Most of the graduates who were born in Latvia have stayed to work in Latvia.
- A significant number of graduates work in the industry of studies or in the service industry.
- Most of the graduates believe that acquired at the BIA education helps in their professional activities (even if the work is not related to the acquired education), and also increased the possibility of getting a job and/or starting their own company.
- There are graduates who have started their own hospitality business.
- There are practically no graduates who did not get a job (currently one person).
- A large number of graduates (both in Latvia and abroad) hold quite high positions, there is only a small number of graduates who hold positions with medium qualifications.
- A large part of the graduates noted that the acquired education has contributed to the growth of their professional career, has improved their competitiveness in the labor market of Latvia and the European Union, has prepared them well for work, as well as the fact that the acquired knowledge can be applied in practice.

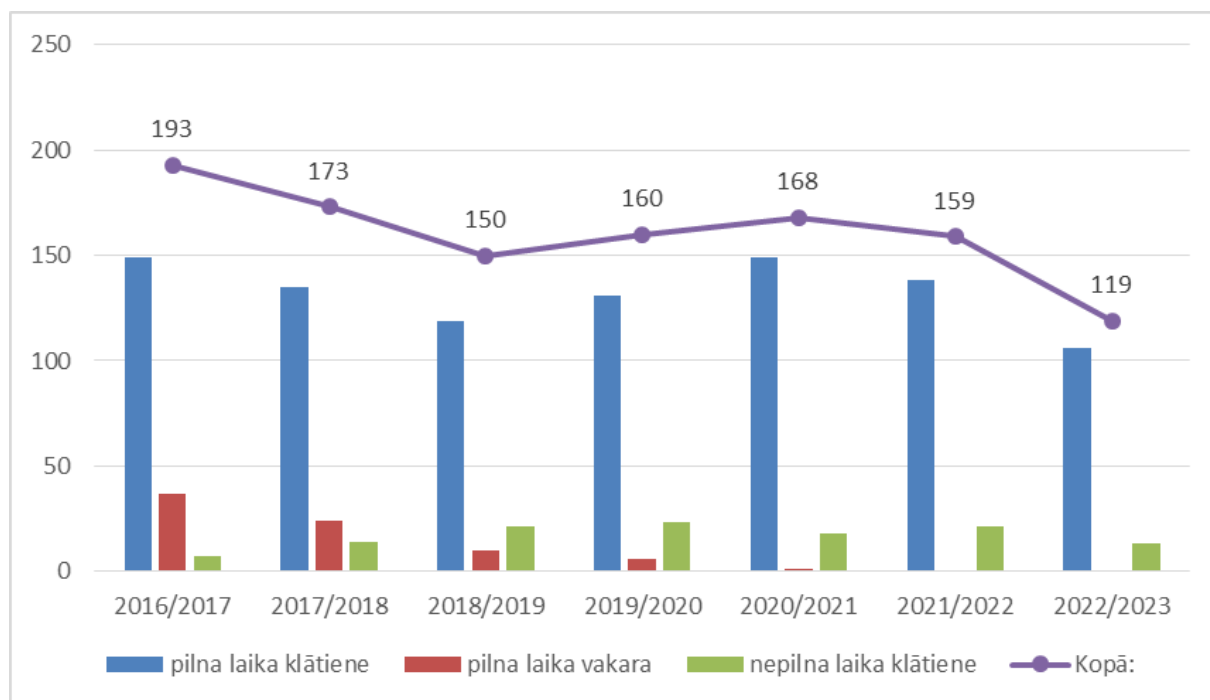
Conclusion: Results of the graduate survey show that the content of BIA study programs provides the specialist with necessary level of knowledge and skills. In general, graduates rate their preparation for the labor market positively.

[1]Education and training in the EU - facts and figures.  
[http://ec.europa.eu/eurostat/statistics-explained/index.php/Education\\_and\\_training\\_in\\_the\\_EU\\_-\\_facts\\_and\\_figures](http://ec.europa.eu/eurostat/statistics-explained/index.php/Education_and_training_in_the_EU_-_facts_and_figures)

[2]Informative reports on medium and long-term forecasts of the labor market:  
<https://www.em.gov.lv/lv/media/598/download>

#### **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 2016/2017 until 2022/2023 at the beginning of the academic year (as of 01.10), the number of students in the professional bachelor's study program " Tourism and Hospitality Management " decreased by 38.3%, which coincides with both the demographic situation observed in the country in recent years and the decrease in the total number of university students in the country as a whole:



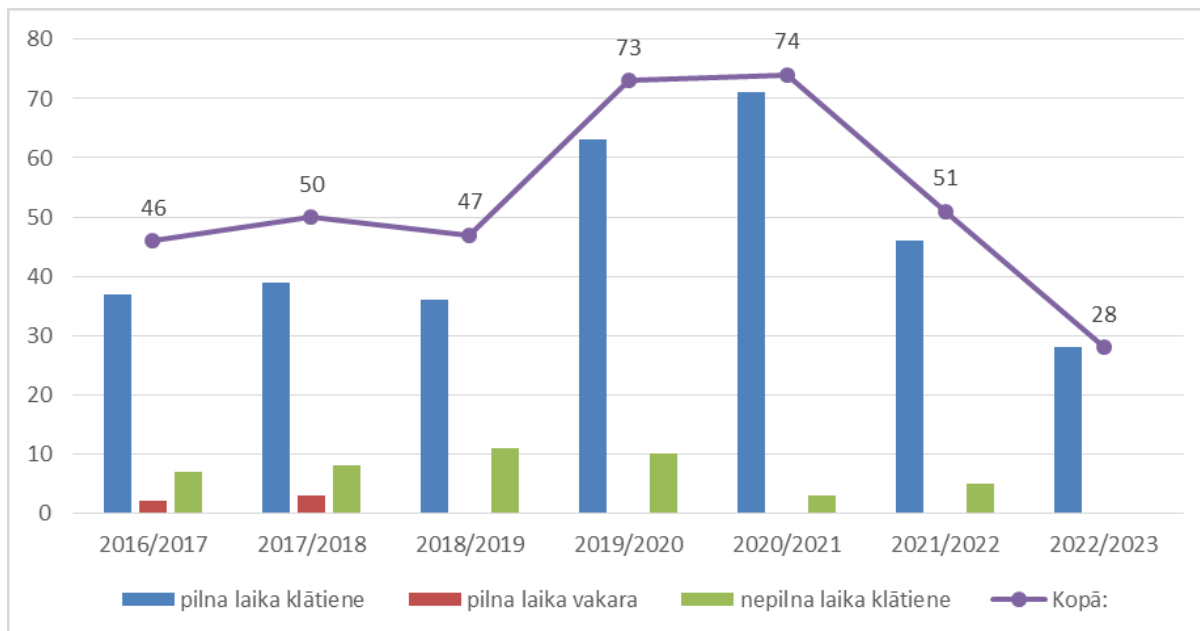
**Figure 3.5. The number of students of the study program "Tourism and Hospitality Management" as of the academic year 01.10, altogether and by streams**

The main factors influencing the negative dynamics of number of students are the following:

- Overall negative demographic situation in the country;
- The desire of high school graduates to study in foreign universities and continued emigration of Latvian residents from the country;
- Fierce competition between universities with similar study programs and budgets (especially in state universities);
- Decrease in demand for private higher education due to the low income level of the population;
- The most negative impact of the Covid 19 pandemic on the tourism and hospitality industry.

Students are enrolled and studying in the study program "Tourism and Hospitality Management" in both full-time and part-time forms of study in face-to-face and evening studies (until the 2019/2020 study year). Analysis of the students shows that the largest proportion goes to full-time face-to-face training (Fig. 3.1).

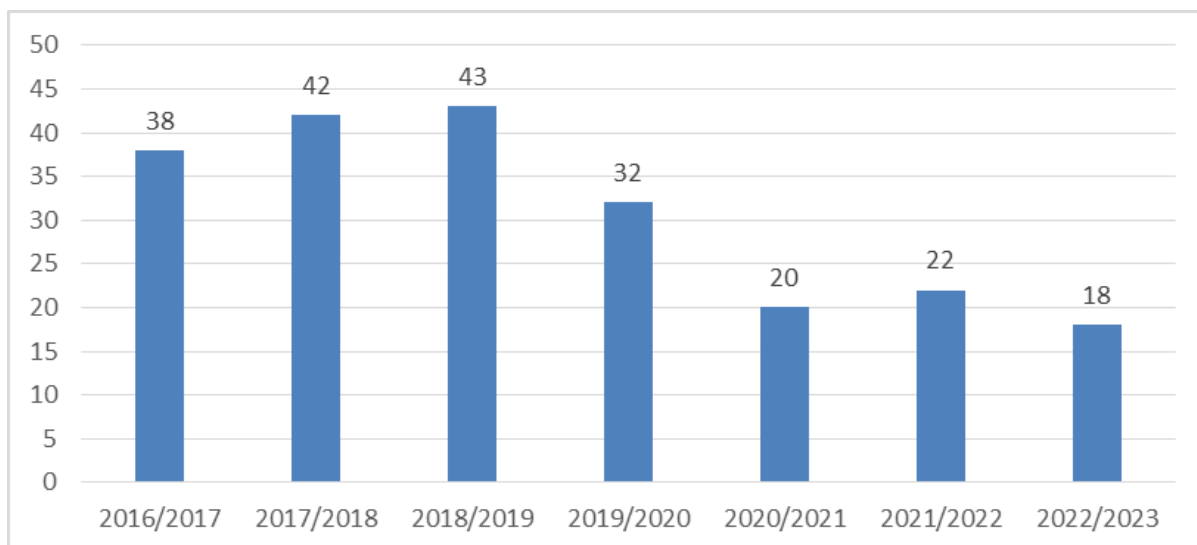
In the period from academic year 2016/2017 until autumn of academic year 2022/2023, *the number of students enrolled* in the professional bachelor's study program "Tourism and Hospitality Management" is 369:



**Figure 3.6. Total number of students enrolled in the study program "Tourism and Hospitality Management".**

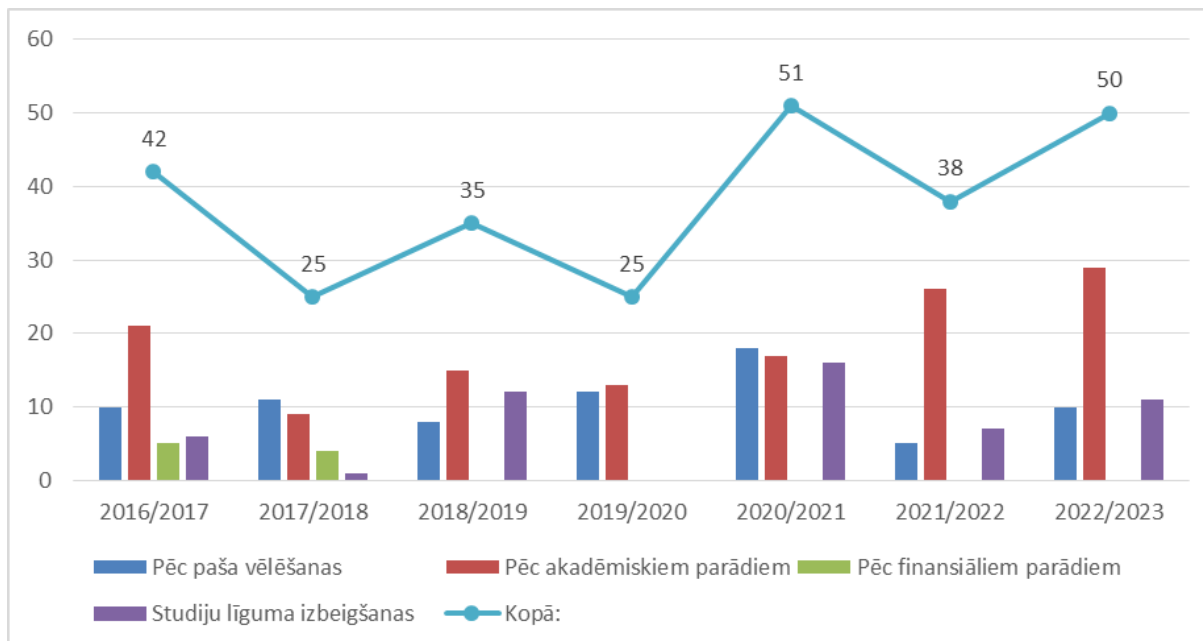
During the reporting period, admission of students in the 1st year took place both in full-time face-to-face and evening and part-time face-to-face forms:

In the review period from academic year 2016/2017 until beginning of academic year 2022/2023, 215 graduates have successfully completed their studies:



**Figure 3.7. Dynamics of the number of graduates of the study program "Tourism and Hospitality Management", in total**

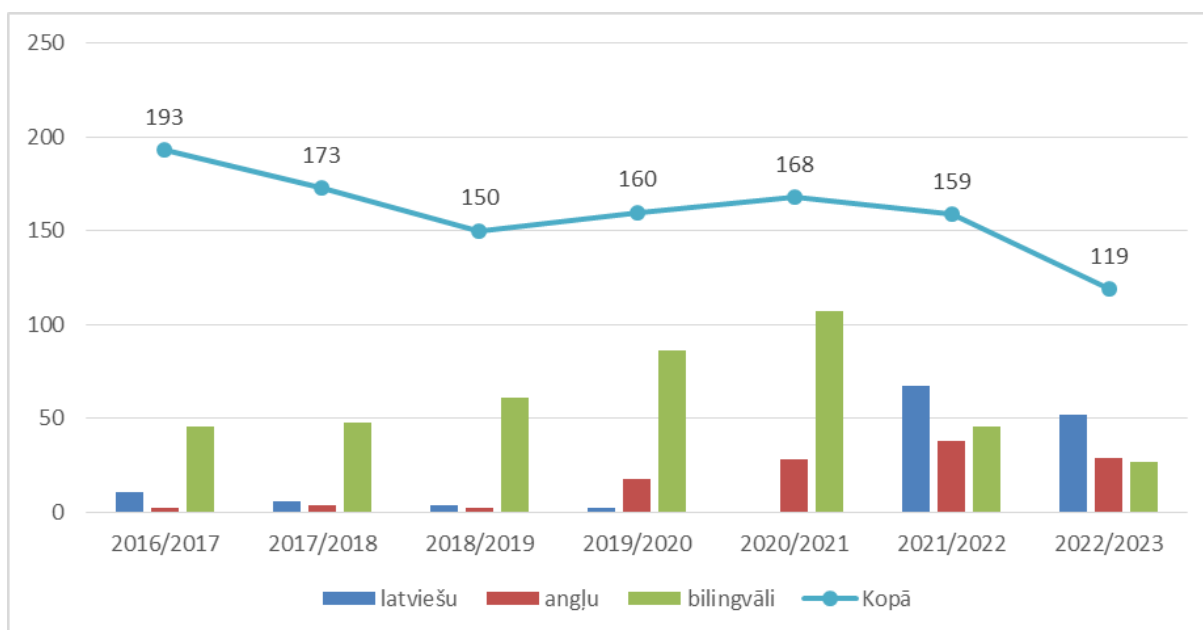
Analysing the student dropout trends, it can be seen how the annual student dropout is uneven:



**Figure 3.8. Dropout of students of the study program "Tourism and Hospitality Management", in total**

Every student who has decided to discontinue their studies is asked to fill out a survey on the reasons for the discontinuation of studies, which helps the Academy to find out the reasons for withdrawn students. Most often, personal reasons are given (by choice, financial debts, academic debts, etc.).

There are no budget places in the study program and both full-time and part-time students study for a fee only.



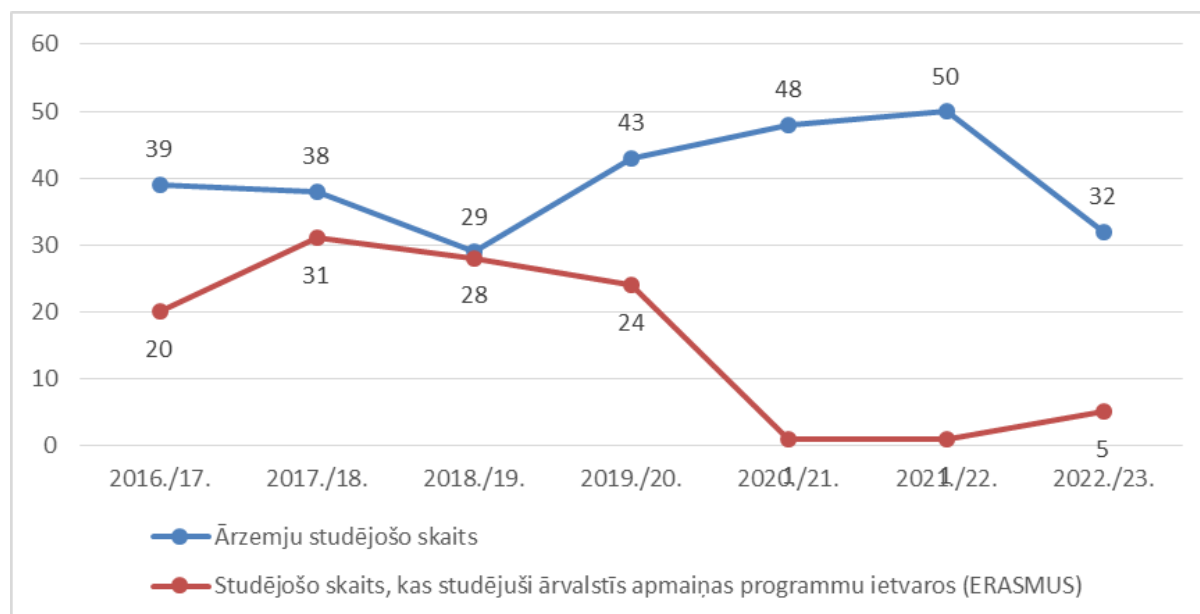
**Figure 3.9. Number of students by languages of study program implementation, in total**

Before academic year 2019/2020, admission to the study program was both bilingual (in Latvian and Russian) and in English. Starting from academic year 2019/2020, students are admitted either in a bilingual (Latvian and English) language, or only in English.

In the period from 2016/2017 until 2018/2019 study year, the number of full-time students from abroad has gradually decreased (outside the framework of exchange programs), but from study



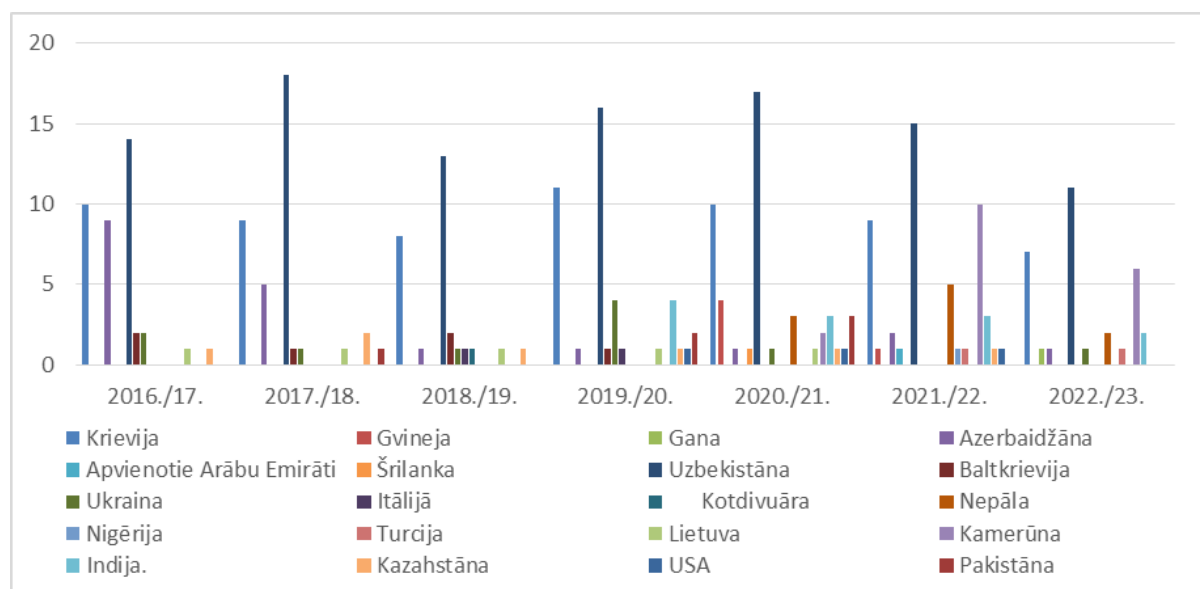
year 2019/2020 until study year 2021/2022, the number of foreign students increased:



**Figure 3.10. Total number of foreign students in the study program " Tourism and Hospitality Management ".**

In the period from academic year 2016/2017 until autumn of academic year 2022/2023 , *the number of foreign students* in the professional bachelor's study program " Tourism and Hospitality Management " is 279 students, not including students who came and studied within the framework of the ERASMUS exchange program (110 students).

Analysis shows that a greater part of foreign students came to study at BIA from Russia and Uzbekistan (Fig. 3.11):



**Figure 3.11. Number of foreign students in the program by country, total**

This shows both popularity of the study program among foreign students and recognition and popularity of BIA abroad.

### 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.**

As part of the Baltic International Academy professional bachelor's study program "Tourism and Hospitality Management", courses are implemented that give students an opportunity to acquire knowledge about guidelines, principles, structure and methodology, history of development and current issues of tourism and hospitality services management. In view of the recent geopolitical turmoil as well as the Covid19 pandemic, the content of the programme is designed to prepare tourism professionals to work in a rapidly changing external environment and in crisis situations where competition between tourism organisations and destinations has intensified.

The content of the study programme is highly interdisciplinary, as this approach provides students with the knowledge, understanding and preparation to work in the tourism profession in different sectors. The content of the study program is created by combining tourism and hospitality management, principles of management, economics and finance, marketing and logistics current affairs, skills and competences in the digital environment. The content of the programme responds to the challenges and trends characterising the tourism industry - the need for innovation and creativity, the growing importance of technology in various aspects of tourism organisations - from product development to smart place management, from organisation management to sales processes.

Information included in the study courses derives from the objectives and achievable results of the study course, which in turn derives from the aim and achievable outcomes of the program. Analysing connection of the planned results of the study courses with the results achievable in the professional bachelor's study program "Tourism and Hospitality Management", a mapping of the study courses included in the program was carried out, thus verifying the compliance of each individual course with the goals and tasks set out in the study programme. Upon obtaining the mapping results, it was concluded that the planned results of the courses included in the study program fully correspond to all achievable results of the study program. *The appendix* contains a mapping of the study programme courses, which reflects how individual study courses contribute to the achievement of the study programme results.

The study program was developed in accordance with the requirements of the Cabinet of Ministers [No. 305 "Rules on the state professional higher education standard" \(LV only\)](#) (21.06.2023.) and

the decisions of the BIA Senate.

The study program is planned for 8 semesters (full-time) and 9 semesters (part-time) in the amount of 240 credit points (CP). It consists of:

- general education study courses (*part A*) in the amount of at least 30 CP - study courses that develop basic social, communicative and organisational skills - the study program offers study courses in the amount of 30 CP;
- theoretical basic courses of the industry (*part of AI*) in the amount of at least 54 CP - the study program offers study courses in the amount of 54 CP;
- professional specialisation courses of the industry (*part B*) in the amount of at least 90 CP- the study program offers study courses in the amount of 100 CP, of which at least 90 CP must be studied. Professional elective courses allow students to explore aspects of the tourism and leisure industry of interest, ensuring a more complete achievement of professional standards and programme outcomes.
- optional part courses (*part C*) in the amount of at least 9 CP - in the study programs are offered the study courses, but students have the opportunity to choose courses from other study programs.
- internship in the amount of at least 30 CP - the study program offers an internship in the amount of 39 CP;
- a state examination, a component of which is the development and defense of a diploma thesis, in the amount of at least 18 CP.

Credit points are counted for each completed study course (including internship) if assessment in the test is positive. Learning the study program is planned in the form of contact hours and independent work. The importance and responsibility of students' independent work in the study course learning has been increased.

Professional bachelor's study program "Tourism and Hospitality Management" meets the requirements of the Cabinet of Ministers' Regulation on the national standard for professional higher education, as well as the professional standard "Manager of tourism services". The direction council reviews the study plan, the content of study courses and, if necessary, decides on changes to the program.

In the first two years of study, students mainly learn compulsory study subjects, thereby creating a subsequent basis for the science of business management, learning regularity of scientific development, theory of various branches, and basic principles and methodology of research work. In the third and fourth year of study, students learn mostly compulsory electives, which complement the idea of tourism and hospitality industry, and at the end they defend a diploma thesis. Work on the creation of a diploma thesis starts already from the third year of study. During the entire study period, students perform practical tasks of various levels.

The study courses include both industry current affairs and scientific trends. The teaching staff offers students to perform various types of practical and independent tasks that are related to the current affairs of the industry and science. Employers are currently also demanding such skills as the ability to analyse, think critically and conduct reasoned discussions. Several study courses, as well as development of studies and diploma thesis, are aimed at the development of these skills.

Before the beginning of a semester, each faculty member must update the course description, evaluating current course objectives 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. In the course planning, lecturers have paid attention to planning students' individual and group work in a way that would allow students to consolidate or test the acquired

knowledge through practical tasks - case studies, coursework in cooperation with industry enterprises. This approach is in line with the general trend in tourism education to offer integrated and problem-based training of young professionals.

Taking into account the ["Informative report on medium and long-term forecasts of the labor market" \(LV only\)](#) prepared by the Ministry of Economy in 2022, as well as the ["Sustainable development strategy of Latvia until 2030"](#), it can be concluded that the demand for highly qualified specialists (managers, senior specialists, specialists) will only increase in the future, due to the development of modern technologies and the need for their efficient transmission. Special attention is paid to the training of highly qualified specialists in the field of tourism and hospitality, as evidenced by the ["Tourism Marketing Strategy 2018-2023"](#) and the ["Latvian Tourism Development Action Plan 2021-2027"](#), in which, in the 3rd priority of the Tourism Development Policy, "Tourism Management Systems development, education and research" (page 9) 3.2. In the direction of action "Strengthening the capacity of tourism education and transfer of knowledge" was indicated on activity 3.2.4 "Development and implementation of various levels of education, including continuing education and lifelong learning programs in tourism and quality improvement" (page 31).

Businesses need graduates who are well-prepared, flexible and able to adapt to the changing needs and situations of the tourism and hospitality sector. Industry professionals highlighted the need for digital skills, foreign languages, knowledge, emphasised the demand for marketing specialists, stressed as an advantage in the labour market the skills of financial awareness and management, critical thinking, as well as innovative problem-solving skills. Majority of study courses require the ability to demonstrate a critical understanding of knowledge in scientific branches, an understanding of the most important concepts and regularities, both within the boundaries of management science and in cross-disciplinary aspects, e.g. in economics and business; the ability to independently obtain, select, analyse and critically evaluate information from various sources, analytically describe information, problems and solutions.

Therefore, it can be concluded that, upon completion of the study program, 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.

For each type of study implementation, feedback measures are defined - what type and when students are informed about assessment of study results.

The content of study courses is regularly updated according to the work requirements of the industry. Relevance of the content of study program for the labor market and general quality is ensured by the direction board. The council consists of diverse specialists - teaching staff who teach study courses in the given program and who have regular contact with students. Administrators of the study process also participate in order to provide feedback on work with students, implementation of student-centered approach, and improvement of study process to the high educational establishment's capabilities. Employers and industry specialists who can reflect on current trends and labor market requirements are also included. Students in the program, students' self-government and graduates are also invited to provide evaluations and recommendations for the development of the program judging from their experience. Current trends in the labor market, the latest scientific and research trends, the possibilities of the university to implement them in the study program, the content of the study program and teaching methods used to achieve results of the study courses and the program are discussed in the study direction council. As a result of meeting of the direction council, creative proposals are made for improvement of content and teaching methods of the study program, scientific activity, promotion of students satisfaction, as well as improving knowledge, skills and competences in accordance with the current requirements

and opportunities of the higher educational 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).**

Not applicable

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

The BIA professional bachelor's study program "Tourism and Hospitality Management" has been created in such a way that it is possible to reach the set goals of the study program, which is achieved by attaining the results of individual courses, observing principles of student-centered education. When implementing the study program, diverse teaching methods are used:

- lectures – of a theoretical nature with elements of active learning methods;
- seminar classes with discussions on current affairs in economics and business science (theory and research activities).
- independent works - reports, essays, analysis of scientific articles, preparation of presentations,
- observation and analysis, interview collection and analysis, self-analysis,
- practicums (practical works), which allow you to test the acquired knowledge in practical work. Practicums are included within study courses, study courses of various internships in special study programs,
- control works and tests are used as an ongoing test of knowledge, they allow checking the students' skills in analysing the material to be learned, they allow checking acquired knowledge,
- in the development and defense of scientific research works.

The most important types of independent work of the Bachelor program "Tourism and Hospitality Management":

- in-depth analysis and synopsis of scientific methodical literature;
- preparation of homework and execution of written works, including test;
- preparation for seminars - speaking;

- preparation of reports, reference of literature;
- annotation of books, articles;
- implementation of educational research work - development and writing of coursework;
- performing tasks related to the collection and processing of material in practical lessons;
- development and writing of coursework;
- internship at workplaces, preparation of internship report;
- thesis development and writing.

A frequently used method in the program is field trips. For example, with Tallink Grupp entertainment ships, etc., in order to practically get acquainted with the specifics of the activities of specialists in the field of entertainment and recreation, to practically see and participate in the work of specialists with clients, etc. This method provides interactive learning of materials, ideas, work experience.

Educational excursions have become an integral part of practical lessons, during which students get to know historical monuments and other cultural objects. In addition, these excursions are interactive - students gather information about historical objects and events, supplementing what the teacher tells.

The "Tourism and Hospitality Management" program actively uses the "case method" - study and analysis of concrete examples of practical activities. This is a special teaching method that is widely recommended for implementation of the study program. It is an excellent tool for learning the connection between theories and their application by explaining practices in specific situations. This method is used at all levels of auditory classes - lectures, seminars, practicals, with the aim of strengthening interest in researched ideas.

One of the most important methods used in the "Tourism and Hospitality Management" program is lectures by guest lecturers. When a new personality appears in the audience, especially if it is widely known in Latvia or outside its borders, it always arouses students' interest in the specific course of lectures. By inviting practitioners to the lectures, practical aspect of researched ideas is increased, as well as contact between students, professionals and professional associations is established. In addition, professionals themselves always positively perceive the idea of working with students, because in this way they also enrich their experience.

Teaching methods are chosen according to the goals, specifics and planned study results of each study course. Lecturers of study courses use lectures not only as a pre-reading, but also integrate active study methods into it, stimulating discussions and organising work in small groups, presenting their independent works. Active study methods are widely used in seminar classes. With the help of these methods, lecturers create a democratic and free atmosphere in the study process, which in turn stimulates students' personal and professional growth. Moreover, it is possible to use these methods more and more frequently, as a wider range of study literature becomes available to students that they can read on their own. Therefore, the workload of students corresponds to 25-30 academic hours of work for one credit point (of which 16 academic hours (FTC) or 12 academic hours (PTC) are contact hours, while the rest are intended for independent work).

Practically all teaching staff involved in implementation of the professional bachelor's study program use electronic learning environment - e-studijas, which provide ample opportunities for both placement of study materials and organisation of submission of independent works. The latest technologies are increasingly used in the study process, the material and technical equipment fully provides instructors and students with the opportunity to use IT and interactive learning methods. The following e-study tools and methods are used in the implementation of study programs:

- e-study materials (methodical study sets) in electronic format, which are placed on the e-

- study website,
- video conferences, video lectures and telebridges,
- internet forums,
- presentations and video materials,
- *on-line* consultations with the lecturer using means of electronic communication (Skype, Skype for Business or Big BlueButton -BBB);
- electronic library and catalogs.

BIA e-studies mean attending video lectures, seminars, discussions, as well as taking exams and defending a bachelor's thesis in the e-environment in live mode. BIA has created two systems for e-studies: Moodle and BigBlueButton (BBB). The systems have been created with the aim of expanding opportunities of the best lecturers to contact the largest possible audience and to give the opportunity to communicate during classes with a distanced audience in two directions: lecturer - audience; audience - lecturer. It is also possible to organise seminars, scientific conferences, councils, etc. with video and audio transmission in "real time". Part-time students must be at a computer (outside BIA premises) at a certain time, through which communication with the lecturer and group members takes place. The study methodical sets of the courses read by the academic staff and guest lecturers were placed in the BIA Moodle system, which includes:

- descriptions of all study courses (aim and objectives of the study course, acquired competences, topics, requirements for studying the course, evaluation criteria of study results, recommended literature);
- exam or pass-fail exam questions;
- lecture notes, presentations and necessary additional information;
- tasks for independent work;
- links to video lectures in case the students did not have the opportunity to participate in them.

Using the Moodle system, students can ask the lecturer all the questions they are interested in both during the lecture and during consultation. On the other hand, in the forum of the Moodle system, students can discuss answers with fellow students, work in groups, prepare for exams together, receive additional information, give each other suggestions and advice, or communicate about current events in the Academy or in the world.

The BigBlueButton (BBB) program provides:

- lectures and seminars, discussions in the virtual environment;
- in live virtual counseling mode before an exam or test;
- students can attend lectures, seminars and practical classes in the virtual environment, ask the lecturer questions of interest, present homework and group work, as well as discuss with fellow students and the lecturer.
- if it is not possible to attend a video lecture, it is possible to watch it in the BigBlueButton (BBB) system.

During the teaching process, online pre-exam consultations are organised before mandatory tests or exams. Each study subject has a consultation before the test or exam. During live consultation, the student can ask the teacher questions and get an answer to the question that interests him/her.

In order to ensure a higher quality study process, BIA organises individual or group consultations, which take place according to the consultation schedule approved by the study department. In addition, individual consultations are possible by asking questions in the electronic learning environment or by sending individual e-mails to the teacher.

Part-time students of the study program "Tourism and Hospitality Management" are offered the

opportunity to fully participate the study process in the electronic learning environment - both lectures, consultations with instructors, and taking exams in the e-environment. Each BIA student creates his own individual profile in e-environment of BIA studies, assigning his/her username and password.

According to the semester plans and timetables, the semester study subjects are arranged in the e-environment as well. Once the study materials have been studied and the content of the study course has been mastered, schedules of exams and tests will be planned. If the student has chosen to study more intensively, an individual study plan will be developed upon his/her request. Examinations are divided into routine examinations (tests, examination assignments, study papers, etc.), final examinations (examination or test), semester examinations (reports and term papers) and state examinations (defending the thesis).

The student submits prepared works to the course lecturer on the e-study website by executing and/or loading the works into the relevant folders. In the student's individual profile in the e-environment, in accordance with the schedule of exams and tests or the individual study plan, all the necessary learning tools are available: study materials, self-test tasks, but in the "Control tasks" section of the e-environment, there are tests that take a long time to complete, and which, together with independent works (e.g. reports), the student loads in the "Folder" section of the e-environment for loading works. Another type of examination of students' knowledge is related to the variant, when tests become available for completion on the specified dates and at a specified time. The time for completing each test is limited, usually it is max 2 academic hours.

If the study program includes internship, then at the end of the internship, defense of the internship report is required. Student submits internship report on the e-study website by uploading works to the relevant folders, but its defense takes place remotely using electronic means of communication (Moodle, Big BlueButton (BBB) or Skype).

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

*Evaluation system (educational criteria) and evaluation methods for achieving and evaluating study results, examination forms and procedures.*

Evaluation system used in the professional bachelor's study program "Tourism and Hospitality Management" is based on a 10-point system and complies with the Regulations on Evaluation of Study Results at the Baltic International Academy. The scope of each test corresponds to the content of the relevant study course program and the skills and knowledge requirements specified in the Professional Standard.

In order to evaluate the students' knowledge, during the semester, assessment of tests and independent works is used. Oral/written exams are used at the end of the course, which make up no less than 30% of the total grade. Therefore, assessment of students' knowledge and control of independent work is carried out during the semester in parallel with the study work. First of all, it provides feedback between the student and the teaching staff in a certain study course, allowing the teaching staff to assess level of learning of the course sections that have already been completed, and also the quality of teaching. Secondly, it ensures improvement of real, continuous study work. Requirements for obtaining credit points for each study course and their proportion in the overall course evaluation are clearly indicated in the study course description and are also reported to students during the first two lessons.

Control of the quality of the knowledge acquired in the study process and the competences of application of understanding takes place by arranging tests, development of projects, internships in companies (according to the study plan) and presenting the acquired knowledge and skills in



defense of internships (public speaking, evaluated by the commission), developing coursework (successively focusing on the potential thesis topic); presenting them in the defense of coursework, developing and defending final theses to the commission. Quality control of the study process and implementation of the program are ensured by monitoring the student's attendance of classes, current progress and liquidation of students' academic debts, compliance of content of the classes with thematic plans.

At the end of the study course, students take an exam or a differential assessment. Currently, 70%-80% of exams are written by students - knowledge tests are used, as well as problem situation analysis, which allows to assess practical application of the acquired knowledge. Oral tests have survived only in certain study courses, for example, foreign language or psychology. An important element of student examination is the defense of thesis. Students who have not passed the pre-defense are not referred to the thesis defense. The thesis defense is not only formal in nature. Such an evaluation system allows you to follow gradual process of developing a diploma thesis in order to achieve the student's ability to independently and correctly develop research in accordance with the basic principles of scientific research in the chosen topic of the final thesis. Taking into account the above, we believe that the BIA professional bachelor's study program "Tourism and Hospitality Management" is functioning as a control over the implementation of the study program.

*Conclusions about the rating system:*

- 1) lecturers are familiar with test and examination methods, focus not only on referencing knowledge, but use various methods of analysing problem situations, which allow to assess the students ability to use acquired knowledge in practice;
- 2) students receive individual feedback in independent, homework and control assignments submitted in all study courses, if necessary, giving advice related to the learning process;
- 3) the teaching staff of the study program strives to ensure that assessment is consistent, fairly applied to all students and is implemented in accordance with approved procedures.

Connection between the study implementation methods, evaluation processes and program study results of the professional bachelor's study program "Tourism and Hospitality Management" is reflected in table 3.8. This table represents some study implementation methods that promote student collaboration and active learning and reflect the assumption that "learning is a student-centered and social concept".

Quality control and analysis of implementation of the study process, teaching and learning of study content was regularly carried out by the responsible structural units.

At the start of studies, an official study familiarisation week is organised, where students are introduced to the academy and program administration, Erasmus opportunities and other activities. Internal rules, academic information, connection to Moodle and Nexus and security briefing are explained to students.

*By collecting information on how implementation of the study process complies with the principles of student-centered education, it can be concluded:*

- 1) in the study process, diversity of students' needs is taken into account and respected (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 an individual plan);
- 2) different ways of the study program are implementation are offered according to the possibilities (offering studies both full-time and part-time in person);

- 3) diverse pedagogical methods are used according to the circumstances;
- 4) based on the opinions expressed in the student survey, pedagogical methods are regularly evaluated in order to find the most optimal way to achieve the goals of study courses and study programs;
- 5) the tendency of students to be independent is encouraged, while providing the guidance and support of teaching staff and support staff;
- 6) mutual respect is promoted in the relations between students and teaching staff, in case of problem situations and conflict situations, the director of the study program gets involved.

**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 main basic principle of quality learning of the study program content is the unity of studies and practice. Internship is a mandatory part of the professional study program and its organisation takes place in accordance with the "Regulations on Internships at the Baltic International Academy" ([https://bsa.edu.lv/wp-content/docs/2020/BSA\\_Prakses\\_nolikums\\_lv.pdf](https://bsa.edu.lv/wp-content/docs/2020/BSA_Prakses_nolikums_lv.pdf))

According to the Regulations of the Cabinet of Ministers No. 305 "Rules on the state professional higher education standard" (21.06.2023.), the amount of practice must be at least 30 CP (BIA is 39 CP).

**The overall goal of internship** is to strengthen, deepen and systematise theoretical and practical knowledge and independent work skills acquired during the study process, to acquire competencies corresponding to the study program, which are necessary for obtaining qualifications for specialists to improve the quality of professional training.

Common **tasks** of internship:

1. effective adaptation of future specialists in practical work, strengthening the position of university graduates in the labor market;
2. systematisation, strengthening and expansion of theoretical knowledge in the acquired specialty;
3. acquisition of practical skills by solving specific scientific and commercial tasks;
4. collection, processing, systematisation and analysis of information when developing coursework and diploma theses;
5. testing and applying the basic ideas, conclusions and proposals of the future thesis in the base company (organisation).

In the professional bachelor's study program "Tourism and Hospitality Management", three internships are implemented:

**Table 3.8. Description of internships of the professional bachelor's study program**

## "Tourism and Hospitality Management".

No.	Type of practice	Volume CP	Duration	Purpose of the internship
1.	Internship I: Acquaintance practice - familiarisation with the specifics of activities in the field of tourism and hospitality	9	6 weeks	The purpose of the internship is to get acquainted with the specifics, peculiarities and problems of tourism and hospitality work in various institutions.
2.	Internship II: Qualification internship - business organisation and management in a company in the field of tourism and hospitality	18	12 weeks	The purpose of the internship is to use the knowledge and skills acquired in the study courses to improve the competencies required in the professional environment in the field of tourism and hospitality.
3.	Internship III: Pre-degree internship	12	8 weeks	The purpose of the internship is collection, processing, systematisation and analysis of specific data on the topic of the thesis (project).

The internship is organised outside the academy in an institution (company, organisation) related to the student's profession, where fulfillment of the tasks specified in the methodological instructions of the internship 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 terms of termination of the agreement, mutual settlement procedure, etc.

In order to ensure learning of English language by the students during 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 in the training sessions on internships. BIA does not undertake to provide internships for students, as students develop their communicative skills and competences while looking for internships. If the choice of the place of internship causes difficulties for the student, BIA offers help in the implementation of the internship. Sometimes BIA helps students in finding an internship by providing them with internships with its graduates. 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.

Students' internships are closely related to the achievable study results of the professional bachelor's study program, which are reflected in the corresponding study course descriptions. Each

internship is based on the already acquired knowledge and work skills of the industry employee. For example, after completing the third year, the learned methodologies are applied in practice, which is an essential prerequisite for the higher professional study program. During the internship, students use acquired theoretical knowledge, work in various institutions of the state, local governments, non-governmental and commercial enterprises.

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

The results of the internship are reviewed and evaluated by:

- the supervisor of the internship from the company, who signs the title page of the internship report and the internship diary and makes evaluations.
- the supervisor of the internship from the BIA (responsible lecturer or the scientific supervisor of the student's final thesis), who coordinates the internship report.
- The BIA commission (with the program director) evaluates the results of the internship after reviewing the student's internship documents and defense presentation, answers to questions. Not less than half of the commission consists of employers.

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

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

Not applicable

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

At the end of their studies, students of the program must develop and defend a bachelor's thesis. In order to successfully complete the entire scope of courses and obtain a professional degree and qualification, students must demonstrate in the diploma thesis both the academic knowledge acquired in the study process and practical work skills acquired in accordance with their qualifications.

Creation and defense of the diploma thesis takes place in accordance with a strictly regulated procedure, which is detailed in the "Regulations on the development and defense of final theses at the Baltic International Academy".[\[1\]](#)

Students choose the topic of their diploma thesis from the study topics offered by the leading lecturers of the study program, which are posted in the BIA Moodle system. A student also has the

opportunity to propose his own thesis topic based on his/her knowledge and professional skills and/or the interests of a specific organisation. If necessary, the student can consult with the program director or the teaching staff of the field about relevance of the topic of the diploma thesis or compliance with the requirements of the study program and the choice of scientific supervisor. According to the requirements of the program, the topics of students' final theses must be related to tourism and hospitality service management. Each year, the Direction Council evaluates relevance of the topics to the program, and topics are evaluated as relevant. It must be concluded that students choose socially relevant and practically significant topics that expand what is already known in research and provide a deeper understanding of specific issues in Latvia and Europe.

In the period from academic year 2017/2018 until spring of 2022/20222, 161 diploma theses were defended in the professional study program "Tourism and Hospitality Management ". Topics of the defended diploma theses were reflected **in the Appendix**. See the division of thesis topics by research directions in the table 3.9.

**Table 3.9. Distribution of theses topics by research direction**

No.	Research directions	Works, number	Works, %
1.	Tourism industry and types of tourism industries and services, incl.- Types of tourism- Marketing and communication management and types- Other	<b>87</b> 5031 6	54.0
2.	Hospitality and recreation service	<b>48</b>	29.8
3.	Cultural and historical recreation areas and resources	<b>13</b>	8.1
4.	Entertainment industry	<b>5</b>	3.1
5.	Other	<b>8</b>	5.0
6.	Total	161	

The analysis shows that students mostly choose to write diploma theses on topics that are closely related to their further professional and scientific activities: in the tourism and entertainment industry, in the field of hospitality and leisure, in the analysis of cultural and historical recreation areas and resources of different geographical regions. Taking into account the professional standard "Manager of tourism services", a large proportion of the diploma theses is intended for the analysis of tourism and hospitality services.

Analysing the distribution of evaluations of students' diploma theses, it can be concluded that the most frequently received evaluations for more than half of graduates are "almost good", "good" and "very good". There is a trend that student evaluations have a wider range of grades in recent years, for example, more graduates have received the lowest grades in recent years than at the beginning of the reference period, which can be explained by stricter evaluation criteria.

If the study program has been successfully completed and a positive evaluation has been received in the final exams (the lowest successful evaluation is 4 points), students will be awarded a professional bachelor's degree in tourism and hospitality business and a fifth-level (LQF level 6) professional qualification – Manager of tourism services.

[1][https://bsa.edu.lv/docs/2020/BSA\\_diplomdarbu\\_nolikums\\_ENG.pdf](https://bsa.edu.lv/docs/2020/BSA_diplomdarbu_nolikums_ENG.pdf)

### **3.3. Resources and Provision of the Study Programme**

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

The BIA does not separate infrastructure by study programme, but assesses resources for the whole Academy. The facilities available for the implementation of the study programme (classrooms, computer labs, laboratory, library resources) are fully adequate. The methodological and informational support provided by the BIA is sufficient to ensure a high-quality study process in the study program "Tourism and Hospitality Management". The Moodle study e-environment has been used since 2015. The lecturers of the study program in Moodle have created study courses in which students have access to study materials, a description of the study courses and requirements for studying the study course. In several study courses, students take tests, submit homework and communicate with the lecturer in the Moodle environment. Teachers provide feedback on students' work.

Moodle and BigBlueButton systems are designed to extend the possibilities for lecturers to communicate with as large an audience as possible (including in branches) and to enable two-way communication during lectures: lecturer - audience; audience - lecturer. The BigBlueButton software provides:

- lectures and seminar sessions, discussions in a virtual environment;
- virtual consultations in real-time mode before an exam or an assessment;
- students can attend lectures, seminars and practical sessions in a virtual environment, ask the lecturer their questions of interest, present homework and group work and discuss with course mates and the lecturer.

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

Full information about the study program, study courses, their scope and content is available on the BSA website, which is an important source of information for both students and potential students.

In order to ensure academic integrity and prevent plagiarism, on the 21st of February 2020 BIA signed an agreement with the University of Latvia to join the plagiarism control system.

## **Library**

The task of the library is to provide students of the study program "Tourism and Hospitality Management" with a high-quality study process and scientific activity and to provide librarian, bibliographic and informational services to students, lecturers and other visitors. Those studying at the Academy and other interested parties have the opportunity to use the resources of the BIA library. The library consists of two parts - a subscription and a reading room. In the reading room, 11 computers with Internet access are placed for students' convenience, printing and copying facilities are provided. There are also opportunities to work with portable computers. Literature is available for use in almost all study courses and an increasing proportion of literature is in English. The library regularly receives periodicals published both in Latvia and abroad. Students and academic staff in the library have access to electronic databases. The library also provides copying, printing and scanning services.

For students of the study programme "Tourism and Hospitality Management" specific literature sources in the field of tourism and hospitality are provided for the Bachelor study programme, apart from the teaching and scientific literature of the related departments. During the reporting period, a total of 177 book titles in the field of tourism and hospitality, including 40 titles in Latvian and 61 titles in English, as well as 584 book titles in related chapters, including 213 titles in Latvian and 231 titles in English, were purchased. 32 titles in Latvian and English were accepted as donations from students and lecturers. During the reporting period, books were purchased for the programme "Tourism and Hospitality Management" for a total amount of EUR 1463.41.

Further information on the evaluation of the information base (library) can be found in Part 2.3, Subsection 2.3.3.

## **Infrastructure**

For students of the "Tourism and Hospitality Management" study program, the study process takes place in the premises of two buildings in Riga, Lomonosova Street 4 and Lomonosova Street 1/4. The mentioned buildings have auditoriums equipped with modern studio technical aids - white boards, is provided the possibility to use a television, VCR, video camera, multimedia projector. Many auditoriums are equipped with a stationary multimedia projector, screen, computer with Internet connection and other technical means. Free wireless internet (WiFi) is available in all buildings. Cafes are located on the 1st floor of the buildings for the needs of students and Academy employees, and vending machines for the purchase of various drinks have also been installed.

In order to promote a more successful and targeted integration of the students of the Baltic International Academy into the labor market, the students of the study program "Tourism and Hospitality Management" are given the opportunity to learn practical professional skills during their studies in the training laboratory at 1/4 Lomonosova street. Practical lessons take place in the Academy's teaching restaurant and kitchen, which has all the necessary equipment:

- the practical training rooms have restaurant and bar professional equipment, e.g. coffee machine, blender, shakers, dishes, glasses, cutlery, textiles, decorations, etc. equipment;
- a professionally equipped teaching kitchen has e.g. convection oven, hood, induction cooker, stainless steel kitchen tables and shelves, cold table, dishwasher and professionally equipped sinks, cooking utensils, etc.

## **Information technology**

BIA uses modern IT technologies to ensure studies: the use of computers in the study process and professional development, the internal information system NEXUS, Internet, standard and special computer programs (for example Amadeus), audio/video tools, office equipment, auditorium

technical equipment (stationary and portable multimedia projectors). Specifically, for students of the study programme "**Tourism and Hospitality Management**", the opportunity is offered to carry out training using the computer programme "Amadeus", including in the framework of a training laboratory (in a training tourism agency). Regular work is performed for improvement of functionality of the internal information system. Work continues on the modernisation of the computer park, ensuring a faster, more complete and more efficient study process. In order to ensure better electronic communication, Academy employees and students use the e-mail system offered by the BIA.

In order to ensure academic honesty and prevent cases of plagiarism, the examination of students' final theses was started with the inter-university computerized plagiarism control system.

More information about the compliance of the informational base (including the library), material and technical base and financial base with the conditions of implementation of the study program "Tourism and Hospitality Management" and the achievement of study results is provided in **part II, chapter 3 paragraphs 2.3.1.- 2.3.3.**

The COVID-19 pandemic and the consequent shift to distance learning fully demonstrated that the BSA is ready to adapt to the changing situation and that the infrastructure base is fully suited for this. From the first day of distance learning in March 2020, classes (held on the BigBlueButton platform, now ZOOM if necessary), the Moodle system and the email system fully support the exchange of information, news and changes between lecturers and students.

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

Not applicable

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

The main source of funding for the study process of the "Tourism and Hospitality Management" study program is tuition fee. 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 program;
- 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.

The necessary informational, material and technical resources are provided for the needs of the study programme and for the achievement of the study results, and are available both within the Study Programme (see Part 2, Subsections 2.3.1, 2.3.2 of the Study Programme) and at the BIA as a whole. For example, in order to provide knowledge in the field of tourism and hospitality, study literature and electronic resources are available, as well as classrooms for classes, seminars and independent work, a library and a reading room. The library has an e-media with study materials, a videoconferencing system (for lectures, seminars and discussions) and electronic information resources.

Financing system at the Baltic International Academy is organised in such a way that every student, regardless of the number of students in the group, meets all conditions for quality training. That means ensuring the necessary number of contact hours, availability of library resources, e-study environment, research activities, etc.

The founders of BIA use their right to control expenses and determine the minimum number of students in the study program, thus giving them the right to train students from small groups. Therefore, the minimum number of students in a study programme, in order to ensure the cost-effectiveness of the study programme, is determined individually for each academic year and for each study programme, taking into account the language, mode and form of delivery of the study programme, and is not a fixed amount.

Table 3.10 shows the costs per student in the "Tourism and Hospitality Management" study program:

**Table 3.10. Costs per student in the study program, in the 2021/2022 study year, EUR**

<b>Cost items</b>	<b>Bachelor study program "Tourism and Hospitality Management"</b>
<b>Expenditure amount, Total</b>	<b>1 497</b>
<b>Remuneration for work</b>	<b>768</b>
for academic staff	410
for administrative and general staff	358
<b>The employer's mandatory state social insurance contributions, benefits and compensations of a social nature</b>	<b>168</b>
<b>Goods and services</b>	<b>350</b>
Business trips and trips on assignments	2
Services	319
of which utilities	174
Stocks, materials, energy resources, goods, office supplies and inventory, which are not listed in PL	21

Expenses for the purchase of periodicals	4
Tax payments for budgetary institutions	4
<b>Capital formation</b>	<b>123</b>
incl. fixed assets	123
<b>Other expenses</b>	<b>88</b>

The costs of the study program are appropriate to the needs of the study program and conditions of implementation, sources of financing the study program are identified and financial resources ensure implementation of the study program to achieve study results.

Specific provision includes:

1. Development of a training laboratory for smart tourism and innovative marketing - EUR 1590,00 EUR;
2. Purchase of specialised textbooks and scientific books for the study programme: EUR 1 463,41.
3. Participation in international conferences: EUR 2 500,00EUR.

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 positions provided by the BIA".<sup>[1]</sup> The cost of a study place in the study program "Tourism and Hospitality Management" is 1497 EUR. In the 2021/2022 school year, tuition fees in the bachelor's study program: full-time in Latvian language - 2050 EUR per year, full-time in a foreign language (depending on the country) - 2200 - 3000 EUR per year; part-time - 1750 EUR per year. Considering the number of students in the study program (as of February 1, 2022 - 133 students), the financial support for the study program is sufficient.

The analysis shows that the financial resources for ensuring implementation of the study program are sufficient and ensure sustainability of the study program. Financial position of the study program is stable, which serves as a security support in case of a sharp decrease in the number of students.

[1]<https://bsa.edu.lv/index.php/en/admission/provisions-and-statements.html>

## 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.**

Qualifications and number of academic staff employed in the study program correspond to the implementation of the BIA strategic priority goals and tasks. All teaching staff meet the requirements set out in the laws and regulations of the Republic of Latvia, and 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 the program director, discussing both the topics to be taught in the study course and the expected study results.

The study programme is conceptualised on the basis of current labour market needs and industry trends, rather than on the basis of existing faculty resources. This is also one of the reasons why several guest lecturers have been recruited for the programme - it is essential to combine academic knowledge with practical experience and practice in the implementation of the study programme, which is why the university's elected academic staff and guest lecturers with practical experience in the field are involved.

The selection of the participating faculty members is based on the following criteria: competence and knowledge in the fields related to the programme content accumulated in academic work (preparation of study courses), the direction of scientific activity and topics of previous research, scientific degree and qualification, as well as practical experience. The interdisciplinary nature of the study programme is determined by the wide range of scientific fields (law, psychology, economics, business, political science, information and communication technologies, foreign languages, biology) represented by the attached teaching staff.

The choice of guest lecturers is based on their recognition in the professional environment, practical experience in the tourism and leisure industry and business environment in Latvia and abroad, which significantly helps to ensure their connection with the latest developments in the sector. Some of the guest lecturers are specialists in a certain field, e.g. in a certain type of tourism (e.g. A.Rogale-Homika, G.Bukovska, J.Serebrjakova, etc.), law (T.Jurkeviča), marketing (A.Šnaidere), quality management (Ž.Jelisejeva), which provides students with the necessary knowledge and skills.

The quality assessment of the academic staff is carried out with the help of regular student surveys and systematic mutual assessments of the academic staff, or internships, the procedure of which is determined by the rules of the Academic staff internship procedure. These evaluations are also taken into account in the annual evaluation of teaching staff.

44 teaching staff are involved in the implementation of the professional bachelor's study program "**Tourism and Hospitality Management**". The qualifications of the dedicated staff involved in the programme comply with the requirements of Article 39 of the Law on Higher Education Institutions ("Academic Staff of Professional Study Programmes").

The qualifications of the lecturers involved **in the Latvian stream** meet the requirements of regulatory acts and the implementation of the BIA strategic goals and tasks: a total of 31 lecturers are involved in the implementation of the Latvian flow, of which 17 are employed with their main working place in BIA;

The qualifications of lecturers involved **in the English stream** meet the requirements of regulatory acts and the implementation of BIA strategic goals and tasks: a total of 29 lecturers are involved in the implementation of the English flow, of which 14 are employed with their main working place in BIA;

According to the scientific degrees (tab. 3.11) – 28 (15 elected BIA, 13 not elected) lecturers have a doctorate degree (64%), 16 (6 elected BIA, 10 not elected) lecturers have a master's degree (36%),

3 of them are studying in doctoral studies.

**Table 3.11. Scientific degree of the teaching staff of the professional bachelor's study program "Tourism and Hospitality Management".**

	Doctors		Masters		Total	
	Number	%	Number	%	Number	%
Elected BIA	15	34	6	14	21	48
Not elected BIA	13	30	10	22	23	52
Total:	28	64	16	36	44	100

According to academic positions (tab. 3.12) - study quality is ensured by 2 professors (5%), 1 emeritus professor (2%), 4 associate professors (9%), 2 associate visiting professors (5%), 12 assistant professors (28%) 10 visiting assistant professors (22%), 2 lecturers (5%), 10 visiting lecturers (22%) and 1 leading researchers (2%).

**Table 3.12. Academic position of teaching staff of the professional bachelor's study program "Tourism and Hospitality Management".**

Ac. positions	Professors		As.prof.		Docents		Lecturers		Leading researchers		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Elected BIA	2	5	4	9	12	28	2	5	1	2	21	48
Not elected BIA	1	2	2	5	10	22	10	22	-	0	23	52
Total:	<b>3</b>	<b>7</b>	<b>6</b>	<b>14</b>	<b>22</b>	<b>50</b>	<b>12</b>	<b>27</b>	<b>1</b>	<b>2</b>	<b>44</b>	<b>100</b>

Academic personnel involved in the implementation of the study program who have the right of an expert of the Latvian Science Council:

**Table 3.13. Teaching staff involved in the program - LSC experts**

Name, surname	Branch of science	A subfield of science	LSC Expert's right to expire
Žanna Caurkubule	Social Sciences	Economy and entrepreneurship	06.07.2025
Irina Plotka	Social Sciences	Psychology	02.11.2025

Marina Gunare	Social Sciences	Economy and entrepreneurship	30.06.2024
Vladislāvs Volkovs	Social Sciences	Sociology and social work	02.02.2025
Aija Sannikova	Social Sciences	Economy and entrepreneurship	03.09.2023

The teaching staff regularly improves their qualifications. For example, during the reporting period, teaching staff have increased their knowledge of the English language by attending ECL courses and passing an exam certifying their knowledge of the English language at least at the B2 level. The teaching staff also attended the "Innovations in Higher Education" professional development program for higher education pedagogues, obtaining a certificate.

The teaching staff participates in the meeting of the study program council, where the expected results of the program, 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 academic staff, their involvement in scientific research and work experience, combined with the guest lecturers - recognised professionals in their field with both local and national as well as international experience and a global perspective on the theoretical and practical aspects of the tourism and hospitality industry, ensure the achievement of the programme's learning outcomes.

The qualification of the teaching staff is very important as it is related to the quality of the educational process result. The qualification of teaching staff is directly related to the development of students' knowledge, skills and competences. The systemic way of thinking of the teaching staff affects development of the student's way of thinking, promotes learning of the main basic concepts and regularities of management science, and also develops analytical and critical thinking in connection with various scientific approaches and problems. The teaching staff ability to create a creative atmosphere, to arouse students' interest and curiosity in the learning process, develops students' skills and abilities to find different solutions in non-standard situations. Teachers, using interactive teaching methods, develop students' communication skills, skills to work in a team, which is one of the most important professional characteristics of a future company manager.

Scientific activity of the teaching staff also affects development of students' scientific activity skills. The teachers of the professional bachelor's study program "Tourism and Hospitality Management" have a high scientific potential, which is confirmed by existing scientific publications that can be found in international databases. Instructors act as mentors who teach students to independently receive, select, analyse and critically evaluate scientific information from various sources, use it; conduct research, process the obtained data, interpret and present them. During the learning process, students learn the skills of conducting scientific research, get acquainted with the modern directions of scientific research of teaching staff, which are not reflected in textbooks. Thus, the scientific directions of research realised by the lecturers are reflected in the course works and bachelor theses developed by the students. Also, students, in cooperation with lecturers (supervisors), are involved in the process of developing 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.

Similarly, the qualification of teaching staff results from their ability to create and use various computer technologies in the learning process; develop teaching - methodical materials that enable

students to acquire knowledge independently, such as electronic books. This, in turn, in the near future will provide an opportunity to expand distance learning environment, access to the European and international integrated education system.

In general, qualifications of teaching staff can be assessed as adequate, and their effectiveness is regularly assessed in annual student surveys. Within the framework of the program, changes in the structure of positions are controlled and systematic personnel development is carried out.

### **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.**

During the reporting period, composition of the academic staff changes, attracting lecturers with practical and scientific experience, as well as persons with a doctorate degree. Professional lecturers are 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 specialised courses corresponds to the field of the study course. Most of the lecturers are practitioners. Some of the lecturers employed in the study program are simultaneously employed in scientific research work, which ensures the synergy of studies and research work. The main criteria for the selection of lecturers are: education (degree), professional experience and research and creative activity, communication skills.

In the period from 2016/2017 academic year until 2022/2023 in the autumn of the academic year, analysis of dynamics of the number of teaching staff of the study program "Tourism and Hospitality Management" shows that the teaching staff has increased from 32 to 45 people (40.6%). Not only the quantitative composition of the teaching staff has changed, but also its qualitative changes were made. This follows from the teaching staff development policy - to involve in BIA teaching process young scientists as well as foreign professors.

There are also positive trends associated with the increase in the number of associate professors and professors working in the bachelor study program "Tourism and Hospitality Management". In the period from 2016/2017 of the study year until 2022/2023 during the study year, Marina Ginare and Vladislavs Volkovs have become associate professors, Žanna Caurkubule and Irina Plotka have become professors (repeatedly). BSA masters A. Ilyina and J. Popova defended her doctoral theses in economics at the Baltic International Academy and are now teaching the study program. Aļona Rogale-Homika is studying for a doctorate at the Baltic International Academy and is currently a candidate for a doctorate in economics, she is also employed in the master's program. Inesa Ratanova is studying for a doctoral degree at the LU, Svetlana Polovko - Valtere is a doctoral student at the LLU.

The quality of studies is closely related to the qualification and scientific activity of the academic staff, and in order to increase the quality of studies, it is necessary to constantly monitor the increase in the proportion of academic staff with scientific degrees, to attract qualified foreign academic staff, and it is necessary to constantly renew, replace and involve the teaching staff in further education.

**Table 3.14. Changes in the teaching staff of the professional bachelor's study program "Tourism and Hospitality Management" during the review period from 2016/2017 st. year until 2022/2023 st. year**

	Doctors of Science		including:			
			Professors		Associate Professors	
Study year	2016/ 2017	2022/ 2023	2016/ 2017	2022/ 2023	2016/ 2017	2022/ 2023
Elected BIA	11	17	1	2	4	4
Not elected BIA	3	9	-	1	1	2
Total	14	26	1	3	5	6

In the period from the previous accreditation, there were positive changes in the academic staff of the study program "Tourism and Hospitality Management", which resulted in the following results:

- The number of elected doctors of science increased by 86%;
- The number of elected professors increased three times.

That gave the opportunity to significantly increase scientific potential of the field of studies and study program, which helped to increase study results, as the scientific activity of teaching staff is directly connected with the development of students' scientific activity skills. When attracting more doctors of science, including professors, to the study process, they try to constantly improve qualifications and introduce new educational innovations in the study process, thus motivating students for further education in the master's degree. Also, several guest lecturers are attracted to the program.

In the implementation of the professional bachelor's study program "Tourism and Hospitality Management", scientific and pedagogical experience of the teaching staff ensures achievement of the goals of educational program, as well as creation of appropriate knowledge, skills and competencies for students, achieving the set study results.

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

Not applicable

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

Not applicable

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

Cooperation mechanisms of teaching staff to ensure interconnection of study courses are necessary for the planning, creation and realisation of interdisciplinary study courses.

There are several training mechanisms / models of interdisciplinary study courses at BIA.

1. One of the functions of the BIA Methodological Council is to plan and implement events - seminars for the teaching staff and not only for them, as the seminars are open to the public. Such seminars, where the best lecturers of the Academy, industry experts and representatives of state and non-state institutions took part, are organised to develop the competences of creating and implementing interindustry/interdisciplinary lessons and study courses in academic staff.
2. The program director discusses with the teaching staff the content of the program and promotes interconnection. Meetings are organised at least twice a year, during which the results of student surveys, test results of e-study courses, etc. are discussed. Analysing interrelationship between the content of the study program, qualification to be awarded, the name and labor market trends, the above-mentioned teaching staff cooperate, improving the content of the program and developing current study courses. The work is organised under direction of the director of the study program, holding meetings at least once a month during the semester. One of the examples is cooperation in the involvement of students in research work.
3. At the beginning of the study year, topical issues related to the BIA priority research directions have been discussed, according to which the sample topics of studies and final theses have been supplemented. The teaching staff of the study course "Methodology for the preparation and defense of the thesis" based on the deficiencies found in the previous year in the development of theses, focuses the students' attention on conducting research and developing studies and final theses in accordance with the requirements of the BIA ([Regulations on the development of final theses for defense at the Baltic International Academy](#) ).
4. Lecturers who lead studies and final theses, working with students, invite them to participate



in the student conference and publish results of their research. Organised conferences allow quick response to the new trends in the field of interdisciplinary study courses.

At the time of submitting the self-evaluation report, 43 lecturers per 110 students are involved in the program.

Study program	Number of students per academic position
"Tourism and Hospitality Management"	2.6

In general, it can be concluded that the Baltic International Academy's professional bachelor's study program "Tourism and Hospitality Management" can be evaluated as competitive and meets modern requirements of the business sector.

# 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 and appendix TVV lat stream.pdf	Paraugs diploms un pielikums TVV lat piina.pdf
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	Annex_5_Statistical data on students in the Bachelor Study Programme.docx	5.PIELIKUMS_Statistikas dati par studejosajiem bakalaura studiju programma.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	Annex 6.Compilation to the national education standard.docx	6.Pielikums_Atbalstiba valsts izglitiba standartam_lab.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 TVV_Tourism_services_manager.docx	7.PIELIKUMS TVV_Turisma_pakalpojumu_vaditajs.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	8.ANNEX_Mapping of study courses to achieve the study results of the Bachelor's study programme (1).docx	8.PIELIKUMS_Studiju kursu kartejums bakalaura studiju programmas studiju rezultatu sasniegšanai1.docx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	Annex 9_Bachelor Study Program1.docx	9.PIELIKUMS_Bakalaura_studiju_programma1.docx
Descriptions of the study courses/ modules	Tour.&Hosp.Manag_ Course descriptions.zip	TVV_Kursu apraksti.zip
Description of the organisation of the internship of the students (if applicable)	3.2.4. Bachelor_practice_program.doc	3.2.4.Bakalaura_prakses_programma.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)		

# Management of communication in the leisure and entertainment industry (47812)

Study field	<i>Hotel and Restaurant Service, Tourism and Recreation Organisation</i>
ProcedureStudyProgram.Name	<i>Management of communication in the leisure and entertainment industry</i>
Education classification code	<i>47812</i>
Type of the study programme	<i>Professional master study programme</i>
Name of the study programme director	<i>Žanna</i>
Surname of the study programme director	<i>Caurkubule</i>
E-mail of the study programme director	<i>zcaurkubule@inbox.lv</i>
Title of the study programme director	<i>Dr.sc.ing, profesore</i>
Phone of the study programme director	<i>67100321</i>
Goal of the study programme	<i>The goal of the study program is to provide an internationally competitive high-level education in the field of communication, entertainment and recreation in order to prepare critical thinking and qualified professionals whose modern knowledge, leadership skills and competences would allow them to work in international teams and effectively manage organisations in the state, non-state and private sectors, ensuring that development and change.</i>
Tasks of the study programme	<ul style="list-style-type: none"> <li><i>- To prepare students for practical work in the business environment of tourism, leisure and entertainment, providing a competitive education in line with LR and international standards;</i></li> <li><i>- Provide an understanding of social, economic and environmental sustainability and their challenges, including in global context, development trends in the field of leisure and entertainment in Latvia and the world, deepen their learning in the context of communication science, providing skills for their evaluation;</i></li> <li><i>- Develop deep knowledge and critical understanding of management theory, principles, concepts and methodology needed for research and/or innovation to create new knowledge and procedures, integrate knowledge from different fields in the tourism, leisure and entertainment industry;</i></li> <li><i>- To develop students' analytical abilities, to think creatively and critically, analysing and evaluating the situation in the organisation, to develop development strategies in various fields of management, management levels and functional areas;</i></li> <li><i>- To develop the students' skills in planning and managing research work and to promote the ability to convince the audience about effectiveness and validity of their decisions with arguments, creating interest in further education, raising professional qualifications and continuing studies in a doctoral study program.</i></li> </ul>

Results of the study programme	<p><i>-in-depth knowledge and understanding of role of entrepreneurship and entrepreneur in the development of society and economic growth, theories, principles, concepts and methodology in the field of management, as well as the creation of a business model in the fields of tourism, recreation and entertainment;</i></p> <p><i>- the ability to use analytical abilities and skills in assessing business environment in the local and international market and development trends in the leisure and entertainment industry;</i></p> <p><i>- the ability to analyse and evaluate situation in the organisation, develop development strategies in various business areas, management levels and functional areas, work in a team, use foreign languages in a multicultural environment, communication and interaction skills and abilities;</i></p> <p><i>- the ability to demonstrate company and project management skills, solve current company management issues by making decisions, take responsibility for work results, ensure competitive operation of the company, increase its added value in the changing and sustainable development conditions of the global economy;</i></p> <p><i>- the ability learn and critically evaluate research methods and approaches for conducting research in the field of management science, independently apply the latest theories, discoveries, methods and problem-solving skills in order to carry out scientific research and creative activities that ensure creative thinking;</i></p> <p><i>- the ability to assess the risks of management decision-making in different contexts and, if necessary, perform additional analysis;</i></p> <p><i>- the ability to convince the audience of the effectiveness and validity of own decisions and take responsibility for the possible impact of actions on the environment and society.</i></p>
Final examination upon the completion of the study programme	Master's thesis

## Study programme forms

### 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>Professional bachelor's degree or professional qualifications 5.-6. level in business, management, marketing, finance and/or economics.</i>

Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master degree in management of leisure and entertainment company</i>
Qualification to be obtained (in english)	<i>Head of an Organisation</i>

### 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	<i>1</i>
Duration in month	<i>5</i>
Language	<i>english</i>
Amount (CP)	<i>90</i>
Admission requirements (in English)	<i>Professional bachelor's degree and/or professional qualification in the fields of business, management, marketing, finance and/or economics. 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>Professional Master degree in management of leisure and entertainment company</i>
Qualification to be obtained (in english)	<i>Head of an Organisation</i>

### Places of implementation

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

### Full time studies - 2 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>120</i>
Admission requirements (in English)	<i>Admission to the study programme is open to persons who have obtained: 1.) an academic Bachelor's degree in business, management, marketing, finance and/or economics (in this case, an additional internship of 30 CP aimed at deepening the practical understanding of the tourism, leisure, recreation or hospitality sector); or 2.) a bachelor's degree in professional higher education in other fields (in this case, it is necessary to complete 30 CP of study in the preparatory semester, which develop basic social, communicative and organisational skills, including study courses for the development of professional competence in entrepreneurship); or 3.) an academic Bachelor's degree in other fields, provided that they have at least three years of work experience in the entertainment, leisure or hospitality sector (in this case, students are required to take an additional 30 CP of study in the preparatory semester, which develop basic social, communicative and organisational skills, including study courses to develop professional business competences).</i>

Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master degree in management of leisure and entertainment company</i>
Qualification to be obtained (in english)	<i>Head of an Organisation</i>

### Places of implementation

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

### Full time studies - 2 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>120</i>
Admission requirements (in English)	<i>Admission to the study programme is open to persons who have obtained: 1.) an academic Bachelor's degree in business, management, marketing, finance and/or economics (in this case, an additional internship of 30 CP aimed at deepening the practical understanding of the tourism, leisure, recreation or hospitality sector); or 2.) a bachelor's degree in professional higher education in other fields (in this case, it is necessary to complete 30 CP of study in the preparatory semester, which develop basic social, communicative and organisational skills, including study courses for the development of professional competence in entrepreneurship); or 3.) an academic Bachelor's degree in other fields, provided that they have at least three years of work experience in the entertainment, leisure or hospitality sector (in this case, students are required to take an additional 30 CP of study in the preparatory semester, which develop basic social, communicative and organisational skills, including study courses to develop professional business competences). 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>Professional Master degree in management of leisure and entertainment company</i>
Qualification to be obtained (in english)	<i>Head of an Organisation</i>

### Places of implementation

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

## 3.1. Indicators Describing the Study Programme

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

In preparation for the evaluation procedure, the content of the study programme was reviewed and adapted to the latest and most relevant trends in the tourism, leisure and recreation industry. In accordance with the new occupational standard and in accordance with the recommendations received during the previous evaluation, current trends in the field, graduate surveys and student recommendations, the following changes and clarifications have been made since the previous accreditation sheet for the field of study was issued:

- the goal, tasks and achievable study results of the study programme were specified in the parameters of the professional master's study programme " Management of Communication in the Leisure and Entertainment Industry";
- the professional qualification to be awarded was specified in accordance with the new professional standard - Manager of Organisation;
- new study courses have been added ("Communication Research Methods and Presentation", "Intercultural Communication", "Leadership: Concepts and Strategies", " Introduction to Economic Theory", " Financial Planning and Management of an Organisation", "Introduction to Finance", "Legal Framework of Entrepreneurship", "Academic Writing");
- some courses have undergone name changes and course descriptions have been revised in line with the change in course name:

<i>Old course name</i>	<i>New course name</i>
Strategic management in the field of leisure and entertainment II: quality insurance system management	Quality management systems
Strategic management in the field of leisure and entertainment III: Intellectual capital management	Intellectual capital management
Strategic Marketing I	International marketing
Strategic Marketing II: Strategic Marketing Communications	Strategic marketing communications
Strategic Marketing III: E-marketing	Digital marketing

Socio-economic studies and scientific design in the industry of leisure and entertainment	Methodology and Methods of Socio-economic Research in Leisure and Entertainment
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Business economics in leisure and entertainment	Business economics and management in leisure and entertainment
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- for some study courses, a change of credit points has been made, in particular by aligning the CP with the European Credit Transfer System (ECTS) credits, in accordance with Article 1.8 of the Law on Higher Education Institutions and Cabinet Regulation No 305;
- in accordance with Article 56 of the Law on Higher Education Institutions, BIA no longer admits students and does not implement study programmes in Russian, therefore the Russian language option is not presented for evaluation, but continues to implement the study programme in the national and English languages.

The changes in the content and layout of the study programme are aimed at integrating the latest theoretical knowledge, information technology tools, practical training for developing creativity and innovation, and digital skills. The results of the mapping show that the courses that make up the content of the programme provide the opportunity to achieve all the outcomes of the study programme. Thus, it can be considered that the study programme is designed in a structured and sequential manner, so that students are able to master the course content in a logical order, achieve the goals and tasks of the programme and the defined study results.

On the other hand, such program parameters as the program goal, tasks and, accordingly, the achievable study results (Table 3.2) were specified and updated.

table 3.2

In the professional master's study program "**Management of communication in the leisure and entertainment industry**" specification and updating of parameters

<i>The goal, tasks and expected study results of the study program for the next accreditation period</i>	<i>The goal, tasks and expected study results of the study program of the previous accreditation period</i>
<i>The goal of the program - PG</i>	
<p><b>The goal</b> of the study program is to provide an internationally competitive high-level education in the field of communication, entertainment and recreation in order to prepare critical thinking and qualified professionals whose modern knowledge, leadership skills and competences would allow them to work in international teams and effectively manage organisations in the state, non-state and private sectors, ensuring that development and change.</p>	<p>Prepare qualified specialists in order to promote their competitiveness in changing socio-economic conditions, i.e.: prepare modern educated, highly qualified, competent and competitive professionals who are able to initiate and manage business changes in the industry, organise and plan changes in organisations and the community, initiate and manage projects of various scales, provide support and promote changes in the industry on a local, regional and international scale, multicultural environment, based on modern development trends in Europe and the world, giving students the opportunity to creatively solve set tasks, work in international teams and effectively manage institutions, obtain higher professional education in the field of communication, entertainment and recreation by obtaining a master's degree, promote personality self-growth with opportunities to continue studies for a doctorate in the program.</p>
<i>Program tasks - PT</i>	



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1 PT. To prepare students for practical work in the business environment of tourism, leisure and entertainment, providing a competitive education in line with LR and international standards;

2 PT. Provide an understanding of social, economic and environmental sustainability and their challenges, including in global context, development trends in the field of leisure and entertainment in Latvia and the world, deepen their learning in the context of communication science, providing skills for their evaluation;

3 PT. Develop deep knowledge and critical understanding of communication management theory, principles, concepts and methodology needed for research and/or innovation to create new knowledge and procedures, integrate knowledge from different fields in the tourism, leisure and entertainment industry;

4 PT. To develop students' analytical abilities, to think creatively and critically, analysing and evaluating the situation in the organisation, to develop development strategies in various management fields, levels and functional areas;

5 PT. To develop the students' skills in planning and managing research work and to promote the ability to convince the audience about effectiveness and validity of their decisions with arguments, creating interest in further education, raising professional qualifications and continuing studies in a doctoral study program.

- To prepare highly qualified and competitive employees for tourism, recreation and entertainment needs of the Republic of Latvia and the EU, as well as to promote their competitiveness in changing socio-economic conditions and the international labor market;
- to offer contemporary, high-quality and balanced training to ensure acquisition of theoretical, research and practical skills, professional further education and scientific research;
- to ensure compliance of level of education obtained in the program with requirements of the labor market and employers, providing specific and comprehensive knowledge and skills that are required in the modern business environment;
- to develop students' creative abilities in entrepreneurship, company management, as well as ability to develop creative potential and promote consumption of leisure and entertainment industry products in society;
- to develop skills and abilities needed in the modern labor market - presentation, argumentation, communication, information acquisition and processing, the ability to think creatively and critically and analyse industry problems;
- to develop specific problem-solving skills needed for research and/or innovation to create new knowledge and procedures, integrate knowledge from different fields in the tourism, leisure and entertainment industry;
- to implement development trends in the field of leisure and entertainment in Latvia and Europe, deepen learning in the context of communication science;
- to provide an opportunity to gain experience in planning, organising and evaluating recreational and entertainment events and projects;
- to improve development of students' creative abilities, using modern study methods in cooperation with partner universities, organising the exchange of experience with partners according to the standards of global tourism, leisure and entertainment market;
- to create students' interest in further education, raising their professional qualifications and continuing their studies in the doctoral study program.

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*Achievable study results - SR*

**Knowledge:**

1 SR Demonstrates in-depth knowledge and understanding of current theories, concepts and methodologies in economics and business, management and psychology, marketing and communications, and other disciplines related to the tourism, leisure and entertainment industry;

**Skills:**

2 SR Be able to plan and implement professional activities using analytical abilities and skills in assessing business environment in the local and international market and development trends in the tourism, leisure and entertainment industry;

3 SR Able to analyse and evaluate situation in the organisation, develop development strategies in various business areas, management levels and functional areas, work in a team, use foreign languages in a multicultural environment, communication and interaction skills and abilities;

4 SR Able to demonstrate company and project management skills, solve current company management issues by making decisions, take responsibility for work results, ensure competitive operation of the company, increase its added value in the changing and sustainable development conditions of the global economy;

5 SR Can learn and critically evaluate research methods and approaches for conducting research in the field of management science, independently apply the latest theories, discoveries, methods and problem-solving skills in order to carry out scientific research and creative activities that ensure creative thinking

**Competencies:**

6 SR Able to assess the risks of management decision-making in different contexts and, if necessary, perform additional analysis

7 SR Able to convince the audience of the effectiveness and validity of own decisions and take responsibility for the possible impact of actions on the environment and society

8 SR Demonstrates a range of general skills including information and time management, team and project work, computer and independent learning, digital skills

9 SR Be able to contribute independently to their own personal development and the development of their own knowledge, demonstrate an innovative, open and ethical mindset, and show initiative and leadership in the management of their organisation.

**Knowledge:**

1. Demonstrates in-depth knowledge of the latest theoretical knowledge in the field of tourism entertainment and recreation;

2. Demonstrates understanding of the latest discoveries in business management; using the acquired knowledge, is able to conduct research and operate in the field of entertainment and recreation.

**Skills:**

3. Able to work independently in the field of entertainment and recreation, knows management theories to solve current problems in the field of entertainment and recreation.

4. Able to reason and discuss complex and systemic aspects of management with both specialists and non-specialists.

5. Able to join working groups, carry out research activities and take responsibility for the results of group work.

6. Able to perform professional duties, further learning, search for solutions in complex and unpredictable operating (including crisis) conditions of entertainment and recreation industry companies, use new and creative approaches.

**Competencies:**

1. When developing a master's thesis, one is able to constantly formulate and critically analyse complex professional problems of the entertainment and recreation industry and companies.

2. Able to integrate various knowledge of economics, management, marketing, and finance in solving industry problems.

**Cultural competences:**

- to accumulate and improve experience in intercultural communication;
- to create an understanding of diversity of cultures and their peculiarities
- to orient oneself in the current affairs of your country and the world in the fields of culture, recreation and entertainment
- to create international projects, respecting national and intercultural traditions

**Intellectual competences:**

- build a deeper understanding of the possibilities of the entertainment and leisure industry on a global scale
- improve scientific potential, as well as develop the ability to impart knowledge to others
- develop creative potential in the chosen speciality
- improve professional development through continuing education and research opportunities

**Professional competences:**

- to use theoretical knowledge in professional activities
- to develop a deeper understanding of the processes and interactions of the entertainment and leisure industry
- to improve understanding of self-improvement processes in professional activity
- to develop the principles of interprofessional team building
- to integrate the knowledge of different fields in research, carry out research activities and introduce innovative ideas in the leisure and entertainment industry
- to cultivate ethical and social responsibility for scientific results

**Practical competences:**

- to develop social responsibility
- to use possibilities of modern technology
- to promote entrepreneurship, attraction of innovations in the field of recreation and entertainment
- to create creative professional activity in leisure and entertainment industry
- to improve their professional competence
- to develop and implement projects in the field of recreation and entertainment, to assess the compliance of projects with market needs
- to form cooperation with other participants in this field, state, local government, non-governmental and private institutions

**Communication skills:**

- to develop cultural skills of public speaking
- to improve teamwork skills and abilities
- to build communication technologies in a multicultural society
- to create an understanding of interests, traditions, peculiarities and needs of different target groups

The study program includes elements that promote growth of students' personality, develop organisational skills to organise and lead teamwork, and also promote students' critical understanding of issues related to business problems on a local, regional and international scale, in order to be able to analytically formulate specific problems and develop management skills, using existing and developing new community resources. The program is designed in such a way that theoretical knowledge and research skills are acquired in its mandatory part, which form a complete basis for the development of independent scientific research in the leisure and entertainment industry. Optional part of the program opens a possibility for broader and deeper studies in the fields of research interests of the master's students. This allows, based on the demographic, economic and legal situation, to create a program in line with Latvia's domestic market and international competition, attracting both Latvian and foreign students.

Analysing table 3.2 "Changes, clarifications and updating of parameters of the professional study program "Management of communication in the leisure and entertainment industry" it can be concluded that the goal and tasks of the professional master's study program, as well as knowledge, skills and competences acquired during the studies are interconnected and allow to achieve goals of the study program according to the professional standard Head of an organisation.

**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.**

BIA professional master's study program "Management of communication in the leisure and entertainment industry" was developed in accordance with the [Law on Higher Education Institutions](#) of the Republic of Latvia, in accordance with Regulation of the Ministry of the Interior of the Republic of Latvia No. 305 ("[Rules on the national professional higher education standard](#)") LV-only (21.06.2023.) and No. 322 ("[Regulations on the classification of the Latvian education](#)") LV-only (13.06.2017), for the State Standard of the Republic of Latvia "[Professional standard of the head of the organisation](#)" LV-only (18.09.2019) and the Professions Classifier of the Republic of Latvia, the [European Qualifications Framework](#) and the [Standards and Guidelines for Quality Assurance in the European Higher Education Area \(ESG 2015\)](#), as well as the [guidelines for the preparation of a Self-Assessment Report of Study Directions](#) (20.08.2021).

Content of the master's program ensures 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 framework structure determined in the Latvian education classification.

Professional master's study program "Management of communication in the leisure and entertainment industry" (47812), degree to be obtained: *professional Master degree in management of leisure and entertainment company and qualification - head of an organisation*, goals and objectives, as well as admission conditions are interconnected and appropriate.

The Professional Master's study programme " Management of Communication in the Leisure and Entertainment Industry" provides continuity with the Bachelor's study programme "Tourism and

Hospitality Management" and opportunities for graduates of the Bachelor's study programme to continue their education in the field of tourism, entertainment and leisure. The goal of the Master's study programme "Management of Communication in Leisure and Entertainment Industry" is in line with the strategic goals defined in the "[Baltic International Academy's Long-term Strategy for Activity and Development 2022-2025](#)", and specifically with the goal of the major field "Hotel and Restaurant Service and Tourism and Leisure Organisation".

In accordance with the mission and strategic plan of the Baltic International Academy, *the goal (PG)* of the master's program "Management of communication in the leisure and entertainment industry" is to provide an internationally competitive high-level education in the field of communication, entertainment and leisure in order to prepare critical thinking and qualified professionals with modern knowledge, leadership skills and competencies would allow working in international teams and effectively manage organisations in the public, non-governmental and private sectors, ensuring their development and change.

The Professional Master's study programme "Management of Communication in the Leisure and Entertainment Industry" is implemented in 1.5 years ( ) and 2 years (120 KP) of full -time study.

Formulation of goal of the study program indicates that students are provided with knowledge, skills and competences according to the 7th qualification level in the field of tourism, leisure and entertainment business. The name of the program and qualification to be awarded also indicate that the program is oriented towards tourism, recreation and entertainment management processes in the organisation. The tasks (*PT*) defined by the study program are aimed at achieving the defined goals and ensuring study results (*SR*).

#### **Program tasks - PT:**

- To prepare students for practical work in the business environment of tourism, leisure and entertainment, providing a competitive education in line with LR and international standards (1 PT);
- Provide an understanding of social, economic and environmental sustainability and their challenges, including in global context, development trends in the field of leisure and entertainment in Latvia and the world, deepen their learning in the context of communication science, providing skills for their evaluation (2 PT);
- Develop deep knowledge and critical understanding of communication management theory, principles, concepts and methodology needed for research and/or innovation to create new knowledge and procedures, integrate knowledge from different fields in the tourism, leisure and entertainment industry (3 PT);
- To develop students' analytical abilities, to think creatively and critically, analysing and evaluating the situation in the organisation, to develop development strategies in various management fields, levels and functional areas (4 PT);
- To develop the students' skills in planning and managing research work and to promote the ability to convince the audience about effectiveness and validity of their decisions with arguments, creating interest in further education, raising professional qualifications and continuing studies in a doctoral study program (5 PT).

#### **Study results - SR**

##### **Knowledge:**

Demonstrates in-depth knowledge and understanding of current theories, concepts and methodologies in economics and business, management and psychology, marketing and communications, and other disciplines related to the tourism, leisure and entertainment industry (1 SR).

**Skills:**

Be able to plan and implement professional activities using analytical abilities and skills in assessing business environment in the local and international market and development trends in the tourism, leisure and entertainment industry (2 SR);

Able to analyse and evaluate situation in the organisation, develop development strategies in various business areas, management levels and functional areas, work in a team, use foreign languages in a multicultural environment, communication and interaction skills and abilities (3 SR);

Able to demonstrate company and project management skills, solve current company management issues by making decisions, take responsibility for work results, ensure competitive operation of the company, increase its added value in the changing and sustainable development conditions of the global economy (4 SR);

Can learn and critically evaluate research methods and approaches for conducting research in the field of management science, independently apply the latest theories, discoveries, methods and problem-solving skills in order to carry out scientific research and creative activities that ensure creative thinking (5 SR).

**Competencies:**

Able to assess the risks of management decision-making in different contexts and, if necessary, perform additional analysis (6 SR);

Able to convince the audience of the effectiveness and validity of own decisions and take responsibility for the possible impact of actions on the environment and society (7 SR);

Demonstrates a range of general skills including information and time management, team and project work, computer and independent learning, digital skills (8 SR);

Be able to contribute independently to their own personal development and the development of their own knowledge, demonstrate an innovative, open and ethical mindset, and show initiative and leadership in the management of their organisation (9 SR).

Table 3.3

**Interrelation of the goals (PG), tasks (PT) and study results (SR) of the Professional Master's study programme "Management of Communication in the Leisure and Entertainment Industry"**

PG				
PT1	PT2	PT3	PT4	PT5
SR1 - SR9	SR1, SR2,SR5, SR8	SR1, SR3,SR4, SR5	SR3, SR4,SR8, SR9	SR5, SR6,SR7, SR8

The relevance of the study programme to the field of study is evidenced primarily by study courses that are significantly related to the tourism, leisure and entertainment industry (e.g. Leisure and Entertainment Industry, Strategic Management in the Leisure and Entertainment Industry, Sustainable Development in Tourism and Leisure, International Project Management in Leisure and Entertainment , Innovative Technologies in Leisure and Entertainment, etc.); secondly, the professional experience of the lecturers, which allows to provide quality education and practical experience and skills in the relevant field; thirdly, the recognition of the Master's study programme in recognised organisations and associations (ALTA, LVRA, etc.) and accreditation by the World

Tourism Organisation (UN WTO).

Descriptions of the programme's goals and tasks have been used in the mapping of courses. The results of the mapping show that the study courses of the programme provide the possibility to achieve all the study programme results (each study result is linked to several study courses, the completion of which ensures the achievement of the study programme result); all included courses are justified and correspond to the specificity of the study programme within the field of study.

Implementation, content and expected study results of the program are reviewed at the meetings of the study direction council, which take place at least once a semester and are attended by program administration, representatives of the academic staff, students and industry representatives. The achievable results of the study program are focused on the processes taking place in the company.

Admission of students to the full-time study programme "Communication Management in the Entertainment and Leisure Industry" at the Baltic International Academy is regulated by the Admission Rules and the Matriculation Procedure[1], which are approved annually at the BIA Senate meeting. The requirements set out in the Regulations (Part 1; Part 2, paragraphs 8, 9, 10, 11, 13 - 20; Chapter VI) are the basis for ensuring the achievement of the goal, tasks and study results of the study programme, indicating that all of the above factors are interrelated.

Analysing compliance of admission requirements with the name of the study program, degree to be obtained and professional qualifications, it can be concluded that:

- The programme is available in 90 credit points (3 semesters) or 120 credit points (4 semesters). To enrol in the 90-CP programme, applicants need a professional bachelor's degree or a level 5-6 professional qualification in business, management, marketing, finance and/or economics, or an equivalent qualification.
- Admission requirements, degree and professional qualification of the study program comply with the principle of succession, that is, students will be able to deepen and strengthen their knowledge, skills and competences acquired at the professional bachelor's level at the next, master's level;
- In turn, applicants with an academic bachelor's degree, or with a professional bachelor's degree in other sciences (pedagogical, technical, exact science, etc.), but with the desire to obtain professional education corresponding to the master's level under the management of leisure and entertainment industry organisations, can enter the program with the normative study duration of 4 semesters (120 CP), in which case students are additionally required to take 30 CP of courses in the preparatory semester that develop basic social, communicative and organisational skills, including courses to build professional competence in entrepreneurship. The first, or preparatory semester, of the master's study program with a normative study duration of 2 years is intended to give students the opportunity to quickly and intensively acquire the necessary knowledge, skills and competences for mastering the master's level program.
- Applicants with an academic Bachelor's degree in business, management, marketing, finance and/or economics, or an equivalent qualification, may enter the programme with a normative study duration of 4 semesters (120 CP), but the study programme additionally includes a 30 CP internship aimed at deepening practical understanding of the tourism, leisure, recreation or hospitality sector, as well as validating the knowledge gained during studies, thus better preparing for the Master's thesis.
- Applicants with an academic Bachelor's degree in other fields may enter the programme with a normative duration of 4 semesters (120 CP), provided that they have at least three years of work experience in tourism, leisure, recreation or the hospitality field (in this case, students

must additionally take 30 CP of study courses in the preparatory semester that develop basic social, communicative and organisational skills, including study courses to develop professional business competences).

All applicants are assessed on their English language skills upon entry to the programme.

Therefore, the study programme can be considered to be structured and sequenced in order to enable students to master the course material in a logical order, to achieve the programme goals and tasks and the defined study results in each variant of the study programme implementation. Consequently, the Bachelor's programme together with the Master's programme is aligned in such a way that upon completion of the Master's programme the graduate will have all the competences appropriate to the profession.

[1] [https://bsa.edu.lv/docs/admission/uznemsanas\\_noteikumi\\_BSA\\_2023\\_24\\_eng.pdf](https://bsa.edu.lv/docs/admission/uznemsanas_noteikumi_BSA_2023_24_eng.pdf)

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

The BIA professional higher education master's study program was developed in accordance with the Law on Higher Education Institutions of the Republic of Latvia, in accordance with the State Standard of second-level professional higher education and the Professions Classifier of the Republic of Latvia.

Content of the master's program ensures 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 framework structure determined in the Latvian education classification.

Professional master's study programs "Management of communication in the leisure and entertainment industry" graduates obtain a professional master's degree in the management of leisure and entertainment industry companies, thus the program prepares specialists for business management in the tourism, leisure and entertainment industry, as well as for work in companies and organisations in both the public and private sectors, locally and internationally. Implementation of the study program is economically justified, as the number of students in all groups is not less than 10 students, therefore the academy did not incur losses in the implementation of the study program. Social importance of the study program is justified by the fact that business education in the tourism and hospitality industry has a special importance in the development of the national economy. Latvia annually evaluates business results based on the World Bank's "Doing Business" rating[1] . In 2020, Latvia is ranked 19th out of 190 countries, which is a high ranking internationally. This indicates the need for business management education and development perspectives, including in the leisure and entertainment industry. Taking into account the "Informative report on mid- and long-term forecasts of the labor market" prepared by the Ministry of Economy in 2022[2] it can be concluded that the demand for highly qualified specialists (managers, senior specialists, specialists) will only increase in the future. The report indicates that there will also be a need for specialists with knowledge, skills and competences in the tourism and accommodation sector. This is related to the development of modern technologies and the need for their efficient transmission. These specialists need complex problem-solving skills, the ability to think and reason critically, make decisions, creativity, manage and coordinate personnel, manage emotions and stress, who are service-oriented and able to adapt to different situations.

BIA master's study program "Management of communication in the leisure and entertainment industry" the uniqueness is related to its interdisciplinary nature, which distinguishes the program "Management of communication in the leisure and entertainment industry" from similar study programs in Latvian Higher educational establishments:

**Table 3.4**

**Master's study program "Management of communication in the leisure and entertainment industry" comparison with other Latvia study programs**

Higher educational establishment	Program	Degree	Qualification	Duration	Language
BIA	Management of communication in the leisure and entertainment industry	Professional master's degree in leisure and entertainment industry company	Head of the organisation in the field of recreation and entertainment	full-time studies – 1.5 years; 2 years	Latvian, English
Turība University	Strategic management of tourism	Professional master's degree in business administration	Head of companies and institutions	full-time study per day – 1.5 years;	Latvian, English
Vidzeme University of Applied Sciences.	Tourism Competitiveness Management	Master of social sciences in tourism and leisure organization	-	1.5 years, 2 years Full time studies	Latvian, English

It should be noted that only three out of more than 30 higher education institutions in Latvia implement master's study programs for the preparation of specialists in the tourism, leisure and entertainment industry, which shows the relevance and necessity of training such specialists for the Latvian economy.

Professional master's study programs "Management of communication in the leisure and entertainment industry" content is updated every year according to industry, labor market and scientific trends. Compliance with the trends of the labor market and requirements of professional environment is ensured by attracting management professionals to teach study courses. Compliance with the requirements of science is ensured by lecturers' participation in international scientific conferences and the publication of research in scientific publications, as well as the addition of study courses according to current events in science. Students of the program are also involved in carrying out scientific works. For example, research carried out as part of master's theses is presented at both scientific and industry professional conferences. Compliance with the trends of the labor market and the requirements of professional environment is ensured by cooperation with business professionals and experts, engaging them as guest lecturers, for teaching study courses and at the end of examination committees, we also try not to lose contact with graduates, especially considering, as some of them, for the last 6 have been continuing their studies in the doctoral program at BIA and have been invited to work as lecturers at the Academy.

Many master's students start their master's studies in order to increase their level of knowledge and competence, for some it is an opportunity to get a promotion at their place of work, because,



most often, master's students already have a stable job. Practically all students studying at the master's degree work in hotel and restaurant service, tourism and recreation organisations or event organisation companies.

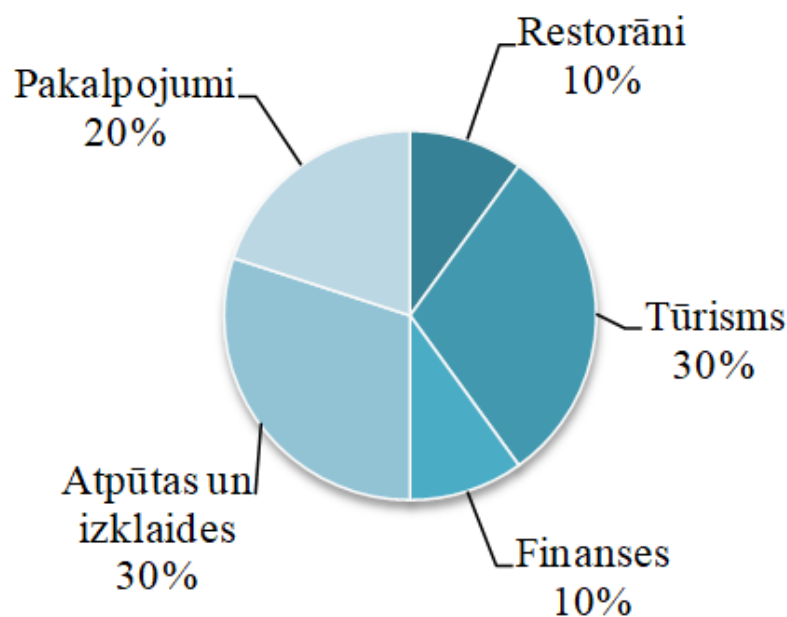


Figure 3.1. Distribution of Master's study program students by sector %

The 2017-2022 graduates took part in the survey. Results of the survey show that:

- 6% of graduates believe that their professional activity is related to the education obtained at the BIA and acknowledged that the study program is competitive in the labor market in Latvia and the EU, providing a competitive education that meets international standards;
- 8% of graduates evaluate their prospects in the labor market as good and excellent;
- 5% of graduates stated that the education they received during their studies has contributed to their career growth and has sufficiently prepared them for continuing their education;
- 3% of the graduates indicated that the knowledge gained during the learning process helps to find creative solutions to problems of various complexity and to make decisions based on previously performed information analysis.

An indicator of the quality of education is that the graduates of the study program hold quite high positions, work as managers, and are middle and senior managers.

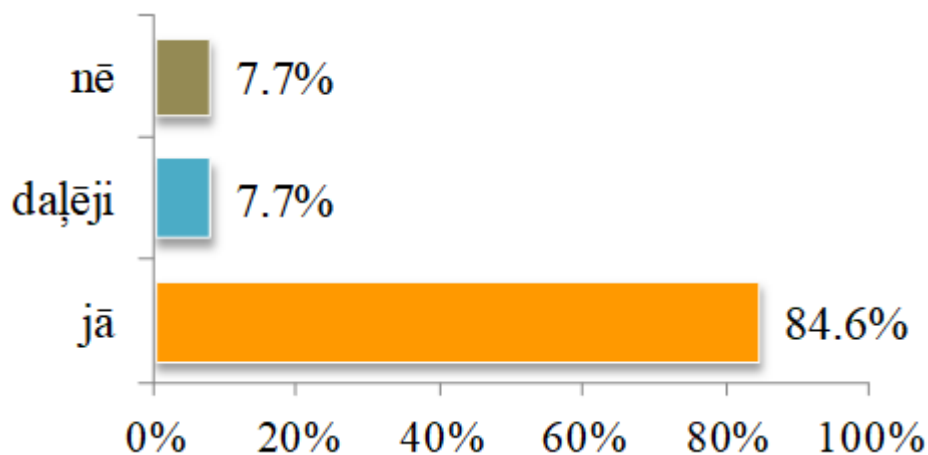


Figure 3.2. Answers of graduates of the master's study program to the statement that their professional activity is related to the education obtained at the BIA.

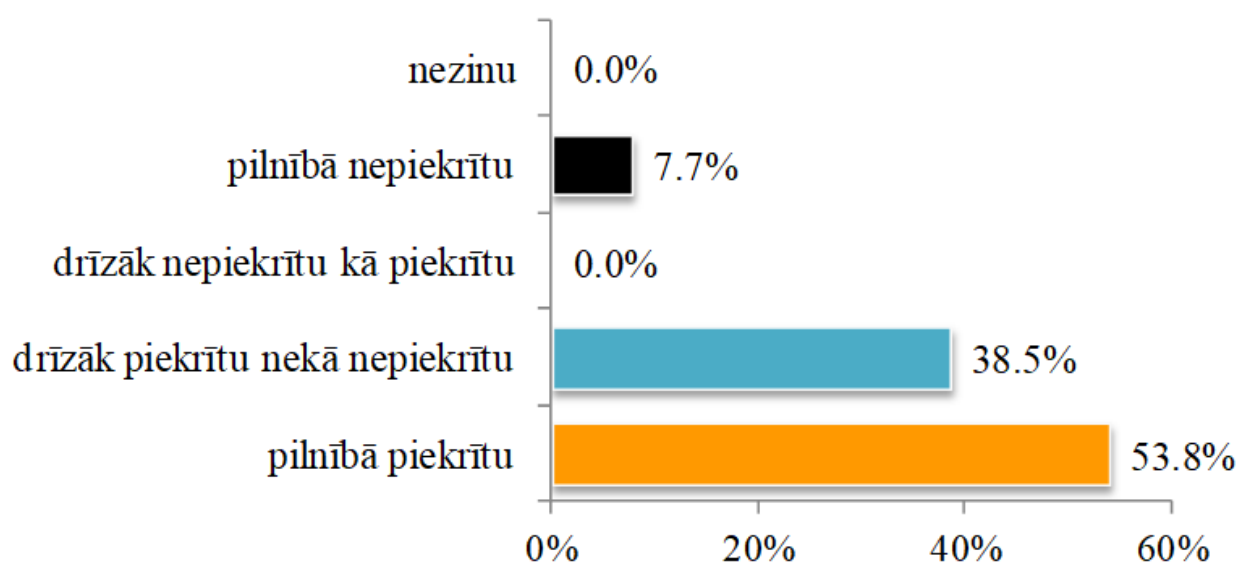


Figure 3.3. Opinion of the graduates of the master's study program is that the education they received sufficiently prepared them for work in the position they hold

Results of the research show that the graduates who received education in the master's study program "Management of communication in the leisure and entertainment industry" meet these requirements, which is confirmed by the following facts:

1. Most of the graduates who were born in Latvia have stayed to work in Latvia.
2. A significant number of graduates work in the specialty or service industry, despite the fact that some of them lost their jobs during the COVID19 pandemic and have not yet returned to the industry.
3. Most of the graduates believe that acquired at the BIA education helps in their professional activities (even if the work is not related to the acquired education), and also increased the possibility of getting a job and/or starting their own company.
4. There are graduates who have started their own hospitality business.
5. A large number of graduates (both in Latvia and abroad) hold quite high positions.
6. A large part of the graduates noted that the acquired education has contributed to the growth of their professional career, has improved their competitiveness in the labor market of Latvia and the European Union, has prepared them well for work, as well as the fact that the acquired knowledge can be applied in practice.
7. Most of the graduates highly valued the acquired theoretical knowledge and practical skills, which can be applied in practice, - ability to evaluate, analyse and systematise information, as well as find creative solutions for the realisation and implementation of various tasks, make decisions based on information analysis.
8. Graduates particularly valued the ability to plan, organise and manage their work, present information, as well as the ability to create teamwork, which they learned during the study process.
9. In addition, according to the majority of graduates, studies helped to develop their abilities.

[1] [https://archive.doingbusiness.org/content/dam/doingBusiness/pdf/db2020/Doing-Business-2020\\_rankings.pdf](https://archive.doingbusiness.org/content/dam/doingBusiness/pdf/db2020/Doing-Business-2020_rankings.pdf)

[2] <https://www.em.gov.lv/lv/media/14720/download?attachment>

### 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 academic year 2016/2017 until the beginning of academic year 2022/2023 (as of 01.10), the number of students in the professional master's study program "Management of communication in the entertainment and recreation industry" decreased by only 11.5%. Taking into account statistics of the last years on the number of students in the master's study program (Fig. 3.4), it can be concluded that the total number of students is relatively even, and taking into account the demographic situation of Latvia and high competition, the total number of local students will continue to decrease, so it is necessary to look for opportunities attract more foreign students to the program.

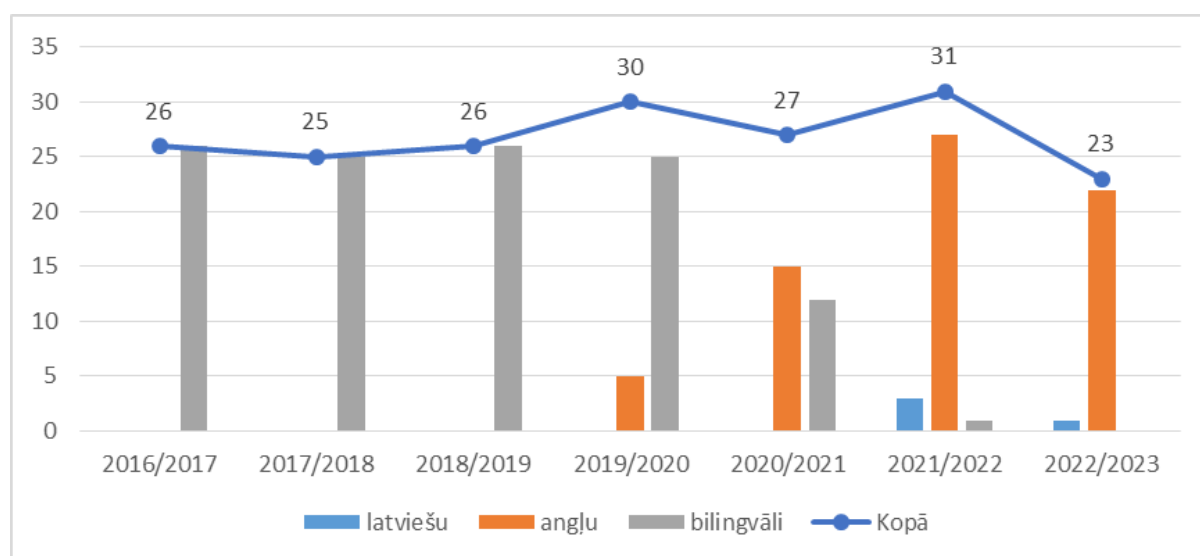


Figure 3.4. Dynamics and distribution of students studying master's study programs by languages of study programs from 2016/17 to 2022/23 study year

The master's study program "Management of communication in the leisure and entertainment industry" was implemented in Latvian, English, Russian and bilingually (Latvian and no more than 20% of credits in English), in full-time face-to-face (day) form until the 2019 academic year. From 2019, admission to the study program takes place in Latvian and English.

The study program is privately funded, there are also opportunities for cooperation partners, annual programs, achievements and relatives discounts for study fees.

In the period from academic year 2016/2017 until autumn of academic year 2022/2023, the number of students enrolled in the professional master's study program "Management of communication in the leisure and entertainment industry" is 101:

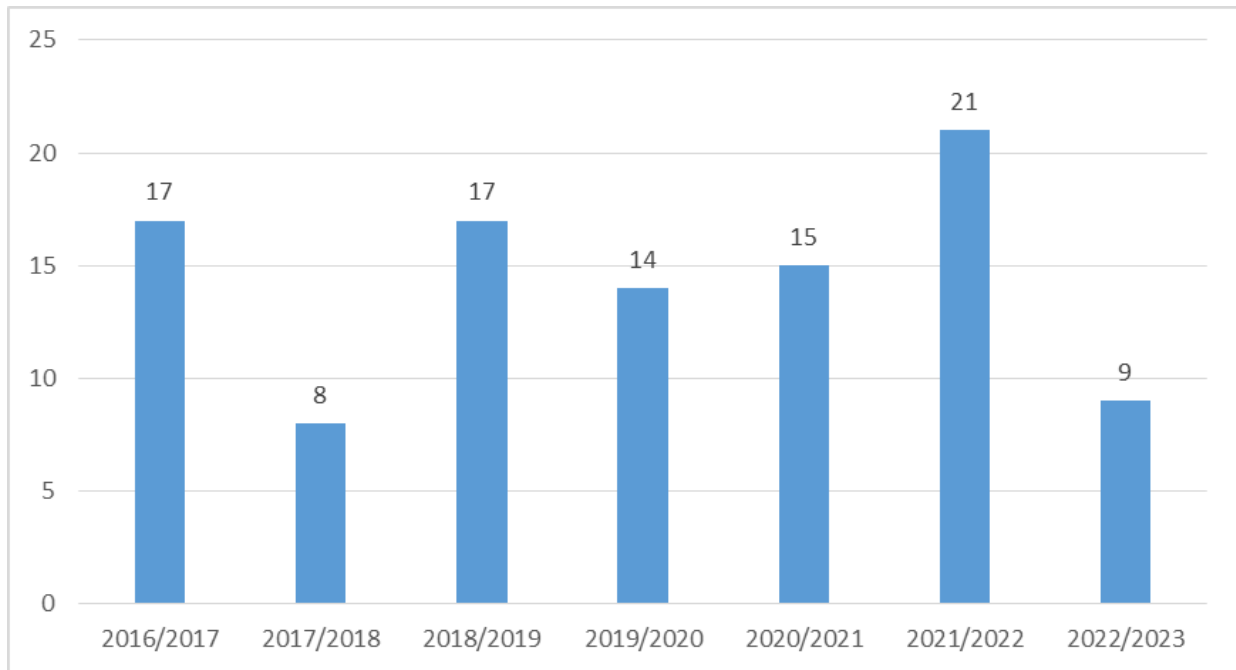


Figure 3.5. Dynamics of matriculated students of the master's study program from study year 2016/2017 to study year 2022/2023

In general, dynamics of the number of matriculated students in the study program has almost been unchanged. The number of matriculated students was higher in the study year 2021/22 when 21 students enroll, but in study year 2017/2018 the number of matriculated students was minimal - 8 students.

In the review period from academic year 2016/2017 until beginning of academic year 2022/2023, 43 graduates have successfully completed their studies:

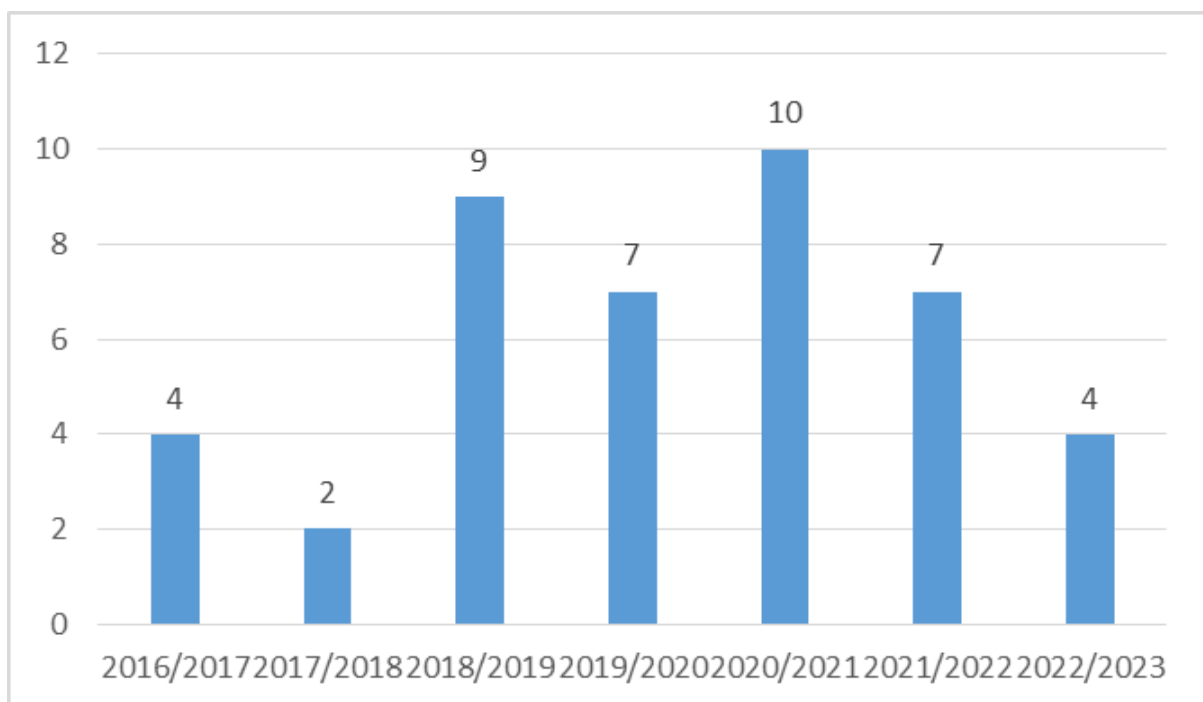


Figure 3.6. Dynamics of the number of graduates of the master's study program from the study year 2016/2017 to 2022/2023

Many students in Latvia start their studies, but do not finish them[1]. This is shown by the latest OECD study. Some students decide to earn money instead of studying, but for others studies are

too difficult. Thus, student dropout (Fig. 3.7) in the study program in the period from academic year 2016/2017 to academic year is 50 people, taking into account statistical data of the Baltic International Academy:

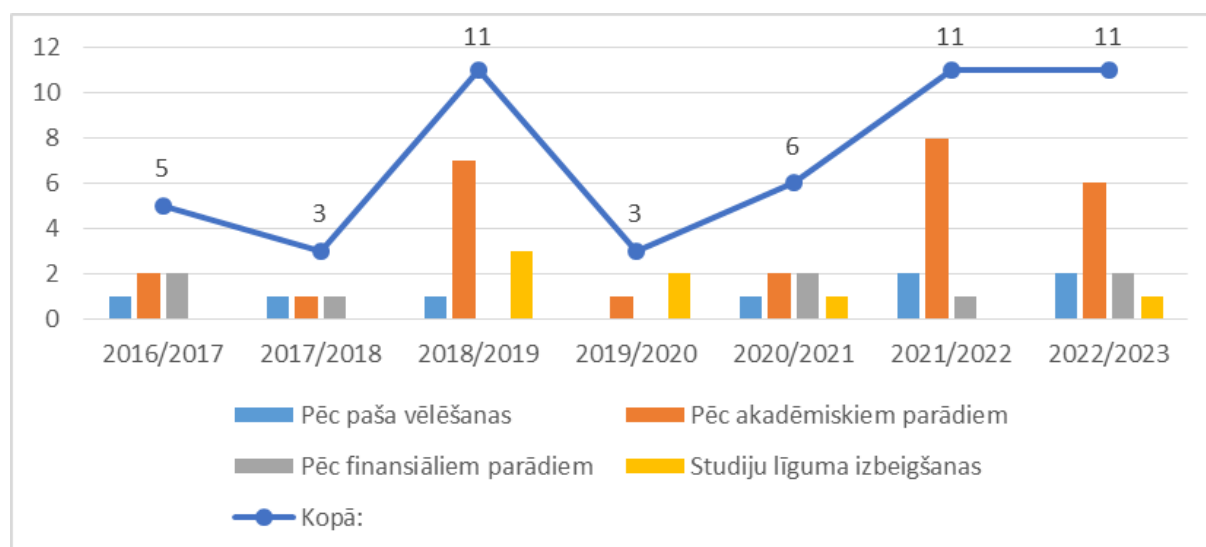


Figure 3.7. Dropout in the Master's study program students from study year 2016/2017 to 2022/2023

The reasons for it in the reporting period are the following:

- due to academic debts - 27 students;
- by own choice - 8 students;
- due to financial debt - 8 students;
- termination of the study contract - 7 students.

The first year tends to have the highest dropout rate. Talking to the students, it can also be concluded that studies in the master's degree require much more persistence and self-organisation. Another reason - students who did not return from the study break, who have learned the study program, but for personal reasons have not written a master's thesis.

Number of foreign students (Fig. 3.8) - in the period from study year 2017/2018 until study year 2021/2022 has doubled (from 11 to 23 students), but in the study year 2017/2018, the number of foreign students in the study program was minimal - only 11 students. In the period from academic year 2016/2017 till the fall of academic year 2022/2023, the number of foreign students in the professional master's study program is 118 students, not including students who came and studied within the framework of the ERASMUS exchange program (40 students).

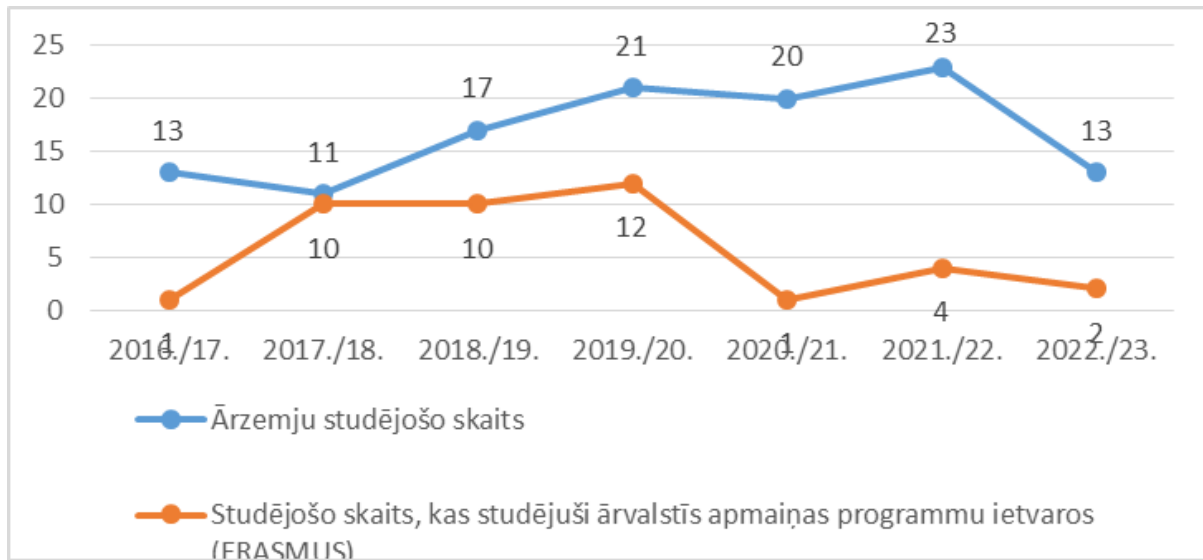


Figure 3.8. Dynamics of foreign students of the master's study program from the study year 2016/2017 to study year 2022/2023

Analysis shows that a greater part of foreign students came to study at BIA from Russia, Uzbekistan and Azerbaijan (Fig. 3.9):

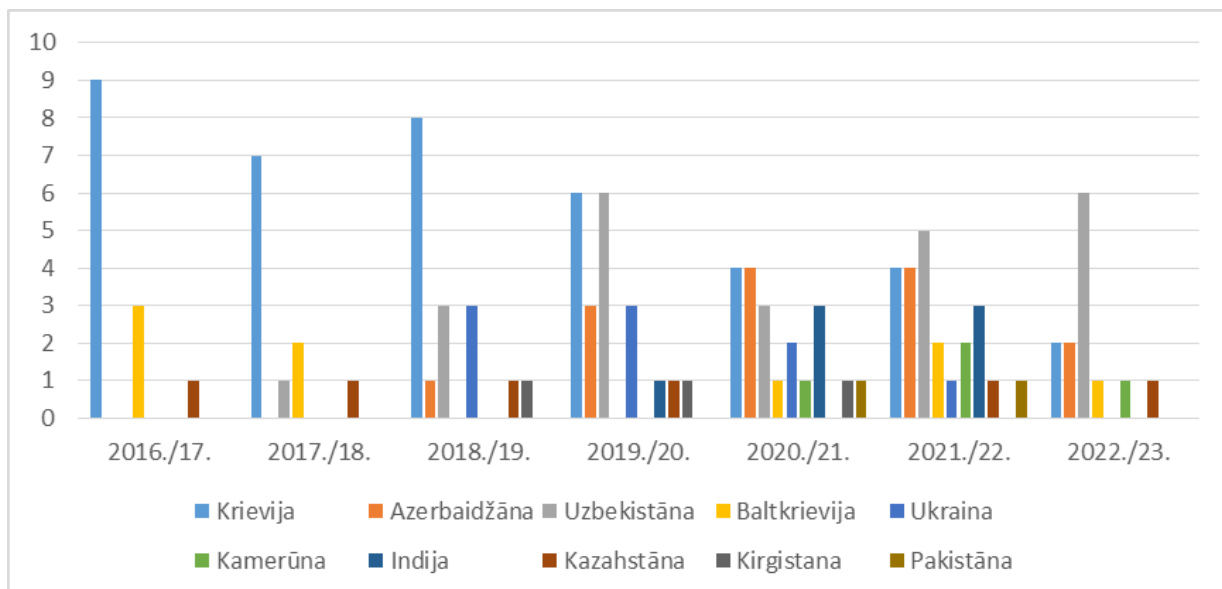


Figure 3.9. Dynamics of foreign students of the master's study program from the study year 2016/17 to study year 2022/23, depending on the country of residence

[1]OECD (2022), [https://www.oecd-ilibrary.org/education/education-at-a-glance-2022\\_3197152b-en](https://www.oecd-ilibrary.org/education/education-at-a-glance-2022_3197152b-en)

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

Not applicable

## 3.2. The Content of Studies and Implementation Thereof

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

The Baltic International Academy professional master's study program "Management of communication in the leisure and entertainment industry" generally provides the knowledge, skills and competence necessary to overcome the global challenges of tourism development and meet the development needs of Latvia, the Baltic and European Union countries as tourism destinations. Based on the results of surveys of graduates and job titles and recommendations for higher education in the tourism, leisure and entertainment industry, lecturers' experience, both study course topics and cross-cutting topics that can be integrated into study courses throughout the program have been identified in the program content.

In the light of the recent geopolitical turmoil and the Covid19 pandemic, the content of the programme is designed to prepare tourism and hospitality, leisure and recreation professionals to work in a rapidly changing external environment and in crisis situations where competition between tourism organisations and destinations has intensified.

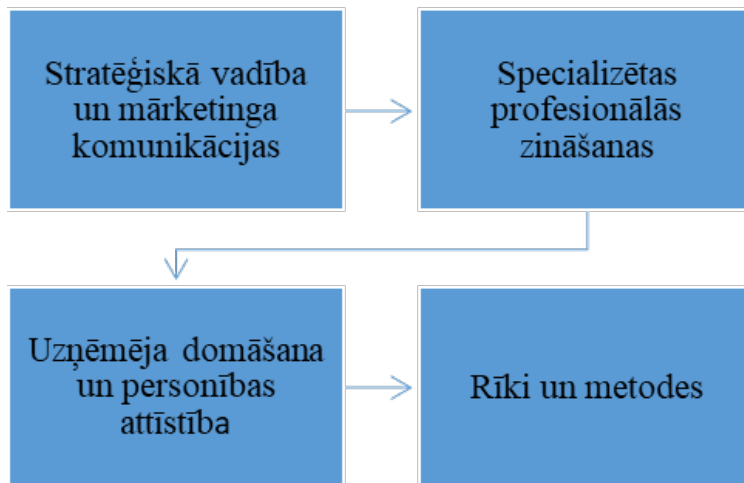
The content of the study programme is highly interdisciplinary, as this approach provides students with the knowledge, understanding and preparation to work in the profession and in the hospitality, leisure and recreation fields in different sectors. The content of the programme responds to the challenges and tendencies that characterise the tourism industry - the need for innovation and creativity, the growing importance of technology in various aspects of tourism and hospitality, leisure and recreation organisations - from product development to smart venue management, from organisational management to sales processes.

Information included in the study courses derives from the objectives and achievable results of the study course, which in turn derives from the aim and achievable outcomes of the program. Connection is clearly visible from the mapping of the study program. Each study course ensures learning of 1 to 3-5 achievable results of the program. At least 1 study course corresponds to each achievable study result of the program, but on average it is 3-5 or more courses.

The study program fully complies with regulations of the Cabinet of Ministers No. 305 "[Rules on the state professional higher education standard](#)" (LV only) (21.06.2023.) which regulate the mandatory content of the master's study program of professional higher education, by converting the credits into European Credit Transfer System (ECTS) credits, in accordance with Article 1.8 of the Law on Higher Education Institutions, namely:

1. study courses that ensure in-depth learning of the latest achievements in the theory and practice of the industry - at least 8 CP;
2. research work, creative work, design work and management study courses - at least 5 CP;
3. practice - at least 9 CP for graduates of the bachelor's program and at least 39 CP for

- graduates of the academic bachelor's study program;
4. state examination, the component of which is the development and defense of a master's thesis - at least 30 CP.



### Integrated in all study courses

#### Concepts / approaches

- Competitiveness
- Technologies and

digitisation

- Innovation and creativity

solutions.

- Cooperation
- Sustainability
- International

environment and markets

*Figure 3.10. Content of the study program "Management of communication in the entertainment and leisure Industry".*

The Professional Master's study program includes both courses focused on personal development, as well as macro-level courses that provide knowledge about the wider context, as well as organisational/destination management-level courses. Compulsory part of the study program is focused on macro-level, strategic management, marketing communication courses, tourism and leisure product creation and sales factors and development trends. Increasing the influence of technology, it is important to emphasise in the study program support tools in the management of organisational and destination processes, as well as innovative solutions in the field of recreation and entertainment, as well as the development of research competencies. The offer of study courses also includes a wide offer of study courses related to personality development.

The study program is interdisciplinary. The nature of the study program combines various directions that are included in the name of the study program and in the study courses implemented within the program.

Table 3.5

#### Study program directions



Management direction	Communications direction	Direction of creative industry and research work	Direction of intercultural and culturology
Strategic management in the leisure and entertainment industry	Intercultural communication	Methodology and methods of socio-economic research in the field of leisure and entertainment	Globalisation and cultural diversity
Quality management systems	Strategic marketing communications	Creative thinking technologies	Cultural markets and cultural practices
Intellectual capital management	Digital marketing	Leisure and entertainment industry	Business English in a multicultural environment
Management of international projects in the leisure and entertainment industry	Business English in a multicultural environment	Innovative technologies in the field of leisure and entertainment	Management of international projects in the leisure and entertainment industry
Organisation financial planning	Leadership: concepts and strategies	Sustainable development in the field of leisure and entertainment	Intercultural communication

The study courses include both industry current affairs and scientific trends.

All courses of the study program incorporate the basic ideas of the research in tourism, leisure and entertainment industry, presentation and methodology of the most frequently used quantitative and qualitative research tools, the ability to use acquired knowledge in research activities, which are carried out within the framework of several courses of the program. Summarising the mentioned information about the study process in the master's study program, it is concluded that structure of the program is logical, promotes independent research activity and targeted development of practical skills, which corresponds to the principles of the field of tourism, leisure and entertainment management science. The changes made in the program correspond to the current needs of the job market of the head of organisation. The study program and the study courses included in it correspond to the modern development trends of science and offer a competitive education.

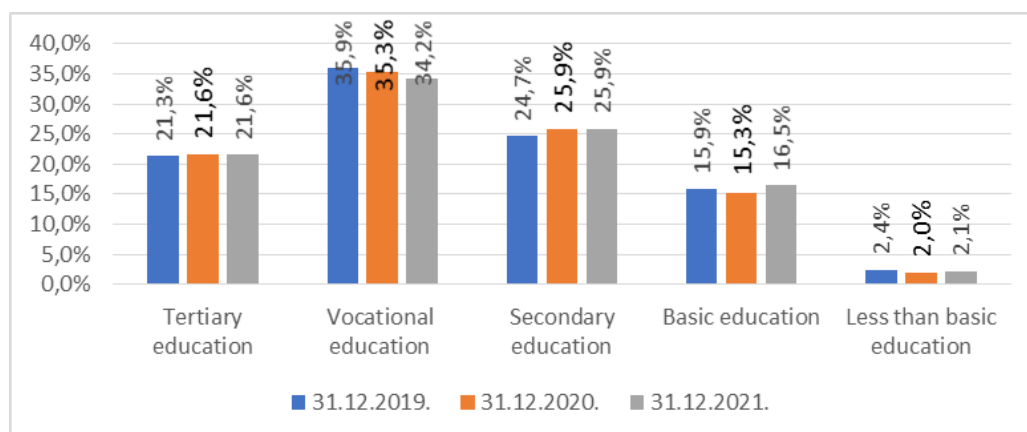
The teaching staff offers students to perform various types of practical and independent tasks that are related to the current affairs of the industry and science. Employers are currently also demanding such skills as the ability to analyse, think critically and conduct reasoned discussions. Several study courses, as well as the progress of studies and master's theses, are aimed at the development of these skills.

Before the beginning of a semester, each faculty member must update the course description, evaluating current course objectives 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.

In general, the professional master's study program "Management of communication in the leisure and entertainment industry" meets requirements of the State Standard of the second level of professional higher education, as well as the professional standard "Organisation Manager". In order to ensure compliance of the study courses of the program with industry trends, meetings of the direction council are organised twice a year, 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 study program.

When evaluating compliance of study programs and study courses with the needs of labor market and employment opportunities of graduates, labor market forecasts are taken into account. The platform for reflecting labor market forecasts has been developed under the operational program "Growth and employment" point 2.2.1 specific support objective "Ensure increase in the reuse of public data and effective interaction between public administration and private sector" 2.2.1.1 within the framework of measure "Creation of centralised ICT platforms of public administration, optimisation and development of public administration processes" of the European Regional Development Fund project "Creation of labor supply and demand forecasting and monitoring system" (No. 2.2.1.1/17/I/032). In the period from August 13, 2018 to June 2021, the project was implemented by the State Employment Agency of Latvia[1], in cooperation with the LR Ministry of Economics[2] and platform developers LLC "UNISO" and LLC "Caballero". As a result, a platform for reflecting labor supply and demand forecasts was developed, according to the ESF project No. 7.1.2.2/16/001 "Improving labor market forecasting".

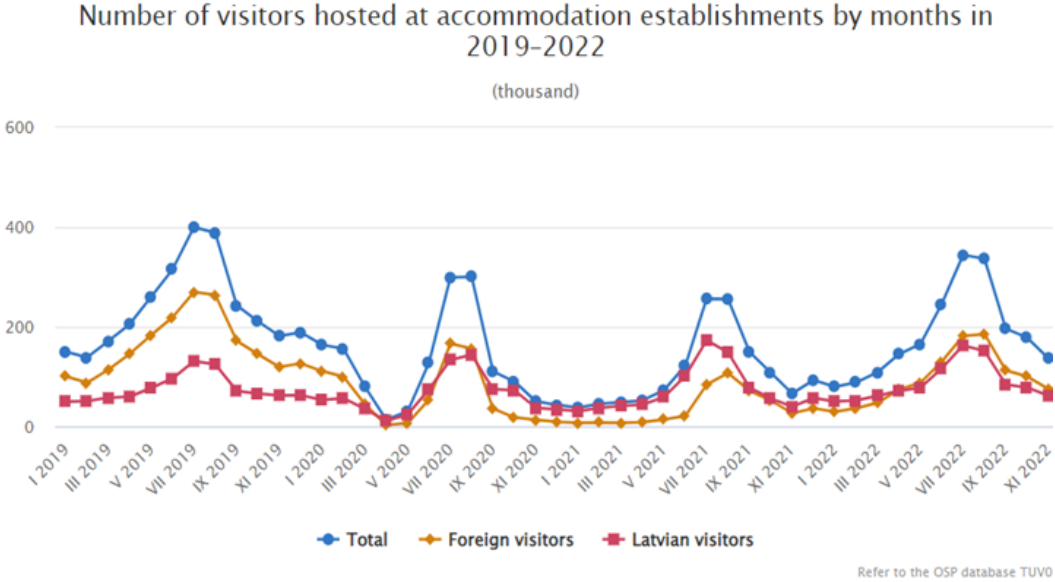
Currently, the most demanded profession groups in the labor market in Latvia are collective managers and various specialists who need leadership and management skills, political and organisational skills. In Latvia until 2030, the biggest changes in labor demand are expected in the service sector sectors, which corresponds to common trends both in Europe and in other countries of the world - the demand for managers will increase, as well as for various specialists who also need appropriate education. In the labor market, there is a demand for flexible and competent employees who are ready to perform the duties of several positions at the same time, who, in addition to the specific necessary knowledge of the profession, also possess some of the basic competencies, such as knowledge of foreign languages. The demand for highly qualified specialists will grow faster and faster. This will mainly be determined by the increase in demand for labor in manufacturing and services, especially commercial services.



**Figure 3.11. Number of unemployed people by level of education[3]**

Employers in all industry groups expect an increase in demand, and employers in all industry groups assess it similarly. In 2023, the Latvian labor market will be characterised by positive development trends compared to the pre-pandemic and pandemic years of COVID19. This mainly concerns the tourism industry, which in turn is related to entertainment and recreation.

According to the data published by the Central Statistical Office on February 15, 2022 the number of foreign and resident visitors to Latvia was 2.2 million, which is 66.2% more than in 2021, but still 23.9% less than before the pandemic in 2019. The number of nights spent by visitors increased by 63.2% and was 3.9 million nights. In 2022, tourist accommodation received 1 million Latvia visitors, which is 19.5% more than in 2021 and 13.9% more than in 2019. Compared to last year, the number of nights spent by foreign guests has increased 2.4 times and amounted to 2.1 million. The number of nights they spent was 1.8 million, an increase of 16.7% compared to last year.



**Figure 3.12. Number of visitors admitted to accommodation facilities by month 2019-2022.**

Important general development goals such as the UN Sustainable Development Goals are taken into account in the development of the content of the study program[4], Latvia sustainable development strategy until 2030 (Latvija 2030)[5], goals of the tourism industry as the European Tourism Manifesto (Tourism Manifesto (2022)[6], as well as current reports on the transformation of the tourism industry.[7] The study program meets challenges of the future and is based on emphasising students' independent work, the synergy of study research work, preparing specialists who are competitive in the international labor market, developing their abilities and motivating lifelong learning. The Latvian National Development Plan 2021-2027 for the year[8] stipulates mutual synergy of the emphasised priorities "Knowledge and skills for personal and national growth" and "Competitiveness and material well-being of enterprises" and directions of action provided for in them confirm importance and impact of the study program on the socio-economic development of the country. The need for close interaction between academic and private sectors (i.e. more successful transfer of knowledge between companies and universities, as well as between the state and the private sector) is also emphasised in the European Commission documents.[9] On the other hand, professional education programs, as opposed to academic ones, provide for a close connection between theoretical knowledge and innovations, the wider involvement of private sector professionals in the academic environment, as well as the emphasis on applied studies and deeper integration into the traditional theoretical model, ensure the real implementation of these recommendations. In the future, ever closer connection of higher education, the labor market and a flexible approach (transformation) will be important for the development of the EU in order to ensure the development of a smart Europe.[10] In a society characterised by both increased development dynamics and uncertainty, individuals with entrepreneurial skills are of immense importance. Entrepreneurial skills enable to identify and take advantage of opportunities to create a new business, as well as to work in existing businesses as

function managers, project managers or organisational leaders. Digitisation has a significant impact on the labor market, changing the usual professions to new ones, changing the types of companies, work style and interpersonal relationships.

[1] <https://prognozes.nva.gov.lv/en>

[2] <https://prognozes.em.gov.lv/en>

[3] LR Labour Market Report 2022-2023  
<https://www.lm.gov.lv/en/labour-market-reports-and-statistics>

[4] <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

[5] [https://www.pkc.gov.lv/sites/default/files/inline-files/LIAS\\_2030\\_en\\_0.pdf](https://www.pkc.gov.lv/sites/default/files/inline-files/LIAS_2030_en_0.pdf)

[6] <https://tourismmanifesto.eu/policy-priorities/>

[7] <https://etc-corporate.org/reports/european-tourism-2022-trends-prospects-q3-2022/>

[8] [https://pkc.gov.lv/sites/default/files/inline-files/NAP2027\\_\\_ENG\\_3.pdf](https://pkc.gov.lv/sites/default/files/inline-files/NAP2027__ENG_3.pdf)

[9] Modernisation of Higher Education in Europe: Funding and the Social Dimension. Brussels: Eurydice; EACEA/Eurydice, 2012.

[10] [https://ec.europa.eu/regional\\_policy/2021-2027\\_en](https://ec.europa.eu/regional_policy/2021-2027_en)

**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 study programme is designed to take account of the latest theoretical developments in economics and business, management science and psychology, marketing and communications and other fields of study related to tourism, leisure and entertainment industries.

Lecturers' research activities ensure that the results of their research and the latest research findings are integrated into their courses. It is common practice at BIA that Master's students themselves are involved in current research studies, regularly present the results of their research at scientific and practical conferences, and within the framework of these conferences, master's theses are also produced.

The Professional Master's Degree in Management of Leisure and Entertainment Industry Enterprises is awarded after successful completion of the study courses and passing the state examination - Master's thesis defence. The Master's thesis is an independently carried out, qualified summary of research results with theoretical substantiation, based on the latest research in economics and business, management science and psychology, marketing and communications, as well as other sciences related to tourism, leisure and entertainment industry and their practical application in various aspects of the management of organisations and destinations. It integrates the theoretical knowledge acquired during studies in interdisciplinary courses and the practical skills to apply theoretical knowledge in research. It demonstrates the learning outcomes that the student is skilled in combining theory and practice and is able to develop the processes related to professional working life theoretically and practically; and has mastered and is able to carry out ongoing

research. The Master's thesis development process is strictly controlled and guided, starting from the choice of the thesis topic, which ensures the exploration of issues relevant to the relevant fields of study, support for the student's individual work and a systematic approach to the writing of the thesis, which is focused on high quality results.

**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.**

Study results – a set of knowledge, skills and competences. The guidelines for assessment of study results are determined in the "Regulations on the Evaluation of Study Results at the Baltic International Academy"[\[1\]](#) , which have been applied in the master's study program.

BIA study and knowledge assessment methods are objective and are consistently followed. The scope of each test corresponds to the content of the relevant study course program and the skills and knowledge requirements specified in the Professional Standard. Study results are evaluated by BIA according to two indicators:

- qualitative assessment - grade in a 10-point scale;
- quantitative assessment - number of credit points according to the scope and importance of the study course.

Amount of credit points to be obtained is specified in the study plan. In order to assess compliance of the amount of work performed by students with the plan, it is quantitatively evaluated in credit points every semester and study year - 1 credit point corresponds to 25-30 hours.

Evaluation of the study results of the master's study program is carried out in accordance with the regulation on the evaluation of study results at the Baltic International Academy. The regulation was developed with the aim of specifying the content formulated in BIA study program content and study course descriptions, which is related to the formulation of study course learning criteria for the achievement and evaluation of study results, the types of competence testing, forms and order.

The program adheres to the following main assessment principles:

- **transparency of knowledge and skills evaluation** - in accordance with the set goals and results of the programs, as well as the goals and results of the study courses, a set of requirements for positive evaluation of educational achievements has been determined;
- **the principle of compulsory evaluation** - it is necessary to obtain a positive evaluation for learning compulsory content of the program.
- **the principle of a variety of assessment methods** - in several forms: - The content and scope of tests and events correspond to the content determined in the course programs and determined expected study results of learning the program - requirements of skills, knowledge and competences. - The evaluation methods are chosen in such a way that it is possible to evaluate study result achieved by the students. So, until the expected study results of the study course have been formulated, evaluation methods are formulated.

Assessment refers to the processes that academic staff use to judge student achievement in a course of study, both mid-term and at the end of the course. These processes include deciding what is relevant evidence for a particular outcome, how to collect and interpret evidence, and how to provide feedback to intended users (students, academic staff, academy administration).

For the evaluation system of study results:

- student learning should be promoted;
- students' achievements must be measured against the study results, so that they are obtained
- grades are reliable and meet academic standards;
- and is clear, transparent and fair.

Students' achievements are evaluated in a 10-point system and in accordance with BIA requirements, suitable evaluation criteria. The lowest positive rating is 4 points (almost average).

Then, when the process and evaluation criteria have been determined, study implementation methods are determined, guided by the principle that they should be clear, meaningful and useful. Due to the fact that the groups of the master's program are usually small, the study implementation methods that correspond to the level of the master's program are easier to implement.

Acquisition of knowledge, strengthening of skills and competencies in the study program includes theories, tools, practical examples, lectures, group assignments, interactive discussions and lectures by guest lecturers representing the industry. Learning within the program mainly takes place in working groups and through self-study, which is an essential part of learning in all courses of the program.

In the practical implementation of the study program, lecturers use several study methods in their work with students, such as interactive lectures (including discussions), classes, seminars (including case studies), small group work (3-4 students in a group) to improve communication and dialogue building skills, the skills of formulating an opinion and expressing it accurately, analysing various problem situations and cases.

The following study methods are used in the study process:

- 1) lectures, seminars, practical works;
- 2) methods that promote analytical, critical, systemic and creative thinking, build communication skills - group work, discussions, presentations, situation analysis;
- 3) promotion of independent and research work carried out by students individually or in groups - development of reports, projects;
- 4) meeting with the invited experts - industry professionals - as part of the study courses.

The Master's study programme offers guest lectures from local practitioners, where students can learn practical skills and hear from industry experts, as well as the Erasmus+ Academic Staff Exchange Programme, where Master's students can learn about industry developments in other EU countries. Inviting practitioners to lectures (in the study programme the classes are conducted by J. Serebrjakova - a tenant of the travel agency Nikos Travel, A. Rogale-Homika - a crew travel manager at SmartLynx Airlines Ltd, Ž. Jeļisejeva - a Quality Management Systems consultant, team management trainer, development consultant, etc.) increases the practical aspect of the studied ideas, as well as creates contact between students, professionals and professional associations. In addition, the professionals themselves are always positive about the idea of working with students, as this way they also enrich their experience.

The study programme actively uses the "case method" - the study and analysis of concrete examples of practice activities. This is a special teaching method that is widely recommended for the implementation of the study programme. It is an excellent tool for learning the links between theories and their application, explaining practices in concrete situations. This method is used at all levels of classroom activities - lectures, seminars, practicals - with the aim of: strengthening interest in the ideas being studied.

The study process is based on "problem-based learning", i.e. on the analysis of problem situations, in order to develop students' theory application abilities, discussion, argumentation skills, as well as presentation skills of their theoretical findings, analysing research literature and practical problems of the industry.

Teaching methods are chosen according to the tasks, specifics and planned study results of each study course. The lecturers of the study courses use lectures not only as a lecture, but also integrate active study methods, stimulating discussions and organising work in small groups, presenting their independent works. Active learning methods are widely used in seminar classes. Through these methods, lecturers create a democratic and free atmosphere in the study process, which in turn stimulates students' personal and professional development. Moreover, these methods can be used more and more frequently as a wider range of study literature becomes available for students to read for themselves.

For each type of study implementation, feedback measures are defined - what type and when students are informed about assessment of study results.

See table 3.6 for the connection of the professional master's study program "Management of communication in the leisure and entertainment industry" between study implementation methods, evaluation processes and program study results. This table represents some study implementation methods that promote student collaboration and active learning and reflect the assumption that "learning is a student-centered and social concept".

table 3.6

**The connection between study implementation methods, evaluation processes and program study results (SR) of the professional master's study program "Management of communication in the leisure and entertainment industry"**

Study results of the program (SR)	Study implementation methods for achievement of SR	Assessment methods for achievement of SR
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**Knowledge**

1 SR	Demonstrates in-depth knowledge and understanding of current theories, concepts and methodologies in economics and business, management and psychology, marketing and communications, and other disciplines related to the tourism, leisure and entertainment industry	Discussion and resolution of individual problems. Discussions of real-time problems using terms and concepts learned in the classroom. Analysis of situations Lectures Reading	Tests Exams Situation analysis Presentations Exams Situation analyses Participation / attendance
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## Skills

2 SR	Be able to plan and implement professional activities using analytical abilities and skills in assessing business environment in the local and international market and development trends in the tourism, leisure and entertainment industry	Execution of data analysis tasks, including using computer programs: PSPP solution and/or MS Excel and/or MS Access basic and other Seminars	Tests Situation analyses Reports Exams Presentations Participation / attendance
3 SR	Able to analyse and evaluate situation in the organisation, develop development strategies in various business areas, management levels and functional areas, work in a team, use foreign languages in a multicultural environment, communication and interaction skills and abilities	Analysis of publications in leading academic journals Lectures Project	Tests Reports Exams Presentations
4 SR	Able to demonstrate company and project management skills, solve current company management issues by making decisions, take responsibility for work results, ensure competitive operation of the company, increase its added value in the changing and sustainable development conditions of the global economy	Individual research projects	Research projects (report) Presentation of research projects Business plan Budget Participation / attendance



5 SR	Can learn and critically evaluate research methods and approaches for conducting research in the field of management science, independently apply the latest theories, discoveries, methods and problem-solving skills in order to carry out scientific research and creative activities that ensure creative thinking	Analysis of situations. Work in groups. Individual / group projects Lectures Reading	Analysis of situations. Reports Research projects (report) Presentations Business plan Budget
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### Competences

6 SR	Able to assess the risks of management decision-making in different contexts and, if necessary, perform additional analysis	Individual / group projects Execution of data analysis tasks, including using computer programs: Excel, PSPP and others	Analysis of situations. Reports Presentations
7 SR	Able to convince the audience of the effectiveness and validity of own decisions and take responsibility for the possible impact of actions on the environment and society	Group presentations Discussions Business games	Discussions Presentations Speaking
8 SR	Demonstrates a range of general skills including information and time management, team and project work, computer and independent learning, digital skills	Individual / group projects Research projects A mixed learning approach Business games	Individual projects Group projects Internship report
9 SR	Be able to contribute independently to their own personal development and the development of their own knowledge, demonstrate an innovative, open and ethical mindset, and show initiative and leadership in the management of their organisation.	Problem solving Discussions Business games	Reports Essays Analysis of situations

The following principles of student-centered education are taken into account in the implementation of the study process:

- students have different learning styles and methods;

- students have different experiences and previous knowledge, which are taken into account when discussing various problems of the leisure and entertainment industry;
- there is an opportunity to study independently, conducting various studies and developing research projects;
- ensuring cooperation between students and teachers, etc

Practically all teaching staff involved in implementation of the professional master's study program use electronic learning environment - e-studijas, MOODLE platform, which provide ample opportunities for both placement of study materials and organisation of submission of independent works. The following e-learning tools and methods are used in the implementation of the study programmes:

- e-study materials (study methodological complexes) in electronic format, which are hosted on the e-study website[2],
- videoconferences, video lectures and teleconferences,
- Internet forums,
- presentations and videos,
- on-line consultations with the lecturer via electronic means of communication (Skype, Skype for Business or Big BlueButton-BBB);
- electronic library and catalogues.

Using the Moodle system, students can ask the lecturer any questions they may have, both during the lecture and during the tutorial. In the Moodle system, students can discuss answers with course mates, work in groups, prepare for exams together, get additional information, give each other suggestions and advice, or communicate about current events at the Academy or in the world.

The BigBlueButton (BBB) programme provides:

- lectures, seminars, discussions in a virtual environment;
- live virtual tutorials before an exam or assessment;
- students can attend lectures, seminars and practical sessions in the virtual environment, ask the tutor questions, present homework and group work, and discuss with course mates and the tutor.
- if you are unable to attend a video lecture, you can watch it on BigBlueButton (BBB).

During the teaching process, pre-exam tutorials are organised online in a web-based environment before compulsory tests or examinations. Each subject is preceded by a tutorial before the assessment or examination. During the online tutorial, the student can ask the tutor questions and get an answer to his/her question.

In order to ensure a better quality of the study process, individual or group counselling sessions are organised at the BIA, according to the counselling schedule approved by the study department. In addition, individual consultations[3] are possible by asking questions in the e-learning environment or by sending individual e-mails to the lecturer.

[1][https://bsa.edu.lv/docs/nolikums/Regulations\\_Evaluation\\_Study.pdf](https://bsa.edu.lv/docs/nolikums/Regulations_Evaluation_Study.pdf)

[2] [https://intra.bsa.edu.lv/nexus\\_stud/index.php?lng=eng](https://intra.bsa.edu.lv/nexus_stud/index.php?lng=eng)

[3][https://intra.bsa.edu.lv/nexus\\_stud/index.php?lng=eng](https://intra.bsa.edu.lv/nexus_stud/index.php?lng=eng)  
[https://bsa.edu.lv/docs/nolikums/Regulations\\_Evaluation\\_Study.pdf](https://bsa.edu.lv/docs/nolikums/Regulations_Evaluation_Study.pdf)

### **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 main basic principle of quality learning of the study program content is the unity of studies and practice. Internship is a mandatory part of the professional study program "Communication management in the entertainment and leisure Industry" and its organisation is carried out in accordance with the "Regulations on Internships at the Baltic International Academy".<sup>[1]</sup>

**Internship** is a form of learning that takes place outside the educational institution, in a real workplace corresponding to the profession, or in another way, according to the internship program. The internship included in the master's study program can take place in any company in the field of tourism, hospitality, recreation or entertainment. If the student is employed in one of the companies, he can choose his workplace as the place of practice. The field of study "Management of communication in the leisure and entertainment industry" has concluded many internship contracts, which contribute to the provision of internships.

In accordance with the Cabinet of Ministers' regulations No. 305 "Rules on the state professional higher education standard" (LV only) (21.06.2023.), the amount of practice in the professional master's study program must be at least 9 CP. The master's study program provides for the following internships (practice implementation time - X ):

Table 3.7

**Internship implementation time**

Duration of studies	1 sem.	2 sem.	3.sem.	4 sem.
1.5 years (3rd semester) of full-time studies		X	X	
2 years (4th semester) of full-time studies	X	X	X	

**The purpose of** internship is to promote strengthening and development of theoretical knowledge, professional skills and abilities, to strengthen the acquired knowledge in practice, to study and analyse the institution's or community's resources, opportunities, its development directions, to develop proposals using alternative and innovative methods. Internship is organised according to the internship program. Internship is carried out in accordance with the internship agreement on providing an internship. The higher educational establishment concludes internship contract with the employer and the student. Representatives of the organisations with which the contract for the implementation of the internship has been concluded take part in the internship evaluation.

**General goals of internship:**

- to promote application of theoretical knowledge in professional activities;
- to improve skills to choose solutions to problems that integrate knowledge from various sciences;
- to accumulate professional experience and build professional competences in the leisure and

entertainment industry;

- to improve practical skills and abilities in the field of recreation and leisure;
- to improve professional development through continuing education and research opportunities.

**Research activity** is implemented in practice throughout the study period. Research consists of several stages:

- collection of empirical material;
- raising the problem issue;
- research and analysis of scientific literature relevant to the topic;
- systematisation and analysis of empirical material;
- conclusions about possible solutions to the problem.

In the study program, internship is implemented together with the development of a master's thesis in order to promote the practice of improving professional independence. Internship program was developed on the basis of didactic principles for the improvement of professional continuity in practice.

Student's readiness for independent professional activity is determined by his preparation: knowledge, skills, experience and desire to realise professional tasks or motives of activity. The effectiveness of practice is determined by:

- attitude towards the profession;
- professional knowledge and skill level;
- cognitive activity;
- the ability to creatively use acquired knowledge;
- independent work intensity;
- responsive and supportive place of practice, open to alternative solutions and innovative methods.

The content of the internship according to the degree to be obtained is determined in accordance with the professional standard.

At the end of the internship, students should develop the following competencies (table 3.9.):

Table 3.9

### **Competences of students' internship**

Study results (SR) intended for the program	Competences (analysis, synthesis and evaluation)	Professional tasks that require this competence
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8 SR	- knows how to use computer skills for business/organisational analysis;	Work with statistical information, preparing forecasts, trends, etc.;
3SR; 4SR; 9SR;	- is able to develop solutions to problems, taking into account interests of the company/organisation, legislation and ethical norms, integrating the knowledge acquired during studies;	Database use, classification of information; Preparation of a research plan, monitoring of implementation of the plan, evaluation of results;
5 SR	- develop and prepare a detailed written internship report.	Information collection, grouping, development of information quality criteria;
5SR; 8 SR	- develop a preliminary coursework/master's thesis content on the basis of analytical conclusions and open problems.	Develop a research plan, plan research stages and results.

The study direction regularly receives requests from industry organisations for interns, including from abroad, as well as cooperation agreements with internship employers - long-term work in tourism education and links with the industry have allowed to create a database of employers. Experience so far shows that students are mainly looking for internships on their own, as they can choose a company in their field of professional interest, a location that is often important for financial reasons (low transport costs, proximity to home and family). Often the traineeship is carried out in the workplace, thus providing an in-depth study of the organisation and giving feedback to the companies, which value it and put it into practice.

In order to ensure that English-speaking students learn the internship, the "Regulations on the practice of the Baltic International Academy" have been translated into English and the internship programme, its goal and tasks, as well as the search for and implementation of the internship are explained to the students during the training sessions on internships. The BIA does not assume any obligation to provide internships for students, as students develop their communicative skills and competences by searching for internships. If the choice of a placement is difficult for a student, the BIA offers assistance in the implementation of the placement. Sometimes the BIA assists students in their internship search by providing internships with its graduates. As there are many branches and representative offices of foreign companies in Latvia, English language students have the opportunity to find internships both in Latvia and in their home country, and to apply for internships within the ERASMUS student exchange programme.

[1] [https://bsa.edu.lv/docs/2020/BSA\\_Praksēs\\_nolikums\\_en.pdf](https://bsa.edu.lv/docs/2020/BSA_Praksēs_nolikums_en.pdf)

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

Not applicable

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

The student chooses the topic of the Master's thesis as a business management issue. Since "Management of communication in the leisure and entertainment industry" is a professional master's study program, the topic of the work must necessarily be related to a problem that can be solved practically - a specific existing company, institution, creation of a new company, analysis of the market situation, determining competitiveness of the product, developing a strategy, etc.

Creation and defense of the Master's degree thesis takes place in accordance with a strictly regulated procedure, which is detailed in the "Regulations on the development and defense of final theses at the Baltic International Academy".<sup>[1]</sup>

In the period from academic year 2016/2016 spring of academic year 2022/2023, 43 master's theses were defended in the professional master's study program "Communication management in the entertainment and leisure industry". See the division of Master's thesis topics by research directions in table 3.10.

**Table 3.10**

#### **Distribution of Master's thesis topics by research directions**

<b>No.</b>	<b>Research directions</b>	<b>Works, number</b>	<b>Works, %</b>
1.	Tourism industry and types and services of the tourism industry, incl. - Management of the company - Human Resource Management - Marketing management and types	<b>20</b> 3 1 1	46.5
2.	Entertainment and beauty industry	<b>5</b>	11.6
3.	Hotel management, incl. - Management of the company - Marketing management and types	<b>6</b> 1 1	14.0
4.	Catering service	<b>4</b>	9.3

5.	Cultural and historical objects and recreation areas	8	18.6
6.	<b>Total</b>	<b>43</b>	<b>100.0</b>

Master's students mostly choose to write scientific works on marketing communications in the tourism industry, entertainment and beauty industry, cultural and historical resources and recreation areas, which underlines that the topics of students' work are closely related to their further professional and scientific activities. For example, master's students have developed topics such as "Marketing communication model for the promotion of "Sogdiana" art center", "Communication model for the development of equestrian tourism in Latvia", "Integrated model of hotel business marketing communications", "Event marketing: events as a promotion platform for beauty care companies", "Experience marketing in the diving tourism market under conditions of force majeure", "Event planning and organisation: principles and mechanisms of the development of a "street food" festival", "Gastronomic tourism as a means of promoting the development of the territory", "New trends in British cuisine: creation of a modern culinary guide in Great Britain", "Intangible cultural heritage in the territory branding system: gastronomic tourism in Azerbaijan", "Sustainable development of the hotel industry in India", "Experience and satisfaction of visitors to theme parks: examples of three theme parks in Tashkent", "Event tourism as a way to increase competitiveness of the tour company Happy Tour". As can be seen from the above-mentioned topics, the studies are dedicated to the research of various industries, where the majority is related to the problems of business management. Also, master's students have chosen topics related to the use of modern information technologies and tools. For example, such topics as "Digitalisation as a tool for simplifying marketing research in the tourism industry in Latvia", "Digitalisation of tourism as a way to popularise Uzbekistan during the pandemic", "Digital platforms in the development of the tourism industry in Uzbekistan", "The role of franchising in the leisure and entertainment industry", "Hybrid events as the future of the event management industry", "Algorithm for creating niche tours as a component of interactive tourism", "Tools for preservation of viability of cultural products in the cultural market", "Advancement of a low tourist choice area as a leisure and health tourism object using the example of Azerbaijan", "Modern approaches for the development of cognitive tourism in Russia", "Photography as a means of promoting tourist destinations in social networks on the example of Kazakhstan". Evaluating the above-mentioned topics, it must be concluded that the majority of master's theses contain interdisciplinary aspects that correspond to the trends of modern science development.

### **Evaluation of final works**

At the end of the study program, master's students must develop a master's thesis, which is an empirical study that combines practical work experience and theoretical knowledge acquired during studies.

A month before the defense, a pre-defense is organised, to which only those master's students who have been certified by the supervisor in writing to be at least 90% ready for the defense are admitted. The defense takes place in front of the commission, which consists of supervisors of master's theses and BIA leading lecturers;

The master's thesis is defended before the final examination commission, which operates in accordance with the Regulations approved by the BIA Senate. The commission consists of a chairman and members. The head of the commission and a part of its composition are representatives of industry professional organisations or employers.

When defending a master's thesis, the evaluation criteria are as follows:

- ability to obtain and process relevant information and solve management problems using theoretical knowledge;
- understanding of organisational management processes and management decisions, their impact on organisational performance results;
- the ability to obtain, collect, process and analyse data (analytical reasoning abilities) for decision-making;
- the ability to apply management and economic tools and methods for original problem solving;
- ability to draw reasoned conclusions and formulate appropriate recommendations;
- ability to present and argue developed proposals and personal opinion.

Evaluating the distribution of evaluations of master's theses, it can be concluded that "good", "very good" and "excellent" are the most frequently received evaluations for more than half of graduates.

[1] [https://bsa.edu.lv/docs/2020/BSA\\_diplomdarbu\\_nolikums\\_ENG.pdf](https://bsa.edu.lv/docs/2020/BSA_diplomdarbu_nolikums_ENG.pdf)

### **3.3. Resources and Provision of the Study Programme**

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

The BIA does not separate infrastructure by study programme, but assesses resources for the whole Academy. The facilities available for the implementation of the study programme (classrooms, computer labs, laboratory, library resources) are fully sufficient. Methodological and informational support provided by BIA is sufficient to ensure a high-quality study process in the study program "Management of communication in the leisure and entertainment industry". The Moodle study e-environment has been used since 2015. The lecturers of the study program in Moodle have created study courses in which students have access to study materials, a description of the study courses and requirements for studying the study course. In several study courses, students take tests, submit homework and communicate with the lecturer in the Moodle environment. Teachers provide feedback on students' work. The Moodle and the BigBlueButton systems are designed to extend the possibilities for lecturers to interact with as large an audience as possible and to enable two-way communication during lectures: lecturer - audience; audience - lecturer. The BigBlueButton software provides:

- lectures, seminars, virtual discussions
- live virtual tutorials before an exam or assessment;
- students can attend lectures, seminars and practical classes in the virtual environment, ask the lecturer questions, present homework and group work and discuss with course mates and the lecturer;



- listen to seminars by practitioners and guest speakers.
- participate in scientific conferences, etc.

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

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

In order to ensure academic integrity and prevent plagiarism, on 21 February 2020, BIA signed an agreement with the University of Latvia to join the plagiarism control system.

## **Library**

The task of the library is to provide students of the study program "Management of communication in the leisure and entertainment industry" with a high-quality study process and scientific activity and to provide librarian, bibliographic and informational services to students, lecturers and other visitors. Those studying at the Academy and other interested parties have the opportunity to use the resources of the BIA library. The library consists of two parts - a subscription and a reading room. In the reading room, 11 computers with Internet access are placed for students' convenience, printing and copying facilities are provided. There are also opportunities to work with portable computers. Literature is available for use in almost all study courses and an increasing proportion of literature is in English. The library regularly receives periodicals published both in Latvia and abroad. Students and academic staff in the library have access to electronic databases. The library also provides copying, printing and scanning services.

For the students of the study programme " Management of Communication in the Leisure and Entertainment Industry" specific literature sources in the field of tourism and hospitality, leisure and entertainment, apart from the teaching and scientific literature of the related departments, are provided for the Master's study programme. During the reporting period, a total of 177 book titles in tourism and hospitality, leisure and recreation, including 40 titles in Latvian and 61 titles in English, as well as 584 book titles in related chapters, including 213 titles in Latvian and 231 titles in English, were purchased. 32 titles in Latvian and English were accepted as donations from students and lecturers. During the reporting period, books were purchased for the programme " Management of Communication in the Leisure and Entertainment Industry" for a total amount of EUR 1463,41.

Further information on the evaluation of the information base (library) is available in Part 2.3, subsection 2.3.3.

## **Infrastructure**

For students of the "Management of communication in the leisure and entertainment industry" study program, the study process takes place in the premises of two buildings in Riga, Lomonosova Street 4 and Lomonosova Street 1/4. The mentioned buildings have auditoriums equipped with modern studio technical aids - white boards, is provided the possibility to use a television, VCR, video camera, multimedia projector. Many auditoriums are equipped with a stationary multimedia projector, screen, computer with Internet connection and other technical means. Free wireless internet (WiFi) is available in all buildings. Cafes are located on the 1st floor of the buildings for the needs of students and Academy employees, and vending machines for the purchase of various drinks have also been installed.

## Information technology

BIA uses modern IT technologies to ensure studies: the use of computers in the study process and professional development, the internal information system NEXUS, Internet, standard and special computer programs, audio/video tools, office equipment, auditorium technical equipment (stationary and portable multimedia projectors). Specifically, students of the study programme "Management of Communication in the Leisure and Entertainment Industry" are offered the opportunity to undertake training using the computer programme "Amadeus", including in the framework of a training laboratory (in a study tourism agency). Regular work is performed for improvement of functionality of the internal information system. Work continues on the modernisation of the computer park, ensuring a faster, more complete and more efficient study process. In order to ensure better electronic communication, Academy employees and students use the e-mail system offered by the BIA.

In order to ensure academic honesty and to prevent cases of plagiarism, it is planned to start checking students' final theses with the inter-university computerised plagiarism control system.

More information about the compliance of the informational base (including the library), material and technical base and financial base with the conditions of implementation of the study program "Management of communication in the leisure and entertainment industry" and achievement of study results is provided in **part II, chapter 3 paragraphs 2.3.1.- 2.3.3.**

The COVID-19 pandemic and the consequent shift to distance learning fully demonstrated that the BIA is ready to adapt to the changing situation and that the infrastructure base is fully suited for this. From the first day of distance learning in March 2020, classes (held on the BigBlueButton platform, now ZOOM if necessary), the Moodle system and the email system fully support the exchange of information, news and changes between lecturers and students.

Upon joining the World Tourism Organisation, [UNWTO](#) experts positively assessed the resources available for the Master's programme, noting that they fully meet the conditions for the implementation of the Master's programme.

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

Not applicable

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

The main source of funding for the study process of the Master's study program "Management of communication in the leisure and entertainment industry" is tuition fee. 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 program;
- 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.

The necessary informational, material and technical resources are provided for the needs of the study programme and for the achievement of the study results, and are available both within the Study Programme (see Part 2, Subsections 2.3.1, 2.3.2 of the Study Programme) and at the BIA as a whole. For example, in order to provide knowledge in the field of tourism and hospitality, leisure and recreation, study literature and electronic resources are available, as well as classrooms for classes, seminars and independent work, a library and a reading room. The library has an e-environment with study materials, a videoconferencing system (for lectures, seminars and discussions) and electronic information resources.

Financing system at the Baltic International Academy is organised in such a way that every student, regardless of the number of students in the group, meets all conditions for quality training. That means ensuring the necessary number of contact hours, availability of library resources, e-study environment, research activities, etc. The founders of BIA use their right to control expenses and determine the minimal number of students in the study program, thus giving the right to train students from small groups. Thus, the minimum number of students to be enrolled in a study programme in order to ensure the cost-effectiveness of the study programme is determined individually for each academic year and for each study programme, taking into account the language, mode and form of delivery of the study programme, and is not a fixed amount.

Table 3.11 shows the costs per student in the study program "Management of communication in the leisure and entertainment industry":

Table 3.11.

**Costs per student in the study program, 2021/2022 study year, EUR**

<b>Cost items</b>	<b>Master's study program "Management of communication in the leisure and entertainment industry"</b>
<b>Expenditure amount, Total</b>	<b>1 547</b>
<b>Remuneration for work</b>	<b>794</b>
for academic staff	425
for administrative and general staff	369

<b>The employer's mandatory state social insurance contributions, benefits and compensations of a social nature</b>	<b>173</b>
<b>Goods and services</b>	<b>362</b>
Business trips and trips on assignments	2
Services	328
of which utilities	178
Stocks, materials, energy resources, goods, office supplies and inventory, which are not listed in PL	23
Expenses for the purchase of periodicals	5
Tax payments for budgetary institutions	4
<b>Equity formation</b>	<b>127</b>
incl. fixed assets	127
<b>Other expenses</b>	<b>91</b>

The costs of the study program are appropriate to the needs of the study program and conditions of implementation, sources of financing the study program are identified and financial resources ensure implementation of the study program to achieve study results.

Specific provision includes:

1. development of a training laboratory for smart tourism and innovative marketing - EUR 1590,00;
2. Purchase of specialised textbooks and scientific books for the study programme: EUR 1463.41.
3. Participation in international conferences: EUR 2 500,00.

The cost of a study place for the study program "Management of communication in the leisure and entertainment industry" is 1547 EUR. In the 2021/2022 school year, tuition fees for the professional master's study program "Management of communication in the leisure and entertainment industry": full-time in Latvian - 2150 EUR per year, full-time in a foreign language (depending on the country) - 2600 - 3000 EUR per year. Considering the number of students in the study program (as of 01.02.2022 - 26 students), the financial support of the professional master's study program "Management of communication in the leisure and entertainment industry" is sufficient.

The analysis shows that the financial resources for ensuring implementation of the study program are sufficient and ensure sustainability of the study program. Financial position of the study program is stable, which serves as a security support in case of a sharp decrease in the number of students.

## 3.4. Teaching Staff

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

The Master's study programme is conceptualised on the basis of current labour market needs and industry trends, rather than on the basis of existing faculty resources. This is also one of the reasons why several guest lecturers have been recruited for the programme - it is essential to combine academic knowledge with practical experience and practice in the implementation of the study programme, which is why the university's elected academic staff and guest lecturers with practical experience in the field are involved.

The selection of the participating faculty members is based on the following criteria: competence and knowledge in the fields related to the programme content accumulated in academic work (preparation of study courses), the direction of scientific activity and topics of previous research, scientific degree and qualification, as well as practical experience. The interdisciplinary nature of the study programme determines the wide range of scientific fields represented by the faculty members. Both academic and professional experience in the field were also taken into account in the recruitment of guest lecturers.

The choice of guest lecturers is based on their recognition in the professional environment, practical experience in the tourism and leisure industry and business environment in Latvia and abroad, which significantly helps to ensure their connection with the latest developments in the sector. Some of the guest lecturers are specialists in a certain field, e.g. in a certain type of tourism (e.g. A.Rogale-Homika, G.Bukovska, J.Serebrjakova, etc.), law (T.Jurkeviča), marketing (A. Šnaidere), quality management (Ž.Jelisejeva), which provides students with the necessary knowledge and skills.

The structure of academic staff of the program meets all the requirements in Latvia for the composition of academic staff in higher educational institutions - academies: in the master's program, no less than 50% of the academic staff of the program are doctors of science. In the master's study program "Management of communication in the leisure and entertainment industry", 60% of the employees are doctors of science.

For the further studies of bachelor's graduates, professional master's study program "Management of communication in the leisure and entertainment industry" is planned, composition of which is shown in table 3.11. It is planned to hire 29 teaching staff for the implementation of the professional master's study program. Of these, 20 teaching staff are involved in the **Latvian** stream (12 elected BIA, 10 not elected), 22 teaching staff in the **English** stream (12 elected BIA, 10 not elected).

According to academic positions - 2 professors (6.9%), 5 associate professors (17.3%), leading researchers - 1 (3.4%), 13 assistant professors (44.8%) and 8 lecturers (27.6%).

According to scientific degrees – 18 (12 elected BIA, 6 not elected) lecturers have a doctorate degree (62%), 11 (4 elected BIA, 7 not elected) lecturers have a master's degree (38%), three of them are studying for a doctoral degree.

table 3.11

**Scientific degree of the teaching staff of the professional master's study program "Management of communication in the leisure and entertainment industry"**

	Doctors		Masters		Total	
	Number	%	Number	%	Number	%
Elected BIA	12	40	4	15	<b>16</b>	<b>55</b>
Not elected BIA	6	22	7	23	<b>13</b>	<b>45</b>
<b>Total:</b>	<b>18</b>	<b>62</b>	<b>11</b>	<b>38</b>	<b>29</b>	<b>100</b>

According to academic positions (table 3.11), study quality is ensured by two professors (7%), three associate professors (10%), two associate visiting professors (7%), 8 assistant professors (28%), 5 visiting assistant professors (17%), 2 lecturers (7%), 6 guest lecturers (21%) and 1 leading researcher (3 %).

table 3.12

**Academic position of teaching staff of the professional bachelor's study program "Management of communication in the leisure and entertainment industry"**

Ac. positions	Professors		As.prof.		Associate professors		Lecturers		Leading researchers		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Elected BIA	2	7	3	9	8	29	2	7	1	3	16	55
Not elected BIA	-	0	2	8	5	16	6	21	-	0	13	45
<b>Total</b>	<b>2</b>	<b>7</b>	<b>5</b>	<b>17</b>	<b>13</b>	<b>45</b>	<b>8</b>	<b>28</b>	<b>1</b>	<b>3</b>	<b>29</b>	<b>100</b>

Academic personnel involved in the implementation of the study program who have the right of an expert of the Latvian Science Council:

table 3.13

**Teaching staff involved in the program - LSC experts**

Name, surname	Branch of science	A subfield of science	LSC Expert's right to expire

Žanna Caurkubule	Social Sciences	Economy and entrepreneurship	06.07.2025.
Irina Plotka	Social Sciences	Psychology	02.11.2025.
Marina Gunare	Social Sciences	Economy and entrepreneurship	30.06.2024.
Vladislāvs Volkovs	Social Sciences	Sociology and social work	02.02.2025.

Due to the fact that the program to be accredited will be implemented in Latvian and English, qualifications of the teaching staff are the following: in Latvian - for all those who do not have it in their native language - C- level; English language skills - for those who teach in the English stream - B2 and above.

Qualifications of the involved lecturers meet the requirements of regulatory acts and the implementation of BIA strategic goals and tasks. The qualifications of the dedicated staff involved in the programme comply with the requirements of Article 39 of the Law on Higher Education Institutions ("Academic Staff of Professional Study Programmes").

Each lecturer who works in the study program has the following responsibilities:

**Within the competence of the teacher's qualifications:**

- to develop and publish teaching methodical materials for the courses he/she leads, supplement and renew the MOODLE platform,
- to prepare PowerPoint presentations, handouts (summaries, assignments), authentic illustrative material (video and audio), etc. c. materials that optimise educational process,
- to conduct consultations for students - 4 hours per semester and pre-examination consultations,
- within the framework of the hospitation, once a year lead open classes and attend at least 2 classes of your colleagues and participate in their discussion,
- to upgrade qualification, submitting a relevant certificate,
- to organise one event a year within the implementation of the program or actively participate in it : seminar, conference, round table, discussions, etc. etc.,
- to participate in events that are organised within the framework of program implementation or BIA educational activities,

**In international operations:**

- to actively participate in international conferences with papers;
- to give lectures at Erasmus universities, including within the framework of the international mobility program Erasmus;

**In scientific research activities:**

- to speak at scientific conferences and seminars (at least 2 speeches per year),
- to publish articles (at least 1 publication per year),
- to follow the latest publications of scientific literature, to correct the literature lists offered to students, to inform the director of the library about the need to supplement the library funds.

The qualifications of teaching staff are very important as far as the quality of the learning outcome is concerned. The qualifications of teaching staff are directly related to the formation of students' knowledge, skills and competences. This is usually expressed in a coherent set of scientific, study and organisational activities of teaching staff, where a student-centred approach is applied in the teaching process. The Baltic International Academy creates opportunities for teaching staff to develop their professionalism by providing support for scientific research, innovative methods and new learning technologies that can be used in the teaching process.

The systematic way of thinking of qualified scientists and practitioners ensures and facilitates the master students to acquire in-depth and extended knowledge and achievements in the study courses in the field of tourism and recreation. The ability of the teaching staff to create a creative atmosphere, awaken interest and curiosity in the students during the learning process, develops the master students' skills and abilities to find different solutions in non-standard situations. Using interactive teaching methods, the lecturers develop students' communicative skills, the ability to work in a team and individually, as well as to interact with other specialists, to give feedback on the results of the research.

The research activities of teaching staff also influence the development of students' research skills and are directly linked to the choice of research topic. Teachers act as mentors who teach Masters students to independently select, analyse and critically evaluate scientific information from different sources, to use it; to independently conduct research, to use innovative methods and technologies in the field of leisure and entertainment, to process the obtained data, to interpret them and to evaluate their practical relevance. Thus, the directions of scientific research carried out by the lecturers are reflected in the Master's theses developed by the students. Students are involved in the preparation of scientific papers in collaboration with the lecturers (supervisors), as a result of which students develop a culture of scientific work. Each year students are invited to participate in various scientific conferences.

The lecturers of the professional master's study program "Management of communication in the leisure and entertainment industry" have a high scientific potential, which is confirmed by the existing scientific publications that can be found in international databases. The profile of scientific publications and researches of the teaching staff is related to the expertise required in the study courses.

In the implementation of the professional master's study program "Management of communication in the leisure and entertainment industry", the scientific and pedagogical experience of the teaching staff ensures the achievement of the goals of the educational program, as well as the development of appropriate knowledge, skills and competences for the master's students, achieving the set study results.

Scientific activity of the teaching staff also affects development of students' scientific activity skills. The teachers of the professional bachelor's study program "Management of communication in the leisure and entertainment industry" have a high scientific potential, which is confirmed by existing scientific publications that can be found in international databases.

#### **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 2016/2017 until autumn of academic year 2022/2023, analysis of



the dynamics of the number of teaching staff shows that number of teaching staff has increased from 19 to 29 people. Not only the quantitative composition of the teaching staff has changed, but also its qualitative changes were made, for example, in academic year 2016/2017, there was only 1 professor among the lecturers of the study program, then in 2022/2023 - 2. This also results from the teaching staff development and succession policy - involving in the teaching process BIA graduates who obtained a master's degree or a doctorate degree from BIA. A.Iljina un J. Popova defended her doctoral theses in economics at the Baltic International Academy and are now teaching the study program. Aļona Rogale-Homika is studying for a doctorate at the Baltic International Academy and is currently a candidate for a doctorate in economics, she is also employed in the master's program. Inesa Ratanova is studying for a doctoral degree at the University of Latvia, Svetlana Polovko-Valtere is a doctoral student at the University of Latvia. There are also positive trends associated with the increase in the number of associate professors. In the period from 2016 to 2023, Marina Gunare, Vladislavs Volkovs have become associate professors, Žanna Caurkubule and Irina Plotka have become professors (repeatedly).

When joining the World Tourism Organization, UNWTO experts assessed the qualifications of teaching staff as adequate, because qualifications of the teaching staff can be assessed as adequate, since in general the implementation of the program involves both teaching staff who actively carry out research activities and publish results in cited publications, therefore, are able to ensure high quality in the acquisition of knowledge in connection with the latest scientific findings in the relevant field, as well as recognised professionals in the field of tourism and hospitality.

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

Not applicable

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

Not applicable

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

Collaboration among program teaching staff is encouraged through both formal and informal mechanisms. Council meetings of the study direction are organised regularly, in which the leading teaching staff of the program take part, as well as students and representatives of the industry are invited. The Direction Council approves changes in the structure of study courses, their interconnection, as well as discusses the work of teaching staff.

The following forms of cooperation between teaching staff are used to improve 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 universities;
- inviting highly qualified guest lecturers and lecturers to teach study courses, conduct master classes, including from foreign universities;
- analysis and evaluation of the content of the study program, preparing self-assessment reports for the past academic year. The obtained data and conclusions are considered at the meetings of the direction council and the Senate;
- control and analysis of the study process and teaching quality, which is regularly carried out by the direction Council,
- surveys and analysis of graduates' work skills and suitability for the labor market,
- student surveys, obtaining an opinion on the implementation of specific courses of the study program, compliance of the content and form of presentation with the requirements of study quality,
- the use of external experts for the evaluation of the study process and student knowledge,
- strategic planning of the study process, analysing the weak points of the study program, their prevention and program development opportunities.

Mutual cooperation between lecturers and communication between lecturers in the field of study is regular in meetings of the direction, as well as in meetings of program lecturers and conversations with the program director. In order to increase the quality of lecturers' work and students' benefit from the courses, some of the study courses are taught by two or even three lecturers in collaboration (courses with the involvement of two or more lecturers -Methodology and Methods of Socio-economic Research in Leisure and Entertainment, Strategic Management in the Leisure and Entertainment Industry, Creative Thinking Technologies, Culture of Business Communication and Public Speaking), where one of the lecturers assumes the role of coordinator for course planning and organization, including the coordination of industry guest lecturers. Such courses promote the cooperation of lecturers to ensure an interdisciplinary approach, and ensure that students learn the course with greater interest and success.

In general, in the planning and implementation of study courses, lecturers pay a lot of attention to

the planning of students' individual and group work in such formats that would allow students to consolidate and/or test the acquired knowledge with the help of practical tasks - for example, case analyses, solving problem situations of real companies - starting from field work and from collecting data to presenting solutions. In this way, the acquisition and approbation of knowledge is promoted in an integrated way. Case studies can be analyzed from a multi-course perspective (e.g. marketing, strategic management, financial management). Such an approach corresponds to the common trend in higher education institutions in Europe - to offer an integrated approach that touches on the level of thinking, process management, and operational activity.

BIA mission is fulfilled by highly qualified academic staff, which consists of the core - professors and associate professors, as well as qualified teaching staff (docents) and lecturers invited to the academic renewal reserve. BIA uses opportunities to attract internationally recognised specialists. Uniform, special approach criteria have been set for academic staff elections. The optimal BIA staff structure 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.

In EU countries, the ratio of the average number of students and teaching staff is 15.4, in Latvia - 16.6.

Currently, 27 full-time students are studying in the master's study program "Management of communication in the leisure and entertainment industry", 22 teaching staff are working in the accredited study program in English, 12 of them are elected BIA. Accordingly, the coefficient is 1.3.

The lower ratio of the number of students and teaching staff can allow students to establish closer relationships with teachers, get feedback on the evaluation of written work faster, as well as participate in interactive seminars and discussions.

# 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	20.01.24 Sample diploma and appendix KSV Latvian stream.pdf	Paraugs diploms un pielikums KSV la_pl.pdf
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	Annex_5_Statistical data on students in the Master's Study Programme.docx	5.PIELIKUMS_Statistikas dati par studejosajiem_KVIAI.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	6 Annex_Prof.master's study program compliance with the national education standard.docx	6 Pielikums_Prof.mag stud_prog_atbilstiba_valsts_izgl_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. Head of KVIAI Organization.docx	7.PIELIKUMS_KVIAI_Organizācijas_vadītājs.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	Annex 8. Mapping of study courses for achieving study results of the Master's study program.docx	8. pielikums. Studiju kursu kartējums mg studiju programmas studiju rezultātu sasniegšanai.docx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	Annex 9.Professional Master's study programme.docx	9.PIELIKUMS_Profesionālā maģistra studiju programma.docx
Descriptions of the study courses/ modules	Man_of_commun.in the leis.&ent.ind_ Course descriptions.zip	KVIAI_Kursa apraksti.zip
Description of the organisation of the internship of the students (if applicable)	Rules of Practice.pdf	BSA_Prakses_nolikums_lv.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)		