APPLICATION

Study field "Arts" for assessment

Study field	*Arts*
Title of the higher education institution	*Sabiedrība ar ierobežotu atbildību "BALTIJAS STARPTAUTISKĀ AKADĒMIJA"*
Registration code	*3394800009*
Legal address	*LOMONOSOVA IELA 4, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1003*
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Self-evaluation report

Study field "Arts"

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 as the Baltic Russian Institute. In 2006 the Baltic Russian Institute was renamed the Baltic International Academy (hereinafter referred to as the BIA).

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

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

The BIA is a member of the Latvian College Association having 26 members the goal of which is to promote the development and improvement of colleges and universities by implementing the 1st level professional higher education programs and increase their efficiency. Rector of the Baltic International Academy is a member of the Latvian Rectors' Council which unites the rectors of all Latvian higher education institutions the goal of which is to improve and develop the higher education in Latvia and to participate in the European Common Education Area through the European University Association.

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

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

Academic year 2014./2015. the limited liability company Baltic Psychology and Management University College, registration No. 40003261174, was 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 Psychology and Management University College (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.

Study directions after reorganization in 2015

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

Considering the qualitative and quantitative factors the study direction "Information Technology, Computer Engineering, Electronics, Telecommunications, Computer Control and Computer Science" was closed in 2017 and study direction "Information and communication sciences" was closed in 2021.

Table 1.1.2.

Dynamics of the BIA study directions for 2013-2022

Academic year	Number of study direction
2022./2023.	9

2014./2015.	11
2013./2014.	9

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

Table 1.1.3.

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

EKI level	***Type of study programme***	***Number of programs***
8	Doctoral study programme	2
7	Master's study programme	9
6	Bachelor's study programme	10
5	First level study programme	3

The list of study directions and programmes accredited by the BIA as of September, 2023 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.

Table 1.1.4.

Dynamics of the number of students 2016/2017 till 2022/2023

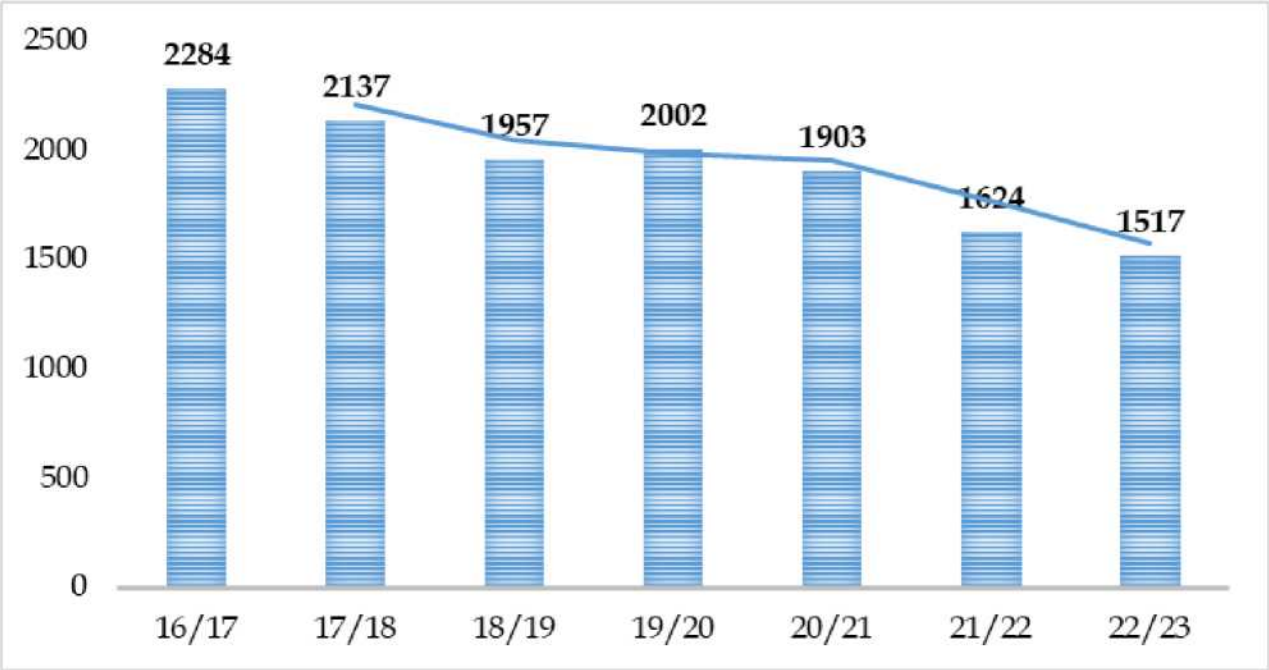


Table 1.1.5.

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
Daugavpils (DA)	275	292	251	253	310	259	240
Jēkabpils (JK)	108	111	104	117	111	56	18
Liepāja (LI)	101	94	71	83	78	80	85
Rēzekne (RE)	74	60	48	49	38	4	3
Rīga (RI)	1522	1400	1335	1332	1226	1176	1150
Smiltene (SM)	30	31	19	24	19	1	0
Ventspils (VE)	34	28	22	22	17	0	0
Jelgava (JL)	140	121	107	122	104	50	18
Kopā	***2284***	***2137***	***1957***	***2002***	***1903***	***1624***	***1517***

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

The number of students of the BIA has sufficiently decreased during the period from the academic year 2016/2017 till the academic year 2022/2023.

Table 1.1.6.

Dynamics of the number of students in the study directions from 2016/2017 till 2022/2023

Study direction	16/17	17/18	18/19	19/20	20/21	21/22	22/23
Law	596	586	491	507	452	297	298
Management, administration and real estate management	362	355	323	359	347	308	242
Economics	169	152	147	148	137	108	99
Arts	209	180	141	141	135	117	110
Hotel and restaurant service, tourism and recreation organization	255	211	216	198	196	188	142
Translation	90	64	49	49	42	38	39

Sociology, Political Science and Anthropology	16	17	13	14	24	37	38
Psychology	200	224	222	225	236	266	289
Social welfare	307	271	291	297	299	259	260
Information technology, computer technology, electronics, telecommunication, computer control and computer science	6	0	Study direction is closed				
Information and communication sciences	74	77	64	64	35	6	Study direction is closed

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

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 1.1.7.

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 1.1.8.

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

Article 77 of the Law on Higher Education Institutions Financial resources of higher education	**Financial resources of the BIA**

Financing of higher education institutions is performed by their founders	Financing of the BIA is carried out by its founders: Stanislav Buka, Valery Nikiforov, Inta Buka, Nikita Nikiforov
Founder of higher education institution provides the financial resources necessary for its continuous operation and fulfillment of the tasks, set forth by the founder, and controls the use thereof	Founder of the BIA ensures its continuous operation and the financial resources necessary for the fulfillment of the tasks, set by the founder, and controls the use thereof
Financial resources of higher education institution consist of the basic budget resources and the other revenues acquired by the 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 contributes to:

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

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

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

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

- tuition revenues (tuition fees and other services related to the educational process);
- revenues from scientific activities (financing of projects from the state budget, income from scientific works, EU structural funds and other revenues);
- other revenues (Latvian and international project funds, income from renting out the real estate, selling of books, organizing various courses, etc.). (Appendix 6 Revenues of the BIA).

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

The BIA combines the diverse study and research and innovation activities in order to provide the Latvian society with the internationally recognized higher education, to develop science and to strengthen the intercultural traditions. Successful operation of the BIA is included in the system of higher education and science of Latvia, sustainable development of the whole society, development of knowledge-based economy and social sphere, development of Latvia as a full-fledged partner in the common space of the EU. By joining the EU Latvia has chosen the knowledge-based society model in which the higher education and research are the integral parts of society and an internationally recognized and important image elements of the country. The BIA is an institution which deals with both academic and professional study programmes, as well as science and research, therefore higher education is funded not only by financing tuition, but also by the revenues from science (Appendix 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).

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

The second largest expense item in high schools refers to the goods and services which in average constitute 18-20% of all expenditures (Appendix 8 Expenditures of the BIA). The BIA owns real estate and land plots in Riga, Jelgava, Liepaja, Rezekne, Daugavpils and Ventspils, therefore, a significant part of expenditures constitutes public utilities and maintenance of buildings.

Table 1.1.9.

Intangible assets and acquisition of fixed assets

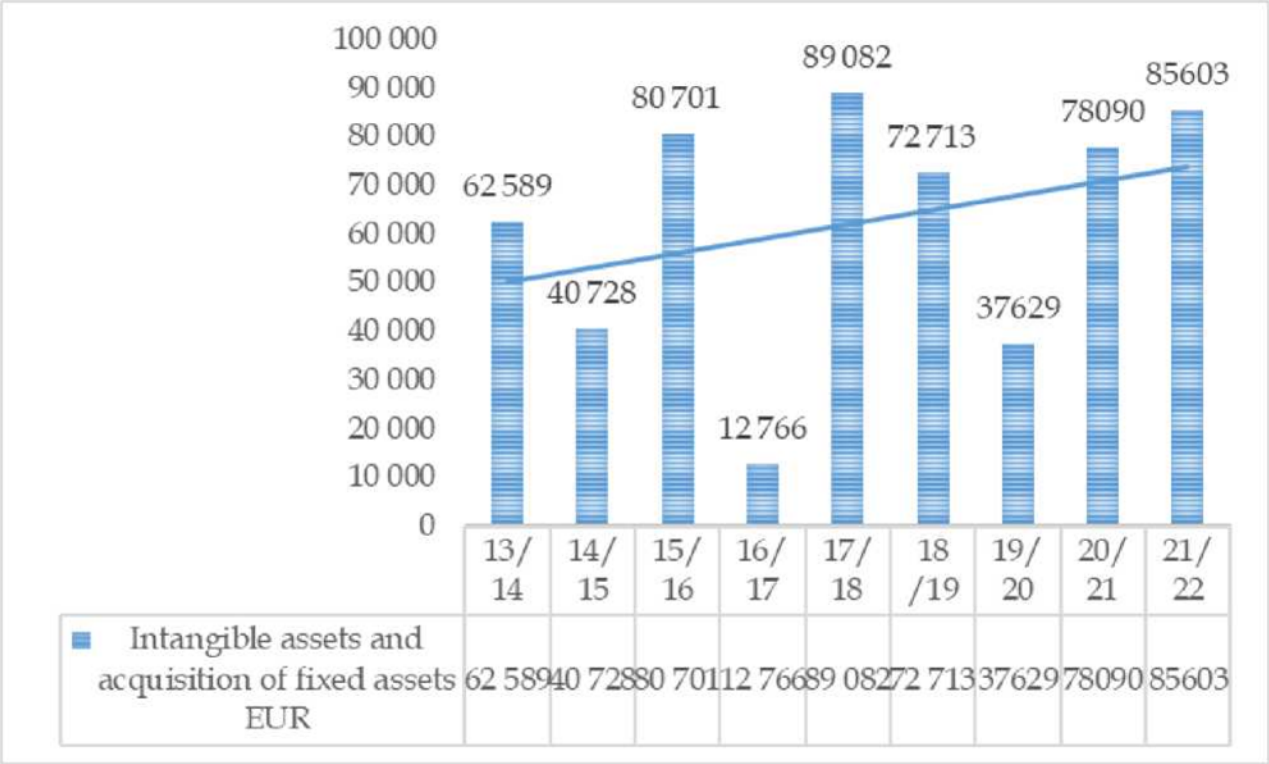
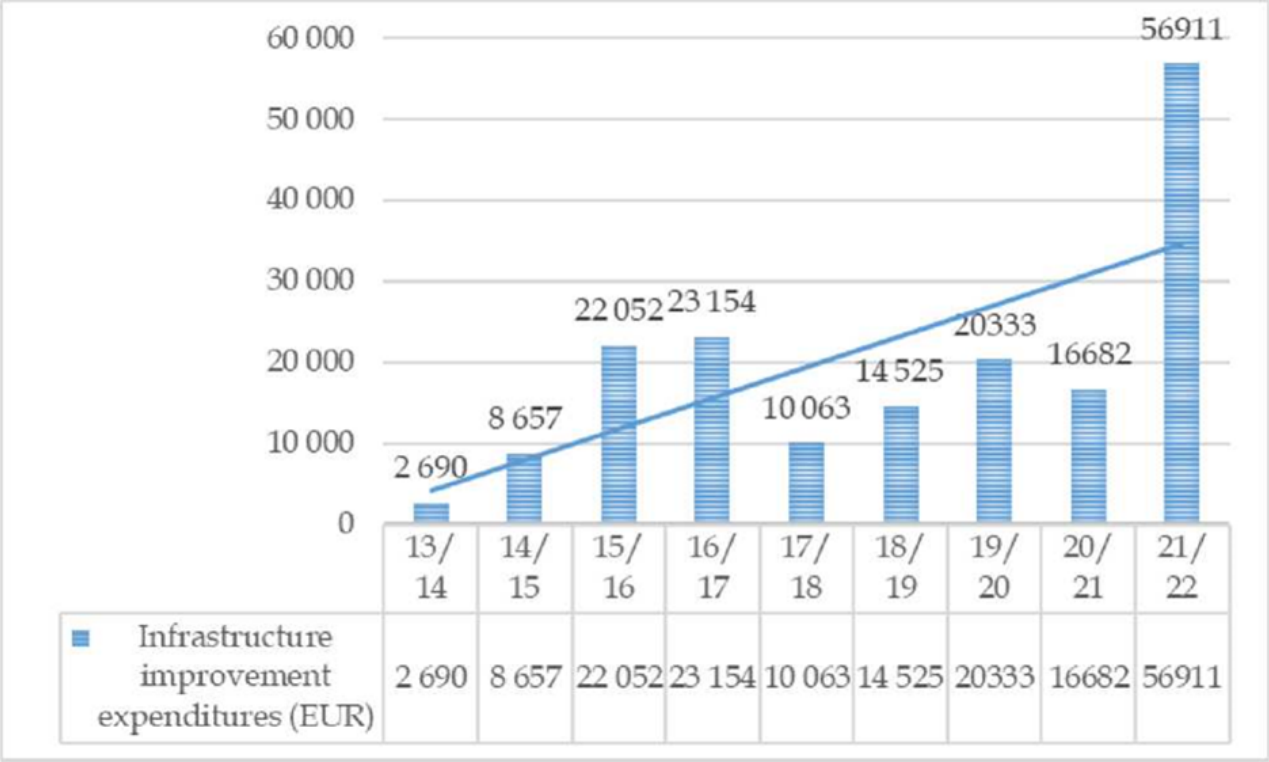


Table 1.1.10.

Infrastructure improvement expenditures (EUR)



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

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

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

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.

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

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

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

The main objective of BIA activity:

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

Tasks of BIA:

- to ensure the academic freedom of academic staff and students;
- develop and implement bachelor's and doctoral study programs, lifelong learning programs;
- to ensure the inseparability of studies and scientific research work with innovations and lifelong learning processes, in cooperation with relevant enterprises and organizations of national economic sectors;
- cultivate and develop science, art and the national language, implement its internal quality assurance system, inform the public and offer it the acquired scientific, artistic and professional insights, methods and applied research results.

BIA's main basic directions of activity:

- implementation of study programs for obtaining bachelor's and doctoral degrees or professional qualifications and professional degrees;
- scientific research work, which includes science, research, knowledge transfer, innovations, cooperation with relevant enterprises and organizations of national economic sectors;
- organization of scientific, cultural and sports events;
- stimulating youth design and creative activity;
- development of international communication and cooperation in the field of education, science and culture.
- In realizing its goals and tasks, BSA adheres to the following basic principles:
- Free choice of the types and forms of implementation of the tasks set by the BSA founder and in accordance with the University Law;
- the academic freedom of academic staff and students, if it does not conflict with the rights of other persons, the BSA Constitution and regulatory enactments;
- distribution of power and responsibility between state institutions and the BSA, as well as between the founder of the BSA and its decision-making institutions;
- democracy and institutional autonomy;
- inseparability of study and research work;
- free expression (publication) of scientific opinion and the results of applied research without censorship, if this freedom does not conflict with ethical norms, the rights of other persons and regulatory enactments.

APPROVED at the BIA Senate meeting on August 24, 2022. Protocol No.154.Operation anddevelopment 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.

Vision of the BIA:

the BIA guarantees students the opportunity to obtain high-quality higher education, to develop professional competence which provide high added value.

Overarching goal and goals for 2025 of the BIA

The overarching goal is to ensure the development of higher professional and academic education based on the knowledge, professional competence and research in Latvia, improving the sustainable and balanced development of the BIA on the way to the status of a high school integrated in Europe. Characteristic features of high school are all levels (short-cycle, bachelor, master, doctorate) of studies, integrated research in the studies characterized by a regular increase in the staff qualification, defending doctoral theses and reaching at least 65% of academic staff with a doctorate degree, high proportion of research funding and projects in the budget, publishing of own scientific journals.

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

Goals of the BIA for 2025

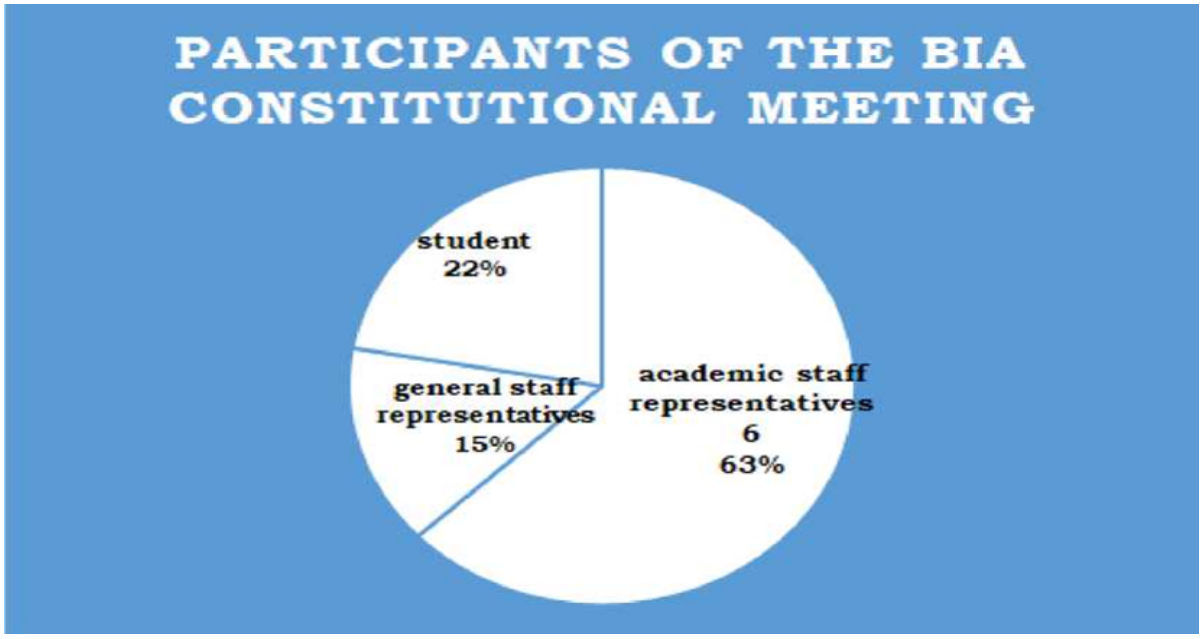
In order to achieve the defined overarching goal and future vision the BIA has set the interrelated and synergistic goals:

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.

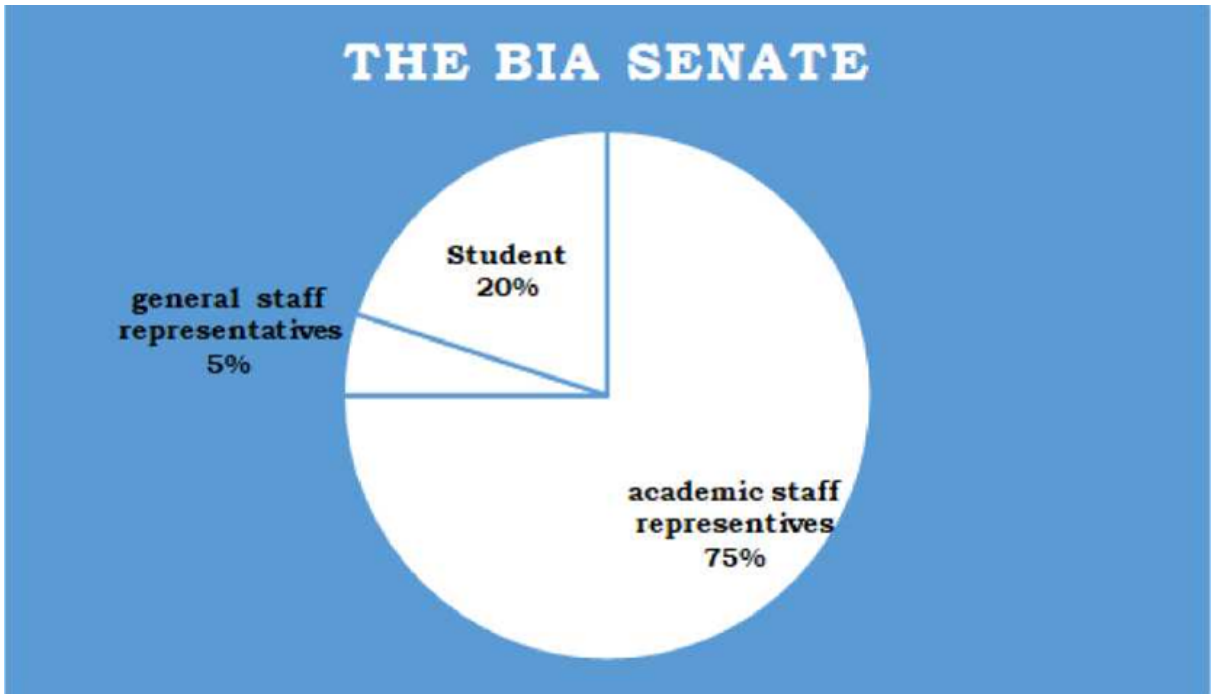
Description of the management structure of the university, the institutions involved in the main decision-making, their composition (percentage by affiliation, e.g. academic staff, representatives of the administration, students) and the powers of these institutions.

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.

Characteristics of the quality policy implementation mechanism and procedures for quality assurance of higher education. Characterization of the parties involved in the development and improvement of the quality assurance system and their role.

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 Euro pean higher Education area Part 1 European standards and Guidelines for Internal quality Assuranc e 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/wpcontent/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. https://bsa.edu.lv/docs/nolikums/BSA_Studiju_kval_nodros_sist_eng.pdf*** 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 supervizors, 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; (LV only)

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 BIA Senate meeting of 07.10.20, the quality assurance system (SKNS) for studies of the Baltic International Academy has been developed in conformity with the Standard integrated in the European Association for quality Assurance in higher Education document standards and Guidelines for quality Assurance in the European higher Education area Part 1 European standards and Guidelines for Internal quality Assurance in higher Education institutions. It is maintained and developed in accordance with the British Standard investors in Excellence, which is based on the knowledge and respect of the interests of the public, academy staff, partnership, understanding of quality development, training and involvement of staff in quality improvement processes to achieve the BIA objectives. For the British Standard, the introduction of the investors in Excellence model provides an opportunity for systematic self-evaluation of the performance of the BIA education quality system, gathering information on both inconsistencies and the Academy's significantly improved activities. SKNS is a document describing BIA'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 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. https://bsa.edu.lv/docs/nolikums/Development_approval_new_study_programme_09072020.pdf These Rules regulate the procedure of development and approval of the study programmes, principles of the study programme structure, content and management of the professional bachelor's, professional and academic master's studies, requirements for obtaining the professional qualification. The implementation of the doctoral study programmes is regulated by the BIA study rules approved at the meeting of the BIA Senate. Considering the Regulations No. 793 of the Cabinet of Ministers dd 11.12.2018. Regulations Regarding Opening and Accreditation of Study Fields (https://likumi.lv/ta/en/en/id/303956-regulations-regarding-opening-and-accreditation-of-study-fields) the BIA compiles the self-evaluation report for each accredited study direction which is updated every academic year.
3.	The criteria, conditions, and procedures for the evaluation of students' results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and made public.	Rules of assessment of the study results of the BIA have been developed and approved at the BIA Senate meeting. The Rules have been developed in accordance with Clause 5 of Part 2 of Article 56 of the Law on Institutions of Higher Education Section (https://likumi.lv/ta/en/en/id/37967-law-on-higher-education-institutions) 56.1 Study Course (1) Higher education institutions and colleges shall determine the procedures by which study courses shall be developed and included in study programmes in order to ensure the achievement of the common learning outcomes. The description of a study course shall be prepared and approved in accordance with the procedures specified by the higher education institution and college. (2) The study course description: 1) define the requirements for the commencement of the acquisition of the study course; 2) determine the aims for the implementation of the study course and the planned learning outcomes; 3) outline the content of the study course necessary for the achievement of learning outcomes, contain the study course calendar, mandatory and supplementary literature, indicate other sources of information; 4) describe the organisation and tasks for the independent work of students; 5) determine the evaluation criteria of learning outcomes, in which requirements are set to determine the evaluation criteria of study results, Regulations on the state standard of professional higher education and Regulations on the formulated requirements of the state standard of national academic education, which are related to the basic principles and basic forms of assessment of program learning. 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.

4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	Regulations on the academic positions of the BIA have been developed approved at the BIA Senate meeting (Protocol No.131 dd 23.10.2017). Requirements for the description of the study course. Employment contracts. RULES ON REMUNERATION have been approved at the BIA Senate meeting (Protocol No.131 dd 23.10.2017). See add. 1.1.3. BSA management system LINKI v2023-10-10 https://bsa.edu.lv/docs/2020/BSA_personala_politika.pdf 2.3.6. qualification of academic staff 12.1. BSA DS AP election regulations 2023 EXTRACT October 25, 2017 BSA Senate meeting protocol no. 131 Daily plan 2. Approval of amendments to the Regulations on BSA academic positions (Ž. Caurkubule, I. Stecenko) 2.2. The Senate will listen to BSA vice-rector for scientific work, prof. I. Stecenko's report on the APPENDIX TO THE REGULATIONS OF BSA Design School (DS) to the BSA Regulations "on election to academic positions in the BSA Design School (direction of Arts)". I. Stetsenko proposed to introduce corrections of an editorial nature. In an open vote FOR 14 AGAINST no ABSTENTIONS the senate decided: 2.2.1. Approve editorial corrections and introduce them into the text of the regulations. BSA Senate secretary N. Reshetilova

5.	The higher education institution/ college ensures the collection and analysis of the information on the study achievements of the students, employment of the graduates, satisfaction of the students with the study programme, efficiency of the work of the academic staff, the study funds available, and the disbursements thereof, as well as the key performance indicators of the higher education institution/ college.	At the end of each semester, information on students' progress is collected, analyzed and summarized (success records have been introduced in the BSA Case Nomenclature). The study results evaluation regulations have been developed and approved at the Baltic International Academy, which describes the records of achievements and the procedure for their preparation. 1. information on students' achievements (success accounting documents have been introduced in the BSA Case Nomenclature), a set of study results evaluation regulations has been developed and approved at the Baltic International Academy, which describes the success accounting documents and their execution procedure: 1.1.1. BSA Studiu_programmu_izstrade_09072020.pdf 1.1.2. BSA Studiu_nolikums.pdf 1.1.11. BSA_Akademiska_godiguma_ethikas_KODEKSS_2019.pdf 1.1.12. regulation_plagiata_control 2023.pdf https://likumi.lv/ta/en/en/id/37967-law-on-higher-education-institutions WEB OF EXCELLENCE BALTIC INTERNATIONAL ACADEMY.webarchive 10.4. BSA DS DD Diploma Thesis Regulations 2023 2024 11 10.5. BSA DS DD interior design KD 2023 2024 1 10.6. BSA DS DD website project KD 2023 2024 2 10.7. BSA DS DD advertisement design KD 2023 2024 1 10.8. BSA DS Study Regulations 2023 2024 1 All BSA documents are available at BSA.EDU.LV https://bsa.edu.lv/index.php/lv/par-bsa/dokumenti.html and internal BSA DS evaluation documents related to the field of study "Arts" and records of achievements 207./209 room, Lomonosova 4, in the training part of BSA DS. A summary and a sample questionnaire are available at: add. 11.2.2. BSA DS DD graduate student surveys 2023 2024 1 accreditation conclusions The administration of the BSA DS study program collects information on the employment of graduates, during the study program students conclude a tripartite cooperation agreement with the BSA DS on the provision of internship and employment information. Graduates provide information about employment progress using the survey questionnaire embedded on the BSA website, the BSA DS student and graduate survey questionnaire, internship reports and communication with the administration and teaching department of the "Art" direction. Information on student satisfaction with the implementation of study programs, on the effectiveness of lecturers' work, BSA and the administration of the "Arts" direction is received using the information provided in the student and graduate survey questionnaires. Questionnaires are usually filled out by students at the end of parts of the study course or at the end of the study course. Questionnaires for individual study courses and lecture/group study courses are used. The results of the survey are evaluated at the meetings of the relevant study areas, the results are analyzed in the annual self-evaluation, the results of the survey are also taken into account for the election of lecturers, directly in the evaluation processes of their performance. A summary of the topic of the final stage work and related design market research is available in Appendix 2.4.2.1. BSA DS DD themes and creative lat 2023 2024 1 A summary of available study funds and their costs is available in the appendix 2.3.2. Finance study direction Art The head of the study program gathers information about the employment of graduates, at the end of the study program students conclude a cooperation agreement with the BSA on the provision of employment information. Graduates provide information about employment progress using the survey questionnaire embedded on the BSA website. BSA receives information on student satisfaction with the implementation of study programs, on the effectiveness of lecturers' work, using the information provided in student and graduate survey questionnaires. Questionnaires are usually filled out by students at the end of parts of the study course or at the end of the study course. Questionnaires for individual study courses and lecture/group study courses are used. The results of the survey are evaluated at the meetings of the relevant study areas, the results are analyzed in the annual self-evaluation, the results of the survey are also taken into account for the election of lecturers, directly in the evaluation processes of their performance.

6.	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing their quality assurance systems.	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, , see add.: 1.1.3. BSA management system LINKI v2023-10-10.pdf 2.1.1. BSA DS operation and development strategy 2022-2029.docx 2.1.2.1. The processes of the study direction management system are divided into three groups.docx 2.1.2. SWOT analysis of the field of study.docx: 1) Top management processes (V1 to V6); 2) Study processes (from 2.1 to 2.6); 3) Resource management processes (R1 to R3). The most important indicators of activities of the BIA are reflected in the annual study reports and study programme self-evaluation reports which are available on the BIA website. Every six years the study direction accreditation commission reviews the 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.

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 evaluation of the interlinking of the study direction and the program included in it is based on the BSA DS and the Professional Bachelor's study program «Digital Visualization Design / Arts» code 2166 03, IKK 42214, qualification: Digital Visualization Designer / Communication Designer (Computer Designer) for the scope of activity, directions of strategic development, for the needs of society and economic development. The activity of BSA DS or study direction "Arts" is focused on the set of high-quality Digital Visualization Design education, which provides higher professional education, based on the Constitution of the Republic of Latvia, Education Law, Law on Higher

Education Institutions, Law on Scientific Activity, other normative acts of the Republic of Latvia and the Constitution of the higher educational institution of Applied Sciences and other regulatory enactments, which define the objectives, tasks and basic principles of the Academy's activity, as well as competences and forms of activity.

Study programs of the field of study "Arts":

LKI level	Program name, code, place of implementation
6th level	Professional bachelor study program "**Digital visualization design** / Arts" code: code 2166 03, Education classification code **42214**, qualification: Digital visualization designer / **Communication designe**r. Place of implementation: Riga.

The study program included in the field of study "Arts" corresponds to the Latvijas izglītības klasifikācijas (LV only) code 42214, qualification: Communication designer, 6th level LKI professional higher education qualification: professional bachelor's degree in design, Digital visualization designer / product designer / 2166 03 Graphics DESIGNER (COMMUNICATION DESIGNER) qualification (ISCED 6, LKI 6), profession code 2166 03, Education classification code 42214. The sixth level of professional qualification corresponding to the (International Standard Classification of Education (ISCED), 2013.

Regulations on the classification of education in Latvia, *Noteikumi par Latvijas izglītības klasifikāciju (LV only)*, (Publisher: Ministry of Welfare of the Republic of Latvia, approved by Cabinet of Ministers Regulation No. 264 of 23 May 2017 "Regulations on the Classification of Professions, Basic Tasks Corresponding to the Profession and Basic Qualification Requirements" (LV only), updated: 08.04.2022.) The field of study "Arts" corresponds to 6.4 Music , visual Arts and architecture 34. Urban construction Rural construction Building architecture Landscape architecture 7/10 ... Visual Arts, including painting, sculpture, graphics, applied Arts, design, communication technologies ... Other sub-sectors of music, visual Arts and architecture. Regulations on Latvian scientific branch groups, scientific branches and sub-branches. Regulations on Latvian scientific branch groups, scientific branches and sub-branches (LV only) (Publisher: Cabinet of Ministers Regulations No. 595, Adopted: 27.09.2022, Entered into force: 30.09.2022).

Professional in Digital Visualization Design / Arts is focused on problem solving and change in order to reduce or eliminate the insufficient level of comfort in society, inequality of product quality and raise the level of comfort, social and communication well-being, justice, quality of services and products, entertainment and other creative industries. There is a growing need for qualified Digital Visualization design specialists worldwide who are able to work with the system, situation, at predictable quality, e.g. For UX/UI visualization, individual projects, products or projects with multiple and long-term problems, assess the causes of problems and attract the most suitable project solutions and services. Professional competencies, namely the level of knowledge, skills and abilities of Digital Visualization design specialists, as well as insufficient human resources in the field of Digital Visualization design, negatively affect the design quality of design communication services and products, and also do not contribute to the creation of modern design communication services and products that meet the changing needs of society and development. International, national, regional, as well as institutional planning documents were analyzed for the development and improvement of the study direction "Arts", which are important for the further development of the study direction and study programs. See Arts development plan of study direction. in the appendix. APPROVED 2022 On August 24, at the BIA DS Senate meeting, protocol No. 154.

Operation and development strategy of the Design School of the Baltic International Academy 2022 - 2029.

The Design School of the Baltic International Academy (hereinafter - BSA DS) offers international professional education to students from Latvia and all over the world, provides knowledge and skills that are necessary to achieve success as a person and a professional, and values that are necessary for everyone. Education provided by BSA DS helps to unite students from EU countries, East and West (Internationalization).

Vision, mission, goals and several priority directions of action, with the help of which sustainable development of BSA DS, competitiveness and integration of BSA DS in the Baltic, EU and world education space are ensured. The BSA DS implements studies and the BSA DS development strategy is a document in which the goals, tasks, operational priorities for the sustainable growth of the BSA DS from 2022 to 2029 are agreed upon. Analyzing the existing resources and predicting development opportunities, local, regional and broader needs and opportunities are observed in the operation of BSA DS. By purposefully managing the directions of action set in the BSA DS strategy for 2022-2029 (organization and management, studies, science and innovation, creativity, culture, foreign relations, etc.), sustainable development, BSA DS competitiveness and integration of Baltic, European and global education will be ensured in the room. In the operation and development of BSA DS, it is developed taking into account the policy guidelines for the development of education and science, which are determined in the policy planning documents of the EU and Latvia, in compliance with the laws of the Republic of Latvia and other regulatory acts, the Constitution of the Baltic International Academy and the strategic specialization of BSA DS, which is binding for both teaching staff, both for students to obtain information about the long-term goals and tasks of the BSA DS development, as well as for the included study program, using this document for study, research and budget planning, as well as for the realization of goals, tasks and projects set for short-term and long-term development.

1. BSA DS mission and development vision (vision) until 2029.

The Design School of the Baltic International Academy is a structural unit of a higher education institution operating in the higher education space of Latvia, which, based on highly qualified personnel, well-thought-out study technologies and sufficient material and technical base, ensures the sustainable education of creatively minded students. BIA DS provides various types and levels of higher education opportunities for residents of Latvia and other EU countries. The main value of BIA DS is the person. It provides high-quality higher education based on creative studies and market research. BIA DS strives to provide Latvian economy and society with internationally competitive high-quality applied scientific research, higher education, study and design technology transfer and innovation. BIA DS combines diverse studies, creative, applied scientific-research and innovative activities and is included in the higher education system of LV, in the sustainable development of society, in the creation of a knowledge-based economy and social sphere.

In order to implement its development, the BIA DS analyzes and becomes aware of such processes and phenomena in society, which are considered decisive in the implementation of the BIA DS:

- inclusion in the EU unified higher education space;
- the need to follow and quickly adapt to developments in the field of education in the EU and the world;
- increasing competition in the higher education market, taking into account LV's inclusion in the EU's unified higher education space;
- unfavorable demographic situation, decrease in the number of young people of study age both in LV and in the EU as a whole;
- differences in the level of secondary education in different schools;
- to increase the attraction of competitive graduates in the market, in the provision of study and creative resources; renewal of the academic staff resource;

- get involved in solving current problems;
- to contribute to the development of the national economy with its activity.

Working in the unified European education and research space, taking into account the objective political, economic and social development trends in Latvia, Europe and the world, BSA DS wants to implement its development vision and therefore creates its development concept, which defines the main tasks of studies, science, creative work and external for communication development.

Strategic goals and objectives BIA DS main goal and goals for 2029

The overarching goal is to ensure the development of higher professional education based on knowledge, skills and professional competences in Latvia, improving the sustainable and balanced development of BIA DS while moving towards the status of a university integrated in Europe as part of BIA.

In the direction of study, research is integrated into the studies, characterized by regular growth of the qualifications of academic staff, both in A1, B and C blocks. In Latvia and abroad in congresses and seminars, Participation in internationally funded research or Artsistic creation projects, independent and commissioned market, technology and material research, cultural and professional projects and contractual works with combined funding, study projects with an expanded research base, research theses and publication congress, conference and seminar collections, magazines, informational materials, Participation in state-level and international research or Artsistic creation projects (exhibitions, competitions, etc.) where works are selected by a jury, participation in the implementation of research or Artsistic creation contract works, Participation in BSA, Design schools, study programs, workshops (professor's group), in the implementation of the laboratory, and in block A defending bachelor's theses and reaching at least 50% of the academic staff with a doctorate degree, a high proportion of research funding and projects in the budget. By 2029, BSA and BSA DS (direction of Arts) are expected to carry out preparatory work so that BSA together meets the status of an applied scientific university also in the sense of Latvian legislation.

BIA DS goals for 2029

In order to achieve the defined overarching goal, BIA DS sets interrelated goals:

Goal 1: Development of a competitive field of study by increasing the quality of studies in accordance with the needs of the Latvian state, regions and cities and labor market forecasts.

Goal 2: Integration of creativity and research in all study subjects and ensuring scientific excellence and international competitiveness in priority research areas: involvement in international projects, mobility of students and lecturers, applied scientific activities.

Goal 3: strengthening individual study modules and ensuring the offer according to the needs of the citizens of the country and regions, monitoring the demand of the labor market, cooperation of BSA DS in the offer of module programs.

Goal 4: Cooperation with interested parties, strengthening cooperation at national and regional level, cooperation with entrepreneurs as future employers of graduates, ensuring cooperation with other Latvian universities, creative and scientific centers.

Goal 5: Stabilization and expansion of BIA DS's international activity in all areas of activity: creation of offers, attraction of foreign students, visiting professors and visiting lecturers, involvement of international organizations and foreign universities, applied scientific institutes, companies, international projects.

Goal 6: Development of human resources at the BIA DS to ensure the improvement of the quality of

academic and administrative staff by increasing the number of staff with doctoral degrees, promoting the transfer of experience to professionals of the next generation.

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

BIA DS tasks:

2.1. Development of competitive study directions

Tasks in the field of study:

2.1.1. Improvement of study direction and program, taking into account labor market demand and its trends.

2.1.2. The joint study program incl. creation and development of two diploma programs in cooperation with Latvian and foreign universities.

2.1.3. Development of the introduction of new and flexible study forms in the study process (including interdisciplinary, part-time study programs, module principle).

2.1.4. Strengthening the practical component of the study process, incl. involvement of entrepreneurs and specialists in the profession in the implementation of study courses, provision of appropriate internships, support in the development of business skills.

2.1.5. Improvement of the education quality assurance system (feedback, student surveys, development of the anti-plagiarism system, control of the use of AI).

2.1.6. Cooperation with colleges, offering continuation of studies.

2.1.7. BIA DS cooperation development in Latvian regions.

2.1.8. Development of academic staff, recruitment of qualified teaching staff, raising of qualifications (see 6th objective).

2.1.9. Strengthening the feedback link with BIA DS graduates, the formal stage of forming their association.

2.1.10. Rational development of the study material base and infrastructure (see objective 7).

2.1.11. Attracting foreign students to 5% - 10% by 2029 (see goal 6). A significant challenge of BSA DS is the attraction of students, especially students from abroad. For this purpose, a complex of various measures is needed - especially in direct marketing - student satisfaction with studies is increasingly important, so the quality of studies and feedback must be improved.

The second direction of work for increasing the number of students is the development of distance learning in block A subjects, hybrid forms and e-studies. Working with potential applicants is important. In cooperation with secondary schools, preparatory courses should be offered, information should be provided about studies at BSA DS, about the achievements of graduates, by offering practical lessons in laboratories and lecture halls.

Considering BIA DS already achieved in the development of science and research, the modern teaching and design process system, infrastructure, renovated studios, modern equipment, it could attract the interest of future students and thus motivate them to choose studies at BIA DS. Develop international cooperation and internationalization of study programs - attraction of foreign students and lecturers by offering study program courses in English. Better to cooperate with graduates.

2.2. Integration of creativity, science and research in all study subjects.

Tasks in the field of creativity, science and research:

2.2.1. Ensuring and developing creativity and scientific excellence in priority areas and areas of specialization of BIA DS:

- Organization of regular international applied scientific conferences and seminars at BIA DS;
- Building cooperation with other Latvian institutions, Baltic region, EU and world science centers;
- BIA DS Participation in EU and other international programs and projects;
- BIA DS participation in LV projects and national research programs;
- Motivating academic staff in the preparation and submission of applied scientific publications, especially publications included in internationally recognized databases (Web of Science, Erih+, etc.);

2.2.2. Integration of creativity and science in studies, strengthening and increasing the number of scientific personnel, especially using the attraction of grants:

- Involvement of students in conducting research and preparing publications, ensuring the principle of succession;
- Implementation of modernized study courses using the opportunities offered by studios and laboratories;

2.2.3. Carrying out studies requested and supported by employers in BSA DS:

- Inclusion of practically oriented tasks in the content of study courses, ensuring students' involvement in researches and projects important to the business sector, as well as identifying possible places for student internships;
- Building cooperation with entrepreneurs in sectors important for the development of the national economy and in priority fields of science and preparing joint publications (LDDK, etc.);
- Development of creativity and knowledge transfer;
- Development of cooperation with industry associations.

2.3. Strengthening the importance of lifelong learning in education and ensuring its offer.

Tasks in the field of lifelong learning:

2.3.1. Organization of non-formal education, interest education, free choice, "Silver University" and professional development study courses, seminars and summer schools, etc. for residents of cities and regions for personal and professional development according to the request of companies and individuals.

2.3.2. Improving the study course listener registration system, accounting for credit points and equating courses with lifelong higher education programs.

2.4 Stabilizing and expanding the international dimension of the university's activities in all fields of activity.

Tasks in the field of cooperation:

2.4.1. Participation of entrepreneurs in the improvement and expansion of the study process, including their representatives in the examination and thesis defense commissions and in the development of final theses topics in the bachelor's study program.

2.4.2. Pilveide of cooperation with foreign universities, t.s. creation of joint study programs with foreign universities.

2.4.3. Involvement of BSA DS academic staff in the international environment;

2.4.4. Participation in the ERASMUS+ program (more than 120 partner universities until 2024).

BSA DS, as a part of a university oriented towards continuous development, is aware of the demands of globalized world competition and, without losing its strongly developed national self-confidence, will intensify work in the international dimension, both by using existing tools in translation and business, and by expanding the directions and types of activity. Intensification of student exchange ERASMUS+, etc. within the framework of mobility programs, which give students the opportunity to apply the accumulated knowledge in practice in Latvian, foreign, and international companies here in Latvia and abroad, thus the students, the university, and companies will benefit. In order to realize the future vision of the BSA DS in order to ensure competitiveness at the international level, an extremely important task is to strengthen and develop the international dimension of the BSA DS. By the international dimension in the understanding of this strategy, BSA DS understands cooperation with foreign universities, applied scientific institutes, Participation in international organizations, realization of joint scientific projects, and attraction of international students. The recognition of the BSA DS at the Baltic, European and global level depends on the international cooperation of the BSA DS. BSA DS is actively engaged in attracting foreign students. It is planned to increase the number of foreign students to 5% of the total student population by 2029.

3. Characteristics of the BSA DS environment

3.1. Competitive advantages

In the current economic situation, competition between universities will inevitably intensify, inter-university competition for students will become more aggressive, methods of attracting students will be used, which balance on the border of ethics. In the coming years, maintaining the number of students is a priority in relation to other goals. The competitive advantages of universities operating in the Latvian higher education market are:

- Visible international activity, for foreign students;
- A special, distinctive, high-quality product; Loyal students, social network;
- Trust of staff and cooperation partners;
- Recognized lecturers; The ability to present oneself in the international market of higher education;•
- Financial independence, good service and modern infrastructure;
- Organized academic and administrative procedures convenient for students and lecturers.

3.2. BSA DS internal environment analysis.

3.2.1. Study programs

BSA DS provides higher education by implementing study programs;

3.2.2. Academic staff

2018/2019, 2019/2020, 2020/2021, 2021/2022, 2022/2023, 2023/2024 study year BIA DS study programs were implemented in Riga:

years	In total:	Elected BSA lecturers	guest lecturers (side job)	visiting professors (side job)
2018./2019.2019./2020. 2020./2021.2021./2022.	23	17	5	1
	100 %	74%	21,65 %	4,35 %

2022./2023.	19	15	3	1
	100 %	80 %	15,65 %	4,35 %
2023./2024.	18	12	3	3
	100 %	66,6%	16,7 %	16,7%

3.2.3. Material and technical support

BIA DS implements its activities in the following premises in Riga: Total area including: area of study and applied scientific work premises area of recreation rooms 831; the area of economic activity premises 339, the area of service hotels 320; the area of other premises is 2816. Of the total area, the area of premises leased to other users is 1303 m2.

International level policy planning documents:

Taking into account the sustainable development goals of the UN resolution "**Sustainable Development Strategy of Latvia until 2030**" by implementing the study direction and study programs, ensure inclusive, fair and high-quality education and promote lifelong learning opportunities, provide equal access to high-quality higher education for all, regardless of gender, age and social status. The direction of study in defining sustainable goals includes promoting sustainable growth, improving the essence and creating an inclusive society, as well as the use of "green" resources and the acquisition of digital competences, which is determined by the review "Towards a sustainable Europe by 2030".

The digital transformation requires the in-depth use of digital skills during the transition to e-governance, so the study direction has been involved in qualitative and quantitative improvements in education related to digital technologies, support for the digitization of educational pedagogical methods, and the development of digital skills for students, academic staff, employers, and cooperation partners. In five important areas: supercomputing, Artsificial intelligence, cyber security, advanced digital skills, ensuring the widespread use of digital technologies in the economy and society.

«(DIGITAL) and Digital Education Action Plan 2021-2027 offers a long-term strategic vision for high-quality, inclusive and accessible European digital education. Strengthen the digital skills and competences necessary for the implementation of digitization.

The European Pillar of Social Rights (2019-2024) sets out the principles and rights necessary for fair and well-functioning labor markets and welfare systems in 21st century Europe. Social dialogue plays a key role in strengthening social and communication rights. Digital visualization in design development planning, implementation, evaluation and role in social and communication change processes, design, Arts in policy implementation complies with laws at the national, regional and international level.

At the national level, the hierarchically highest development planning document in Latvia's sustainable development strategy until 2030 which defines Latvia's long-term development vision; the main planning document, which outlines an integrated perspective for the balanced and sustainable development of the national territory. A paradigm shift in education is necessary - a transition to an effective and flexible higher education system, in which the educational institution is aware of its co-responsibility in providing quality education that meets the requirements of the labor market and in the development of the national economy.

The direction of studies creates systematic cooperation with external partners, achieving compliance of education with the needs of the labor market, as well as perfecting and developing studies as a stable and necessary direction of activity for society, especially promoting the ability to

see the need for education.

The National Development Plan for 2021-2027 is the main national medium-term development planning document in Latvia, which defines the goals of design inclusion in its broadest sense and the framework of policy measures. Defines the necessary changes in higher education: improvement of the quality of education, modernization and digitization of the study environment, implementation of the principle of integrated science, internationalization, development of international and cross-sectoral cooperation, improvement of management, implementation of the quality monitoring system. Universities should prepare critically thinking, emotionally intelligent, digitally skilled specialists. Technologies and digitization provide opportunities for the development of new forms of employment, attracting and retaining qualified graduates to the labor market.

A medium-term policy planning document defining the science and technology development policy Science, technology development and innovation guidelines for 2021-2027 (LV only) where digitalization, research, technology development and innovation will play a special driving role. As part of the digitization of all industries and fields, ensuring inclusive approaches and equal opportunities in all professions will require appropriate skills and knowledge of various technologies. Providing them at all levels of education will be possible only if competent and highly qualified academic staff and modern infrastructure are available, which will also be able to ensure adequate training and retraining of pedagogues and specialists.

Low digital skills of citizens, limited access to infrastructure can negatively affect both their future employment opportunities and access to services and information. Likewise, the competence and digital skills of public administration and specialists involved in service provision are essential in the further process of technological development. The digital transformation guidelines for the years 2021-2027, foresee tasks to develop unified digital solutions and introduce new efficient services and infrastructure available to the public, develop digital skills for citizens, specialists and service providers.

Creating opportunities for the development and well-being of all young people, the inclusion of young people in society and Participation in all areas of life forms the basis for their future working life, career development and educational attainment. Tasks intended to promote understanding of non-formal education and everyday learning, incl. voluntary work, the need for learning the skills and abilities necessary for the labor market and independent life, to improve the implementation system of voluntary work, as well as to create and develop a work practice support system for young people, incl. for young people in the NEET (Not in Education, Employment, or Training) situation, providing consultative support, mentoring and work practice opportunities are provided in the program. Challenges related to adaptation to remote work, ensuring work safety and protection, transformation and digitization of service provision, limitations in the provision of face-to-face services in various fields, review of the provided material support, reduction of unemployment in sectors, affect all the directions of action planned in the guidelines.

Changes in the labor market caused by the rapid technological and digital economic transformation affect the restructuring of economic sectors, the formation of new forms of employment, the demand for new knowledge and skills, the ability to flexibly adapt to changing labor market conditions. Along with the shrinking labor force and high level of migration in Latvia, it is becoming more and more urgent to make maximum use of existing human resources, including in the context of active aging.

In the process of improvement and development, it is intended to strengthen the importance and role of Digital Visualization Design among other related industries and in society, to promote understanding of the Digital Visualization Design profession and promote its appreciation in society, to strengthen the Digital Visualization Design profession in the legal framework, incl. the issue of

Digital Visualization design specializations and registration or certification, the influence (status) of the opinion of the designer (regardless of the place of practice) in the decision-making of specialists of other institutions. To strengthen the capacity of professional organizations LDS (Latvijas Dizaineru savienė) to maintain and raise the professional standard of the Digital Visualization Design profession and to develop policies. An important role in the plan is also allocated to methodical support, developing professional opportunities and promoting the improvement of professional competence, including using learning elements based on the work environment, ensuring the sustainable implementation of the methodology for work with various client target groups in practice and timely integrating the content of reforms and other changes and innovations into additional competences and in the preparation of new specialists.

Actualization of digital visualization design education development issues and inter-institutional policy planning, which envisages cooperation with the Ministry of Welfare, the Ministry of Education and Science, the Ministry of Culture and universities. Organization of international scientific conferences on issues in the field of Digital Visualization Design, which provides for a developed cooperation model for sharing the platform of scientific conferences of universities, combining the resources of the parties involved, as well as promoting research in Digital Visualization Design Practice. To ensure the publication and distribution of scientific Artsicles of the international scientific conference and to introduce motivating measures for the attraction and training of professional academic personnel in the field of Digital Visualization Design.

The professional bachelor's study program of the field of study "Arts" has been improved and it will comply with the latest valid professional standard PS-174 Communication designer PS-174 Komunikācijas dizainers (LV only).

The basic principles of study direction and study program development are based on BSA values and the overall development strategy of the academy, as well as in compliance with the requirements of regulatory acts and the priorities set in national and international policy planning documents. The study direction and study programs are implemented based on several guidelines of the European Union and Latvia, policy planning processes, incl. Bologna, in the field of higher education for the coming periods, where students are considered the basis of building a knowledge society, therefore, finding out the opinions of students is important in order to evaluate the existing higher education process and to shape the development of such a direction of study, which is aimed at a more efficient and responsible study process.

In the professional bachelor's study program, students conduct applied research on current topics in design and Arts, as well as cross-disciplinary applied research, developing proposals for solving problems in service and product projects for institutions, the non-governmental sector and other institutions.

The field of study "Arts" has had a positive experience since 2004 in implementing a study program that contributes to understanding the needs in the regions of Latvia by cooperating with employers, students, practitioners and graduates. Within the framework of the study direction, cooperation with other universities of Latvia, Europe and other countries is expanded, which creates both an understanding of international Digital Visualization Design and broader boundaries for cooperation, as well as an innovative approach to the realization of new applied research and achievements of Digital Visualization Design.

The course of study is implemented in Riga and based on the decision of the BSA board, it will be implemented only in Riga in the future.

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.

BIA Field of Study "Arts" (BIA Design School) implements one study program - professional bachelor's study program "Digital Visualization Design / Arts" (code 2166 03, Education Classification Code 42214).

Professional Digital Visualization Design / Arts is focused on problem solving and change in order to reduce or prevent the reproduction of low-quality services and products existing in society and to raise the level of social and communication comfort, common prosperity, justice and honor, quality of services and products, entertainment and other creative industries. In Latvia, like all over the world, the need for qualified Digital Visualization design specialists is growing.

Professional competencies, namely the level of knowledge, skills and abilities of Digital Visualization design specialists, as well as insufficient human resources in the field of Digital Visualization design, negatively affect the design quality of social and communication services and products design, and also do not contribute to modern design social and communication services that meet the changing needs of society and product creation and development.

Based on the evaluation of implementation of the development documents of the field of study, as well as taking into account Long-term competitiveness of the EU: looking beyond 2030, qualification framework of the European Higher Education Area, in the context of implementation of Latvia long-term development strategy "Latvija 2030", which creates an understanding of Digital visualization in the study programs of the field of study "Arts", the history of design, the Regional Policy Guidelines for 2021-2027 include tasks to ensure the attraction of human capital in the regions, to provide services in the regions according to economic, political, social and demographic challenges, strategic development of the field of study "Arts" is based on the following goals:

- Further development of the field of study and quality assurance of the study process;
- Development and qualification of academic staff;
- Development of scientific research capacity of academic staff and students;
- Cooperation with employers, cooperation partners in Latvia and abroad;
- Improvement and development of the study environment, development of the material and technical base.

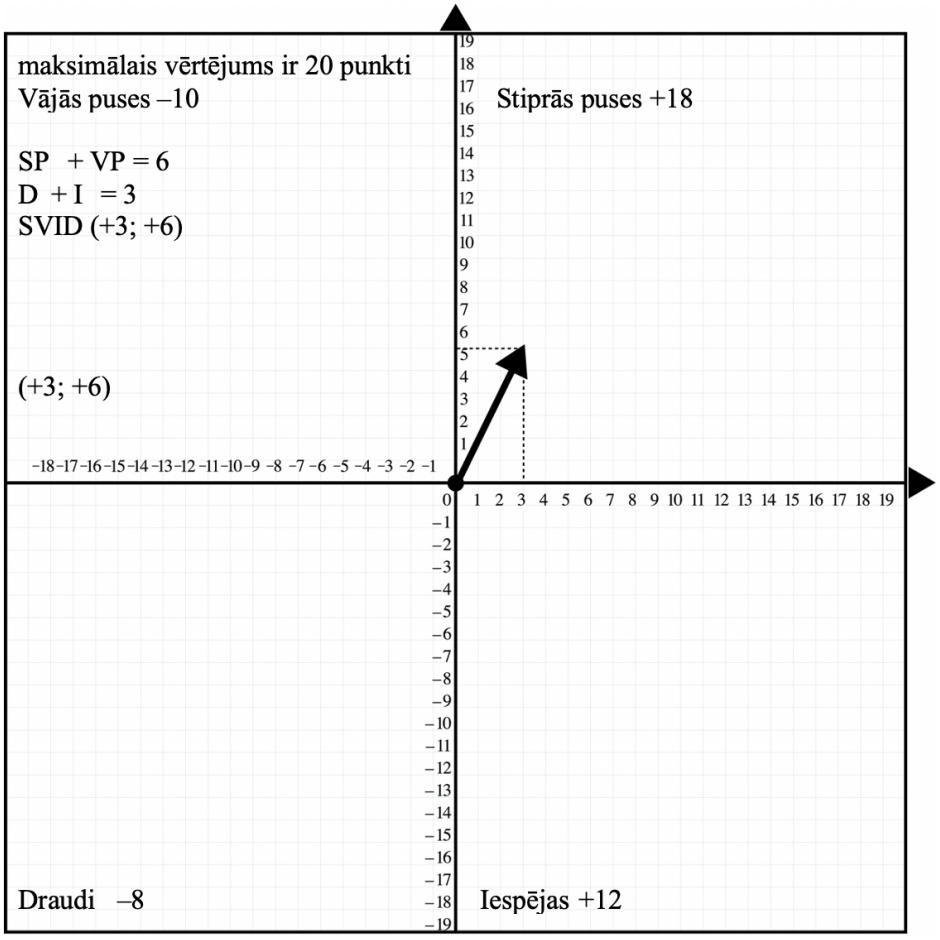
These priorities are regularly reviewed. They are being argued for and included in the overall BIA development strategy. During the reporting period, the annual SWOT analysis was performed, evaluating the program's activity in the fields of study, research, scientific activity, as well as internal and external communication.

The field of study Arts: SWOT analysis in the 2.1.2. appendix. The development plan of the field of study is attached in the appendix.

The SWOT analysis of the BSA DS allows us to conclude that the development of programs and the gradual elimination of deficiencies can be observed during the reporting period. Improved material and technical base. Study auditoriums, workshops, infrastructure elements are regularly repaired on their own. Multimedia projectors, plasma screens have been purchased, an interior laboratory has been created. As far as possible, computer equipment is regularly improved.

The management (management) structure of the study area and corresponding study programs, analysis and assessment of its effectiveness, including the role of the head of the study area and study program leaders, assessment of responsibility and cooperation with other study program managers, the support provided by the university's administrative and technical staff within the study area .

The Council of the study direction, which creates the direction's development strategy, mission, vision, goals and tasks, controls their execution, plans studies and methodical work. The composition of the Council for the field of study is elected by the BSA Senate for three years. The numerical composition of the study direction Council depends on the number of study programs. The composition of the council includes directors of the study direction or programs, leading academic staff, student representatives and representatives of employers or professional associations. Experts can be involved in the work of the Council of the field of study, including members of the Doctoral Council of the relevant scientific field, specialists in the field of practical activity, etc. The Council of the study area is a collegial management body that oversees the implementation of the area and programs, and the purpose of its activity is to promote the implementation of the study programs, the formulated goals and tasks, as well as to follow their implementation, as well as to promote the improvement of the quality of the study programs of the



area.

The SWOT analysis of the BSA DS allows us to conclude that the development of programs and the gradual elimination of deficiencies can be observed during the reporting period. Improved material and technical base. Study auditoriums, workshops, infrastructure elements are regularly repaired on their own. Multimedia projectors, plasma screens have been purchased, an interior laboratory has been created. As far as possible, computer equipment is regularly improved. The management (management) structure of the study area and corresponding study programs, analysis and assessment of its effectiveness, including the role of the head of the study area and study program leaders, assessment of responsibility and cooperation with other study program managers, the support provided by the university's administrative and technical staff within the study area . The Council of the study direction, which creates the development strategy, mission, vision, goals and tasks of the direction, controls their execution, plans studies and methodical work. The composition of the Council for the field of study is elected by the BSA Senate for three years. The numerical composition of the study direction Council depends on the number of study programs. The composition of the council includes directors of study areas or programs, leading academic staff, representatives of students and representatives of employers or professional associations. Experts can be involved in the work of the Council of the field of study, including members of the Doctoral Council of the corresponding scientific field, specialists in the field of practical activity, etc. The Council of the study area is a collegial management body that oversees the implementation of the area and programs, and the purpose of its activity is to promote the implementation of the study programs, the formulated goals and tasks, as well as to follow their implementation, as well as to promote the improvement of the quality of the study programs of the area.

How does the university plan to eliminate/improve weaknesses, avoid threats, use opportunities see.att. 2.1.2. SWOT analīze_eng.docx

Field of study Arts: SWOT analysis in the appendix. The study direction development plan is attached in the appendix.

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 Council of the study direction, which creates the development strategy, mission, vision, goals and tasks of the direction, controls their execution, plans studies and methodical work. The composition of the Council for the field of study is elected by the BIA Senate for three years. The numerical composition of the study direction Council depends on the number of study programs. The composition of the council includes directors of study areas or programs, leading academic staff, representatives of students and representatives of employers or professional associations. Experts can be involved in the work of the Council of the field of study, including members of the Doctoral Council of the corresponding scientific field, specialists in the field of practical activity, etc. The Direction council is a collegial management body which supervises the implementation of the field and programmes and whose aim is to facilitate the implementation of the study programmes, to formulate and monitor the fulfilment of the objectives and goals, and to contribute to the improvement of the quality of the study programmes of the field.

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

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

Table 1.1.15.

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

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

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

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

3rd group – related to the implementation of the study programme “Arts” (BIA Design School).. This group includes: Study Direction Council, which includes lecturers, employees of the BIA DS Training Department, students and graduate students.

Operational management of the study process and control of the study process, control of students' and lecturers' scientific activity is performed by the programme director. The programme director draws up the semester work plans, coordinates work with other departments: BIA branches,

accounting department, study department, information, technology and analytical units, BIA rector and vice-rectors, prepares annual reports. The programme director is controlled by the BIA rector and vice-rectors.

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

Students' participation in the programme management is ensured by participation in the Study Direction Council, study group elders' meetings, Student Parliament, BIA decision-making institutions – the Constitution (Satversme), the Senate which ensures effective achievement of the study field and study programme goals, observing the principles of democracy and mutual trust. Students' suggestions and recommendations to improve the study process are obtained through a questionnaire. The quality of studies is controlled through open lectures, student questionnaires, compilation of the lecturers' rating and election of lecturers to the position on the basis of a competition.

The appointment time of the program director and the working hours of the program director are determined by the order of the rector. The activity of the secretary of the BSA DS Education Department is controlled by the program director. Students' participation in program administration is ensured by participation in the Council of Study Areas, meetings of seniors of the study course, Student Parliament, decision-making bodies of the BSA - the Constitution, the Senate, which ensures effective achievement of the goals of the study area and study programs, observing the principles of democracy and mutual trust. Student suggestions and recommendations to improve the study process are obtained in the form of questionnaires (2 times a year). The results of the survey are issued by the analytical department, they are discussed in the Council of the Study Direction and in the BSA Senate.

The quality of the studies is controlled through open lectures, student questionnaires, the compilation of the lecturers' rating and the election of lecturers to the position on the basis of a competition.

Control of students' knowledge: 2 times a year, analytical reports are made on the results of exams, assessments, defense of coursework and practice reports. Students' participation in the administration of the program is ensured by participation in the Council of the Field of Study, in meetings of course elders, in the Student Parliament, in the BIA Senate. The methodical work is controlled and corrected by the BIA Study-Methodological Council. Results of the work (self-assessment) are discussed by the Council of the Field of Study and approved by the BIA Senate. In the structure of management processes of the field of study "Art", processes necessary for the use of quality management system were generally defined.

In the attachment, the management structure of the field of study "Art" (BIA Design School) is depicted, which reflects the structure of management process and interrelation of the respective performers. The processes of the field of study management system are divided into three groups:

- *Management processes (V1):*
- *Strategy development and monitoring (V1.1),*
- *Human Resource Management (V1.2),*
- *Financial management (V1.3), Document management (V1.4),*
- *Cooperation with interested parties (V1.5),*
- *Internal audit of the management system (V1.6).*

Basic educational processes:

- *Development and improvement of study programs;*
- *Planning the development of study directions;*
- *Development and improvement of programs;*
- *Quality control of study programs;*
- *SV and SP self-assessment;*
- *Management of electronic information and IT resources (R1);*
- *Library management processes (R2);*
- *Results monitoring;*
- *Satisfaction of students, graduates, job titles;*
- *Study process management;*
- *Admission of students and management of their documents;*
- *Study process planning and management;*
- *Organization and management of internship;*
- *Implementation and monitoring of the study process;*
- *Review of students submissions and complaints;*
- *Completion of studies;*
- *Graduation;*
- *Scientific processes;*
- *Development and management of scientific research projects;*
- *Organization of conferences;*
- *Preparation of expenses;*
- *Publication of magazines;*
- *Internationalization processes;*
- *Mobility programs.*

Resource management processes (R3):

- provision of the material and technical base (R3),

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.

When starting their studies, the students have the appropriate knowledge, skills and competences to achieve the planned study results. Admission of reflectants to the Academy takes place in accordance with Cabinet Regulation No. 846 of 10 October 2006 "Regulations Regarding the Requirements, Criteria and Procedures for Admission to Study Programmes", and with the regulations approved by the BIA Senate – "BIA Admission Rules and Matriculation Procedure". The starting dates for enrolment in full-time study programmes in the first year after graduation are set by the Cabinet of Ministers of the Republic of Latvia. Subject to the regulations of the Cabinet of Ministers of the Republic of Latvia, the rector shall order the enrolment of graduates to the Academy for specific beginning and end dates for full-time and part-time programmes for the first semester. Upon receiving the reflectant's application and the necessary documents, the Admissions Committee checks the payment made in BIA's accounting department, and after confirming the payment, concludes a study contract with the reflectant. Admissions Committee passes each

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

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

A person who wants to have the learning outcomes achieved in his or her previous education or professional experience recognised, submits an application to the BIA for recognition of the learning outcomes achieved. The application shall be accompanied by documents attesting to the learning outcomes achieved in the previous education or professional experience. The decision on the recognition of learning outcomes achieved through prior education or professional experience is being taken by the Commission. The Commission shall, within one month after receipt of the application, examine it and decide on the recognition of the learning outcomes achieved in previous education or professional experience or on the refusal to recognize the learning outcomes achieved. The decision shall be forwarded to the reflectant. The Commission has the right to verify the accuracy of the information and data provided. If necessary, the Commission may determine examinations to evaluate the learning outcomes achieved in previous education or professional experience.

The reflectant A.M. has obtained secondary education in the Republic of Latvia, she submitted a secondary school certificate and a Centralized exam certificate in three subjects. In accordance with the BIA Admission Rules, the levels of the centralized exams (at least in 2 subjects) must be from A to E (inclusive), or starting from 2013, the percentage rating that corresponds to the existing level limits for each specific subject. Reflectant A.M. The level of centralized exams was sufficient: in Latvian – 59% (corresponds to level C), in English – 33% (corresponds to level E), in mathematics – 28% (corresponds to level D).

The admissions commission, upon reviewing the submitted documents, made a decision on the admission of the reflectant to the 1st year, 1st semester of the II level professional higher education study program, about which the reflectant was notified. On the basis of the commission decision a study contract was concluded with A.M.

In 2017/2018 academic year the student I.Z. applied to the BIA Admissions Commission with the request to enter the 2nd level professional higher education study program at a later stage of study. Since the candidate submitted an academic statement from the previous place of study, a copy of it was presented to the director of the study program, who, after studying the obtained academic statement and comparing the subjects indicated in it with the subjects of the study plan of the study program by names and credits, prepared a draft of the transfer form and reported recognition of study results to the commission on the results of comparison. After listening to the director of the program and getting acquainted with the submitted documents, the commission makes a decision on recognition of the study results achieved in the previous education and admission of the candidate to the 3rd semester of the 2nd year of the study program, which was notified to the candidate. Based on the decision of the commission, a transfer form was prepared, which was signed by the director of the study program, and on the basis of which a study contract was concluded with I.Z.

BSA students are provided with opportunities to continue their education in another study program

or in another university/college (this is confirmed by a contract with another accredited university or college), if the implementation of the study program is terminated:

2.1.3.1. BSA_RTA Cooperation Agreement

2.1.3.2. BSA_EKA cooperation_contract_2023 2

2.1.3.3. DU_BSA cooperation agreement 04.2023

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.

Professional knowledge, skills and attitudes, competences determined in each study course are assessed with various tests in accordance with the principles of student-centered education, which are:

- academic staff is familiar with the testing and examination methods that are most suitable for the relevant study course;
- students, upon starting a relevant study course, are informed about the evaluation criteria and methods;
- assessment is consistent, fair and appropriate for all students and is implemented with BIA approved procedures;

Assessment gives students the opportunity to demonstrate to what extent they have achieved the expected learning outcomes. Students receive feedback and advice during the study process.

All study courses provided in the study program are implemented in accordance with the study course descriptions, which also determine evaluation system of the relevant course, in compliance with the unified evaluation system of the BIA, which is regulated by the regulation on evaluation of study results at the Baltic International Academy, which was created based on the regulations of the Cabinet of Ministers' regulations No. 141 of March 20, 2001 and Regulations of the Cabinet of Ministers of June 13, 2023 No. 305 "Rules on the standard of state professional higher education". (LV-only) https://likumi.lv/ta/id/342818

The BIA assesses study results according the indicators:

- qualitative assessment – with a grade on a 10-point scale;
- quantitative assessment - the number of credits according to the scope and relevance of the course.

The assessment of study achievements is carried out on a 10-point scale, based on the following criteria:

- extent and quality of the knowledge acquired;
- skills and competences acquired;
- attitudes to study;
- dynamics of study achievements.

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

The principle of openness and clarity of assessment - course descriptions set out the basic

content of a study course, including basic requirements for student achievements and learning outcomes;

Principle of mandatory assessment:

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

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

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

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

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 Professions Standards.

The studies are based on the student's independence, while ensuring guidance and support of the academic staff. The scope and content of students' independent work, as well as its evaluation methods, are specified in the description of each study course. Evaluation requirements, criteria and methods for posting grades for each study course, as well as an explanation of the evaluations, are made public in the BIA e-environment.

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

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

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

In 2016, the European Union introduced the General Data Protection Regulation, and as of May 25, 2018, all member states agreed to it. This legal act defines obligations and rights of private individuals, companies, institutions regarding storage, maintenance, use and protection of private data, for example in relation to with education and research, it applies to companies founded by individuals "data relating to people, articles or research applications submitted for scientific review, records in personnel files, legal proceedings related to investigations, as well as proprietary data".

Baltic International Academy's Privacy Policy (Approved by the BIA Senate session on 14.02.2019, protocol 137); Internal data protection regulations at the Baltic International Academy.

When developing the principles and requirements of the BIA Academic Honesty and Ethics Code, we relied on the laws of the Republic of Latvia: "Law on Higher Education Institutions", and the Law "On Scientific Activities" and "Copyright Law", the BIA working group used the applied research of J. Buholcs *Plagiarism in an academic environment, as well as* "*The General Guidelines for Academic Integrity*" created by the Erasmus+ project's European-level network for the promotion of academic integrity. BIA has developed the "Academic Honesty and Ethics Code" (Approved at the BIA Senate meeting on 14.02.2019, protocol No. 137). The purpose of the Code of Academic Honesty and Ethics at the Baltic International Academy is to strengthen academic culture and honesty in the academic environment of BIA, to explain the concept of academic honesty and actions related to it, to define the main procedures for dealing with violations of academic honesty. The principles of academic integrity are objectivity, responsibility, mutual respect and trust, they exclude deception and cheating.

The Code of Academic Integrity and Ethics supports the principles and values of BIA expressed in the Code of Ethics for BIA students, academic staff and employees. Dishonest academic behavior brings disrepute to BIA's name and reputation, undermines values and reduces competitiveness. Explaining academic honesty and actions related to it, the most frequent violations of the principles of academic honesty in academic environment and responsibilities of the BIA staff to prevent academic dishonesty are listed.

BIA students are introduced to the principles of academic honesty, their observance during studies, as well as sanctions in case of non-compliance, already at the beginning of the study process. These principles are also explained to the students by the teaching staff when starting the study course. Teaching staff, scientists and general staff are also educated about academic integrity, methods of detecting violations.

Actions aimed at connecting the study process with the principles of academic integrity:

- at the end of each study course, students fill in evaluation questionnaires for the lecturers' work and study course content, which are analyzed and taken into account when planning future study work in order to improve the quality of lecturers' work;
- the final evaluation of the study course consists of several parts - attendance, activity in classes, independent work, mid-term exams; the exam grade makes up only 10 - 25% of the final grade;
- the deadlines for submission of written works are strictly observed and works are not accepted after the specified deadline;
- a regulation has been developed on the evaluation of study results, procedures, reporting of results, appeal possibilities;
- Academic integrity is ensured, the Methodical Council of BIA Studies, in cooperation with the

student self-government, has repeatedly discussed and evaluated issues of plagiarism in the study process, including in research, which has resulted in the improvement of regulatory acts by making amendments to the methodological instructions of the BIA for the development of academic works.

Instructions on the examination of violations of academic integrity and types of plagiarism are made in accordance with the Code of Academic Integrity and Ethics approved by the BIA. They are intended for use by students, researchers, faculty and general staff.

Adherence to academic ethics and academic integrity It is expected that the student acts with academic integrity and does not support or engage in actions contrary to the principles of academic integrity. In the context of studies, courses and final theses, the most serious violations of academic integrity are related to violations of the principles of academic integrity in creative or scientific activity, which have similar principles of authenticity that are declared in design registration:

• study work or the external form of its practical part, resulting from the product (sketch, drawing, painting, scheme, drawing, model, model, prototype, design) or the peculiarities of its decoration (ornament), especially from the lines, contours, colors, for features of shape, surface structure or materials used;

• the external form of the study work or its practical part can be spatial (models), flat (drawings) or combined;

• the study work or the external form of its practical part is considered authentic if it is recognized as new, previously unpublished, not submitted for examination and evaluation and has an individual character;

• the study work or the external form of its practical part is new, if an identical study work or the external form of its practical part has not been disclosed in the study process or in practice, that is, it has not been published, exhibited or submitted for examination earlier;

• the study work or the external form of its practical part has an individual character if the general impression it causes on an informed user differs from the general impression caused on such a user by any other study work or the external form of its practical part, which was manifested in the study process or practice before it the date of submission of the external form of the study work or its practical part, for which evaluation is requested;

• falsifying or fabricating the results and data of an experiment or study;

• referring to non-existent works, data, studies;

• selective interpretation of research results so that they are confirmed in research hypothesized or provide only information that promotes confidence for the conducted research and its recognition in the academic environment;

• non-observance of anonymity and confidentiality in relation to research to the persons involved;

• information collected by others, databases, published and unpublished using research without appropriate reference;

• misleading research participants by not providing them with complete information about the purpose of the research and their role in it;

• committing plagiarism or self-plagiarism. Plagiarism is the use of another author's published or unpublished works (including words, statements) without specifying the exact reference to the corresponding author and/or work.

If signs of plagiarism are found in a student's work, the teaching staff writes a report to the head of the study program. The student's own opinion is heard - he is invited to the session of the study direction council, where he must give an explanation. As a result, the student is reprimanded and the particular paper must be reworked. More serious and repeated cases of plagiarism are examined at the level of the vice-rector and rector, when the student is already in danger of being expelled from the academy. However, at BIA there are very rare cases when a student commits repeated plagiarism - the explanatory work and the first reprimand at the study direction council meeting are usually sufficient.

Students, when submitting their undergraduate research papers, must certify with their signature that the work is not a forgery or plagiarism. Scientific supervisor of the work also confirms this with his signature. The relevant issues are resolved with the academic staff in the deliberations of the collegial institutions.

2.2. Efficiency of the Internal Quality Assurance System

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

Management of implementation of the course of study is effective in achieving goals of the course of study, it is democratic, with clearly defined duties and responsibilities of administrative staff, academic staff and students, involving employers.

Analysis of content of the study programs included in the course of study and assessment of their relevance to the developing needs of the industry, as well as professional competences required by the industry. Development and implementation of proposals for innovative teaching methods and internships that promote integration with research in the study process, interdisciplinarity, and implementation of study courses, practices and teaching methods that directly develop students' innovation competencies (critical thinking and other basic and intermediate competencies, as well as improvement of their evaluation system). For the development of the field of study, development trends, global, national, implementation possibilities of the field of study and compliance with the strategy and common vision of the BIA are analyzed.

The main functions of the study direction council are to improve the study program of the "Art" direction by developing and harmonizing methodological materials, in accordance with PS-174 (LV only) to balance the distribution of competences in study courses, study works, course works, to carry out the evaluation and implementation analysis of the direction and study program, to analyze the students' learning and practice achievements, analyze the quality/performance of the work of the academic staff involved in the study direction, as well as promote the integration of creative and scientific work in the study program. Analysis of structure and content of the study programs included in the field of study and proposals for their restructuring and consolidation, including harmonization of content of the study programs between professional higher education study programs implemented in the academy and corresponding bachelor's level study programs implemented in the academy. The council of the field of study forms industry study program development strategy, evaluates and submits to the field of study council for approval new study

program applications for all levels, annual self-evaluation of study programs, changes in the study programs.

The Statutes of the Council of Studies of the Baltic International Academy "Arts" (BIA Design School) (approved on 25.05.2009, Senate Decision No. 248.) provide that the Council of Studies is a collegial governing body, which is responsible for academic and professional study programs of all levels corresponding to one branch of science,

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

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

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

New study programmes and their amendments are approved by the BIA Senate. Programmes are reviewed on the basis of recommendations from the parties involved: students, graduates, teaching staff, practice supervisors, international and national experts and auditors, as well as employers and professional organizations always in consideration of the current industry needs. See the appendix 2.1.1. BSA DS improvement, operation and development strategy 2022-2029.

The director of the study program cooperates with employers in the industry, as well as Latvian and foreign universities / colleges in matters of coordinating the content of the study program and exchanging experience. Surveys of employers in the industry are regularly conducted to find out what the requirements of the modern labor market are.

The objectives of the review of the study programmes:

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

2.2.1. reflected how the feedback from the parties involved in the review and improvement of the program is provided and the mechanism i.e. methods and tools and the frequency with which this feedback is provided:

Table 2.2.1.

Mechanism of obtaining and providing feedback

Involved party	*Methods and tools for implementing feedback*	**Frequency of feedback implementation**
Work with the students	● Student self-government meetings / minutes of the meetings ● Student representatives in the decision-making bodies ● Results of student surveys - survey ● Student evaluation for the study course implementation in the Moodle environment - survey ● Assessment upon the qualification work and practice defense - negotiations ● Daily e-communications with the study programme coordinator - correspondence ● Assessment of learning performance in the classes and out-of-class communication ● Evaluation of research activities	● At least twice a year ● At least twice a yearAccording to the BIA annual work plans ● Once in a semester ● Upon the realization of each study course ● Once in a semester ● Every day ● According to the study process
Work with the employers	● Cooperation with employers on the implementation of the students'practice, recommendations on practice, improvement of regulations, competencies to be acquired, necessity, topics of qualification works - contracts and work during the practice implementation; ● Employer survey - results; ● Work of employers' representatives in the Faculty Council for expertise and improvement of the study directions and study programmes, development of new programme, recommendations on attracting new teaching staff - minutes of meetings; ● Representation of employers in the final work defense commissions - new topics; ● Organization of guest lectures and creative workshops.	● Once in a semester ● Once a year ● At least twice a year ● Once a year ● According to the study process
Work with the graduates	● Cooperation with graduates on the implementation of students' practice - agreements and work during the practice implementation; ● Graduate survey - results; ● Representation of the best graduates in the thesis defense commissions - new topics; ● Continuation of studies at the higher study stage; ● Organization of guest lectures and creative workshops.	● Once in a semester ● Once a year ● Once a year ● As required ● According to the study process

A proposal is considered a proposal made by one or more BIA students or employees for the improvement of some activity, process or order of the BIA.

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

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

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

For the improvement of the study programs, the recommendations of students, graduates, employers and personnel surveys, teaching staff and practice managers for the improvement of the study program, as well as the annual self-evaluation of the study program and direction and recommendations of accreditation experts are taken into account.

The basic principles of BIA Study quality management are: involvement of interested parties in the development of BIA products, services and processes; a positive collaborative approach.

The need for introduction of complaint and suggestion consideration procedure is established by the excellence model of the European Foundation for Quality Management: to maintain the quality management system and its compliance with the requirements of the international standards, to ensure the continuous improvement process; to ensure the continuous improvement of the level of satisfaction of all interested parties. Each structural unit of the BIA has to contribute to achievement of the BIA study quality management system objectives.

Complaint and suggestion consideration procedure is relating to:

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

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

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

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

- have already been considered and a decision has already been taken;
- are anonymous;
- are not supported with arguments and are misleading;
- are not explicit;
- are directed to a request for compensation;
- refer to the overall operation, inactivity, process or order of the BIA.

Complaints and suggestions may be submitted to the BIA by:

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

Proposals and complaints can be submitted orally or in paper form by filling out the application form, which is available at the BSA Study Information Center (SIC) and on the BSA website.

Requirements for filling out the proposal and complaint form:

- The form must be filled legibly;

- The thought should be expressed clearly, in complete sentences;
- All sections of the form must be completed, otherwise the proposal or complaint will not be considered;
- Anonymous suggestions and complaints are not considered;
- The form is intended for submission of one suggestion or complaint.

Complaints and suggestions may be submitted:

- in a a paper form personally from the recipient of the complaint / suggestion,
- at the BIA Study Information Centre (SIC), the BIA branches or by sending by email to info.md@bsa.edu.lv.

All received proposals and complaints are registered in the BIA proposal and complaint register, the recipient of the proposal/complaint designates the person responsible for the received proposal or complaint, based on the content of the proposal or complaint. The register of BIA proposals and complaints is organized electronically.

After receiving a proposal, the responsible person examines it within 10 working days and provides information to the recipient of the proposal about the possible implementation plan of the proposal or about a justified refusal to implement the proposal. Recipient of the proposal registers the decision taken in the BIA proposal and complaint register, informs the proposer of the decision taken and makes the appropriate mark on the proposal form.

Recipient of the complaint reports the received complaint to the BIA employee who is responsible for the progress of the relevant process or for the solution of the situation, as well as to the persons mentioned in the complaint.

If the complaint can be resolved immediately, but no longer than within five working days, without a deeper investigation, with or without involvement of BIA staff, then the following can be considered as a resolution of the complaint: verbal agreement, apology, explanation of the problem situation to the complainant in person or remotely (electronically or by telephone).

Recipient of the complaint registers the accepted solution in the "BIA Proposals and Complaints Register" and makes the relevant mark on the Proposal form. If time and in-depth investigation are required for the consideration of the complaint, the recipient of the complaint shall inform the complainant about this within three working days and submit the complaint to the BIA employee who is responsible for the conduct of the relevant process or for the resolution of the situation. After receiving a complaint, the responsible BIA employee together with other involved parties (if any) looks for solutions and discusses the complaint resolution plan. Evaluating the nature and significance of the consequences of the complaint, the person responsible for resolving the complaint may request written explanations from the persons mentioned in the complaint, in order to fully clarify the situation.

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

Recipient of the complaint registers the solution in the BIA proposal and complaint register, makes the relevant mark in the Proposal and Complaint form, analyzes the process(es) that need to be improved and injects the consideration and adoption of the necessary changes in the relevant BIA institution (Council of the Field of Study, Methodological Council of Studies, etc.). If the submitter of the proposal and complaint does not want the facts mentioned in the proposal and complaint to be disclosed, he shall indicate this in the submission. If the application does not contain an indication of the prohibition to disclose the facts mentioned in it, the Academy is entitled to disclose them in

compliance with the requirements of regulatory enactments.

For example, during the study year 2020/2021, it was found that a lecturer did not provide clear information about the study course independent work assignment. Students turn to the program manager to solve the problem. Discussions with this lecturer to prevent the situation from happening again in the future were conducted. Another example, when students from the branch appealed in writing, is that lecturers did not post grades for the passed subjects in a timely manner. The management of the academy held a remote moodle meeting with the students of the branch. Students from other groups were also invited to the meeting in order to hear their views on this and other problems. Students positively assessed the formal way of solving problems and an opportunity to follow the Digital Visualization Design Code of Ethics in their daily work.

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

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

The following information is provided annually to various institutions .

Types of the BIA statistical data, deadlines and institutions

Type of information	*Institution*	*Deadlines*
Number of enrolled students	Ministry of Education and ScienceCentral Statistical Bureau https://data.stat.gov.lv/pxweb/lv/OSP_PUB/	Every year as by September 5
Information on the BIA student status	National Education Information System https://www.viis.gov.lv/	Every month
Overview of higher education institution	Ministry of Education and ScienceCentral Statistical Bureau https://e.csb.gov.lv/portal/	At the beginning of each academic year - 15.10.
Overview of the circulation of diplomas and diploma forms	Ministry of Education and Science	Every year as of January 1
Information on the BIA International Relations	Ministry of Education and Science	Until October 15 of the current academic year

CSB Statistical Report and information on the international relations of the Baltic International Academy in the current academic year	Ministry of Education and ScienceCentral Statistical Bureau https://e.csb.gov.lv/portal/	Until October 15 of the current academic year
Information on the foreign students at the BIA	National Security Service	Every year in October
Number of foreign students at the BIA in the current academic year, included (Higher education institution review)	Ministry of Education and ScienceCentral Statistical Bureau https://e.csb.gov.lv/portal/	Until October 15 of the current academic year
Students of the BIA who study abroad in the current academic year as a result of exchange (Higher education institution review)	Ministry of Education and ScienceCentral Statistical Bureau https://e.csb.gov.lv/portal/	Until October 15 of the current academic year
Number of mobile students at the BIA in the current academic year (Higher education institution review)	Ministry of Education and ScienceCentral Statistical Bureau https://e.csb.gov.lv/portal/	Until October 15 of the current academic year
Data on the graduate study mobility in the current academic year	Ministry of Education and Science	Until August 31 of the current academic year
Information on the individuals and agencies which attract the foreign students to study at the BIA	National Security Service	Until November 1 of the current academic year
Information on the third country citizens who are studying at the BIA	State Border Guard	Upon request
Information on the international cooperation with different countries (including number of students, mobile students, partners and projects)	Ministry of Foreign Affairs of the Republic of Latvia Ministry of Education and Scienc	Upon request
Communication on engagement (Sustainable Development Goals)	United Nations Global Compact	Every second year starting from 2013

Sharing information on progress (SIP)	Principles for Responsible Management Education	Every second year starting from 2018
Current academic year final report on the BIA partners, project duration, project participants (including project participant reports) and budget used	Mobility toolLifelong Learning ProjectErasmus + Information System	Until October 30 of the current academic year
Interim reports on the BIA partners, project duration, project participants (including the participant reports) and budget used	Mobility tool Lifelong Learning Project Erasmus + Information System	Until January 10 of the current academic year
Current year report and updating of data on the BIA activities	The European Parliament’s Transparency Register	Every year on March 30, starting from 2017
Information on the internationalization, monitoring and development of internationalization at the BIA	European Association for International Education (The EAIE Barometer survey)	Every fourth year starting from 2017
Information confirming that the scientific institute has international cooperation in the field of science	Central Statistical Bureau	Every year by March 30
Information confirming that scientists at the scientific institute publish the scientific articles or patent inventions or develop technologies	Central Statistical Bureau	Every year by March 30
Review of implementation of scientific work of the scientific institution controlled by a higher education institution (1-Research)	Central Statistical Bureau	Every year by March 30
Number of theses to be defended	Ministry of Education and Science	Every year

Dynamics of the number of students, including those syudying, on academic leave, arriving and departing during the reporting period and expelled during the academic leave	Internal Reports -Board of the BIA,rector	Every month
Student annual surveys	Board of the BIA, Analytical Centre	Twice a year (in autumn and spring)
Graduate survey	Board of the BIA, Analytical Centre	

Information is collected by the following departaments of the BIA:

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

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

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

Regarding the analysis of internal information and statistics, it can be concluded that this information, including the questionnaires of students, graduates and employers is processed by the BIA computing centre and provided to the BIA Board, BIA management, and programme heads at operational meetings or sent to the interested parties (heads of the BIA departments).

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 field and programme heads analyse the information provided, revise and adjust annual plans and take other measures to improve the quality of studies.

The complete mechanism for obtaining and providing feedback, including working with students, graduates and employers, can be seen in the attachment 2.2. Findings from a survey of graduate students on work assignments.docx

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).

nformation about the field of study and corresponding study programs is available on the BIA home page (https://bsa.edu.lv/index.php/en) and in the NEXUS system.

Table 2.2.5.1.

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:https://eplatforma.aika.lv/index.php	For authorized users	Vice-Rector of Studies
About study programs	On the website of the Academy: https://bsa.edu.lv/index.php/lv/uznemsana/programmas.html	Free access	The head of each field of study is responsible
About admission	On the website of the Academy:https://bsa.edu.lv/index.php/lv/uznem-sana/uznemsanas-kartiba.html	Free access	The head of the admission committee is responsible
About the field of study "ARTS"	On the website of the Academy: Bachelor's program https://bsa.edu.lv/index.php/en/bachelor-study-programmes/computer-design.html	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
About the performance of studies for students	MS NEXUS:https://bsa.edu.lv/index.php/lv/studentiem/mans-bsa.html	For authorized users	The director of the study program answers and head of the teaching department
Program and student registers	VIIS:https://www.viis.gov.lv/	For authorized users	An IT specialist answers
About ERASMUS+	On the website of the Academy: https://bsa.edu.lv/index.php/lv/mobilitate/erasmus.html	Free access	Answer ERASMUS coordinator

2.3. Resources and Provision of the Study Field

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

BIA is a higher education institution funded by its founders. According to Section 77 of the Law on Higher Education Institutions of the Republic of Latvia, the founder of a higher education institution shall provide financial resources and the control of the utilisation thereof for the continuous operation of the higher education institution. BIA has a unified budget. The principles of budget formation and the overall distribution of funding for the performance of higher education institution functions are approved by the founders of BIA. The Rector provides an Annual Report on the execution of the budget to the Senate or the founder of the higher education institution. The BIA budget contributes to:

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

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

As of 30 June 2022, BIA's total assets amounted to 6.4 million EUR, incl. funds - 2.4 million EUR, which allows the founders to quickly solve the financing issues of study programmes and study fields, as well as to do it in small groups within the framework of strategic specialisations. The financial position of the higher education institution is extremely stable, which is characterised by high indicators of liquidity, solvency and profitability (see the Appendix 2.3.1. “BIA financial stability indicators”).

The budget of the BIA Study Field “Arts” is developed in a dialogue between the founders, BIA management and heads of study fields. The respective representatives of the administration are personally responsible for the execution of the budget and the tasks planned in it. The income of the BIA Study Field “Arts” is made up of the following major funding sources:

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

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

The types of discounts and the arrangement system are determined in the document “Regulations on studies at the Baltic International Academy”.[1] The main goal is to create a system of student support and motivation. While studying at BIA, students may apply for study and student loans. Every academic year, the number of BIA-financed budget places in full-time studies is determined by the order of the Board; the competition for budget places is regulated by the “Regulations on the competition for budget places”.

The income of the BIA Study Field “Arts” from tuition fees are reflected in Table 2.3.1 (in the Annex).

The tuition fee depends on the place of study (see Table 2.3.2).

Table 2.3.2.

Annual tuit.ion fees at the professional bachelor study program “Digital Visualization Design” (EUR).

	2021/2022	***2022/2023***
Full time	1700	2050
Part time	1400	1750

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

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

- expenses for wages,
- expenses for social insurance contributions,
- expenses for goods and services (utilities, inventory, periodicals, etc.),
- expenses for share capital formation,
- other expenses.

The main use of financial resources of the BIA is reflected in the Appendix “BIA expenses”. The classification of BIA expenses can be seen in Table 2.3.3.

Table 2.3.3

Classification of expenses of the Baltic International Academy

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

A significant part of expenses is made up of wages, which together with employer's mandatory social insurance contributions make up 67.2% of expenses. The second important expense item is utility payments and expenses for maintaining the material and technical base, which make up half of the total amount of goods and services. It should be noted that BIA owns private real estate (Riga, 4 Lomonosova Street; Riga, 1/4 Lomonosova Street; Daugavpils, Dzelzceļu 3; Liepaja, Liedaga 3), which are used for organising the learning process. In general, the expense structure of the Study Field “Arts” corresponds to average indicators in Latvian higher education institutions. According to the statistical data of the Ministry of Education and Culture of the Republic of Latvia, a significant part of the expenses of higher education institutions is made up of wages, which, together with employer's mandatory social insurance contributions, make up 55% of the expenses. In Table 2.3.4. you can see the expenses (EUR) per student for the Study Field “Arts”.

Table 2.3.4.

Expenses of the Study Field “Arts” per student in the 2021/2022 academic year

Study programme name	**Professional Bachelor Study Programme “Digital Visualization Design”**	
	Eiro	*%*

Wages	***546***	***51.26***
Academic staff	*295*	
Administrative and general personell	*251*	
Employer`s mandatory state social insurance contributions, benefits and compensations of social nature	***120***	***11.18***
Goods and services	***250***	***23.44***
Share capital formation	***88***	***8.24***
Other expenses	***62***	***5.88***
Amount of expenses, Total	***1066***	***100***

Even though the tuition fees differ in full time and part time, the accounting of expenses is carried out in general for the study field. During the analysed period, the Study Field “Arts” managed to maintain a positive balance between incomes and expenses. The expenses of the Study Field “Arts” per student is EUR 1066. Thus, study expenses are completely covered by income per student.

Tuition fees in the Professional Bachelor Study Programme in the 2021/2022 academic year: full-time - 1700 EUR per year; part-time – 1400 EUR per year. Considering the number of students in the study programme (as of 01.10.2022, 110 bachelor students), the financial support of the Professional Bachelor Study Programme “Digital visualization design” is sufficient.

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

Funding for science is developed mainly from own resources and from EU structural funds. Expenses include wages for researchers, professors and associate professors. Expenses also include the organisation of annual conferences, the costs of business trips and participation fees for participation in international conferences, Baltic Journal of Legal and Social Sciences publishing house and editions of the editorial board.

Table 2.3.5

BIA expenses for carrying out scientific activities, thousand EUR

	2019	2020	2021	2022
Incomes from the state budget and funding from EU structural funds	30,6	17,6	26,6	13.8
Self-financing	394,6	395,8	372,7	392.3

BIA Total	**425,2**	**413,4**	**399,3**	**406,1**

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

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

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

The costs of the study direction and the study program are appropriate to the needs of the study program and the conditions of implementation, the sources of financing the study program are identified and the financial resources ensure the implementation of the study program to achieve the study results.

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.

Every year the BIA continues to develop the infrastructure and facilities necessary for studies (see Table 2.3.2.1).

Table 2.3.2.1.

Premises at the Baltic International Academy

Address	grounds	Total area in BIA branches (m2)
Area of study and research premises - total		7135
Lomonosova street 4, Riga	SIA BIA property	3408
Lomonosova street 1/4, Riga	SIA BIA property	3727
Hostel area	SIA BIA property	70.4

BSA DS students use both Lomonosova iela 4, Riga, and Lomonosova iela 1/4, Riga, for classes, and Dienstas Hotel is used for guest lecturers and mobility needs.

Key directions of the development of the facilities in the study direction “Arts":

- Purchase of study and scientific literature and periodicals.
- Purchase and modernization of computer equipment, creation of a new computer lab.

- Enhancement of students' access to the Internet.
- Repair and equipping of classrooms.

Table 2.3.2.2.

BIA computer system description as of 01.10.2023.

Title	Total	Riga
Computers (total)	363	256
- students	264	173
- administration	99	83
Printers, copying equipment, scanner	69	51
Multimedia projectors, TV	51	39

The amount of computer equipment is available to students and lecturers in the auditoriums and the library, with the exception of administrators' computer equipment: Computers - administration - 83, Printers, copiers, Scanners - 51 in the library and offices are regularly used for the needs of students, incl. for printing - reference, etc. documents, the printing of study papers is sometimes provided by the students themselves, using services incl. BSA, but depending on the necessary equipment - also in other companies, multimedia projectors, televisions - 39 have been handed over to all auditoriums where classes are held, including block C.

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

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

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

BigBlueButton complex features:

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

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

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

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

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

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

Software to use:

Operating systems: Microsoft Windows 2000/ XP.

Office software:

Microsoft Office 2000/2003/2007, 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.;Brouzeri: Mozilla FireFox 3.6, Opera 10, Google Chrome, Microsoft Internet Explorer; Multimediju pielikumi: VLC, WinAMP, Windows MediaPlayer, Ffdshow, Qtime, Macromedia Flash Player, Macromedia ShockWave player;

Grafiskie pielikumi: Microsoft Paint.NET, Gimp, Inkscape; Citas programmas: KAV 6, RealVNC, Java REu.c.

Additional software in Riga:

Operating systems:

Windows Vista/7/Server 2003/Server2008,Unix FreeBSD, CentOs, MacOs; Ofisa programmas: Abby FineReader, Nero.

Browser: Safari.

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

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

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

It is possible to use this technique and software both in classes and individually when completing study work in auditoriums upon individual application. Specific hardware, laboratory equipment and software used by ak are not mentioned here. staff and students e.g. in Psychology.

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 Baltic International Academy Scientific Library (as of January 15, 2004 in the Register of Libraries of the Ministry of Culture No. BLB0530, the BIA Library Registration Certificate annexed) is a member of the Association of Latvian Academic Libraries (LATABA), which provides access to all LATABA Association member library funds: Library, School of Business Administration Turiba Library, Daugavpils University Library, Liepaja University Library, University of Latvia Library, University of Latvia Academic Library, Jāzeps Mediņš Latvian Academy of Music Library, Latvian Academy of Culture Library, Latvian National University Library, National Defence Academy Library , Library of Latvian Academy of Sport Education, Patent Technical Library, Library of Riga Graduate School of Law, Rezekne Academy of Technology Chemistry Library, Riga School of Economics in Riga, Library of Riga Teacher Training and Educational Management Academy, Riga Stradins University Library, BIA Scientific Library, University of Latvia Scientific Library, Library of the European Union Information Agency (ESIA). The Library Law regulates the activities of the Library https://likumi.lv/ta/en/en/id/48567-library-law . The purpose of the Library Law is to provide the necessary information resources for the BIA study and research process by developing and improving the accessibility of library services and by using information technologies to achieve the goal.

The Baltic International Academy has good facilities, a modern library that offers literature, periodicals, electronic databases and other resources needed by students and academic staff. BSA has grown at the rapid pace of information technology development, modernizing computer classrooms (6 in Riga, 8 in libraries), libraries, classrooms, as well as TV bridges.

The Scientific Library of the Baltic International Academies consists of the Central Library in Riga and 5 Information and service points (libraries). Each library has available literature, periodicals, electronic databases, as well as other resources needed by students and academic staff. Also, at any of the information points, you can order a book or a scan of the necessary chapters from it, or a necessary article from a scientific journal from the Central Library. Information and Service Centers (IPCs) have been established to facilitate access to information for students living far away.

All library rooms are accessible to people with mobility impairments.

Assessment of informational resources (library and available databases)

The **aim** of library's activity is to provide the study and research process with the necessary

information resources, improving and facilitating the availability of library services and using information technologies to achieve the aim.

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

The BIA always followed the rapid pace of information technology development by modernising computer classrooms (in Riga – 6, in branches – 8), libraries, auditoriums. The BIA was the first higher education institution to establish a TV bridge system between Riga and branches. The years of the Covid-19 pandemic contributed to an even greater digitisation of the process and a rapid reorientation of work in higher education institutions as a whole, including libraries. The library provides the study and reference literature necessary for the study process, access to databases and press releases, provides services to the students and academic staff of the academy: computerised workplaces in the daily study process, copying, printing, and other services. The library offers students, lecturers and academy employees consultations on the use of e-services, training for improving information search skills, provides bibliographic references, compiles lists of theses and Master's theses and stores the best ones. At the beginning of the BIA study period, every new student has practical classes that introduce the library's collection, the possibilities of using electronic resources, the rules of library use. Since such an introductory course is compulsory for all admitted students, it is equated to the student's research activity (scientific internship). The library offers Interlibrary subscription services, which are actively used both within the BIA library system and between state libraries.

There were a total of 11,635 library visits in the 2022 academic year. There were 6,183 users in Rīga. The website of the BIA Library contains information about the library, a link to its electronic catalogue and terms of use, as well as information about library's new acquisitions.

Methodological and informative provision

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

The BIA Library Foundation is being assembled in collaboration with study program directors and principals, studying lists of mandatory literature of lecturers and the supply and demand of books in the marketplace. The number of books purchased is proportional to student numbers. For the programmes implemented, thematically relevant expenditures in Latvian are purchased 100% both in the Central Library and at all service points in proportion to the number of students. The fundamental classical textbooks of respected authors are purchased in English, mandatory in the Central Library and IPC if possible. To a lesser extent, the stock is supplemented with valuable publications in Russian and other languages. Gifts from other institutions of higher education and donations from private individuals become an integral part of the collection. Recently, there has been a major modernisation of the educational literature stock. The number of books in English was greatly added, expenses that have lost their relevance are excluded from the collection.

BIA library space capacity and stock assessment

Branch	*Area*	*Number of workstations*	*Computers*	*Number of employees*
	Reading Rooms	Students	Students	

Riga	5	82	24	4
	379 kv.m	Staff	Staff	

Dynamics of library collection (In copies)				
2018	2019	2020	2021	2022
71 545 /	71 406 /	69 515 / 50	68 664 / 49	64 874 /
51 872	50 290	110	860	49 681

Subscribed databases are available to students and academic staff for research and studies (*In Appendix*)

BSA management follows the development of new information technologies, innovative processes in higher education, finances their implementation in the Academy as much as possible. Database subscription takes place in cooperation with the Culture Information Systems Center, the Business Information Office and is ensured by participation in EU Projects that offer DB SCOPUS and Science Direct subscription. In turn, the databases and electronic platforms subscribed to by the National Library of Latvia are available to all members of LATABA for use at work and at home.

Database subscription takes place at the Culture Information Systems Centre and Business Information Office and is ensured by participation in EU Projects that offer subscription to SCOPUS and Science Direct databases. On the other hand, the databases and electronic platforms subscribed to the National Library of Latvia (LNB) 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 LNB username and password.

The library staff regularly attend qualification-raising courses, follow changes in the library industry, follow the publication of new books, and both students and teaching staff are informed about them. The teaching staff keeps track of the necessary library resources in the specific course of study.

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.

BIA uses Moodle e-learning platform (hereinafter referred to as Moodle) as a modern complementary solution in the study process. The use of Moodle environment is relevant because the use of information technologies in society is rapidly developing and there is a need to introduce new educational technologies in the learning process, which gives students the opportunity to connect to study processes at any time and from any place. Therefore, effective use of Moodle helps to improve success of students, quality of education, openness of the scoring system for monitoring the learning process, self-control, diagnostics, as well as mutual information exchange.

Use of Moodle system allows to ensure: diverse information presentation and learning interactivity; repeating of the studied material; continuous learning and methodical assistance; learners' self-control; creation and execution of individual education plans; learning confidentiality; more successful learning process by providing objective feedback.

For each study course, a lecturer develops description of the study course in accordance with the regulations approved by BIA, study course materials, which include theoretical material, student self-examination tasks, independent work tasks, criteria for evaluating learning outcomes. Instructor posts course materials to his Moodle classroom, including survey templates which lecturers can use to provide feedback after the course is completed, making it easy for the lecturers to create a course in Moodle.

According to the rector's order, students' attendance is recorded in the Moodle environment. IT service center provides constant monitoring of information and communication technologies infrastructure and timely resolve user support issues.

Moodle provides an environment for mutual virtual communication where you can share news, useful information or participate in a discussion. The environment provides not only input of text fields, but also addition of images, videos and presentations on specific topics and areas of activity. Students have access to various Moodle resources and activities, which allow, for example, to participate as a guest in any Academy class. Moodle teacher can create different activities for students, use his own set of Moodle tools.

Students, following instructions posted in the course, have an opportunity at any time to access educational materials published in the e-study environment, to access recordings of lectures and online seminars; to perform group tasks and store general information; use the environment for submitting independent works and receive feedback; view test results; communicate with the teacher and other participants of the educational process using e-mail and other means of communication available in the e-study environment, as well as participate in discussions. Summing up the students' assessment of accessibility, convenience or shortcomings of using Moodle, it can be concluded that there is a desire on the part of students to modernize it, which shows practical experience in using it, as well as activation of their independence in use of digital tools during the study process.

Moodle is suitable for use in both group and individual lessons. Moodle has positively proved itself and justified its meaningful use not only in practical lessons and seminars, but also in project activities, which are relevant in the current stage of digitalization of education. Systematic use of Moodle and adherence to the sequence of modules and activities in conducting the course contribute to the discovery of pedagogical potential of teaching by maintaining feedback. Moodle allows the teacher to interact more effectively with the students. However, successful use of Moodle requires further training of instructors, good collaboration opportunities and access to this educational technology, technical and administrative support, as Moodle develops new tools that can be used to improve\ study process.

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.

BIA's mission is fulfilled by highly qualified academic staff, which consists of the core - teaching

staff: professors, associate professors, assistant professors, lecturers, as well as other qualified teaching staff, who are elected to academic positions for 6 years. General staff, as well as technical and service staff, serve to achieve academic goals.

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. Experienced practitioners who share achievements of their professional activities are also attracted. The engaged academic staff can work for the BIA on the basis of a contract as representatives of society or social partners. The Academy uses opportunities to attract foreign specialists.

Uniform, special approach criteria have been set out for the election of academic staff, which are reflected in the regulation "Regulations on academic positions of the Baltic International Academy" (BIA Senate protocol No. 131 of 23.10.2017). Election to academic positions takes place on the basis of an open competition, taking into account requirements for academic qualification and professional competence of companies founded by individuals. In the election of academic staff, uniform criteria must be set, the most important of which are the achievements of scientific and pedagogical activity, as well as the coherence of the relevant direction with the mission of the BIA field of study. Rector of BIA concludes employment contract with the elected persons. An open competition is announced for the vacant positions, in accordance with the regulatory enactments. Documents submitted by applicants are evaluated in accordance with the Regulations "On academic positions".

The qualitative and quantitative criteria for selection of teaching staff involved in the implementation of the study program are set in the selection process in accordance with the Regulation "On Academic Positions". The Senate (academic staff, administrative staff, students), Professors' Council, Field of Study Council and students participate in the personnel selection process.

Evaluating scientific biographies of the academic staff, the minutes of the meetings of the Field of Study Council "Art" academic staff self-evaluation reports, student work results and student reviews, the Senate recognizes that qualification of the academic staff corresponds to the implementation of the goals and tasks of the field of study and study program. In general, involvement of the academic staff can be evaluated very positively. Within the framework of the program, changes in the structure of positions are controlled and systematic personnel development is carried out.

Individual BIA DS AP registration rules of 2023 regulation regulate specific requirements and *election procedure* for the competences and qualifications of the professional instructors *of BIA DS* academic staff, which ensure the level of professional achievement in accordance with standard requirements of the profession. BIA DS AP registration regulations are regularly reviewed in accordance with the Cabinet of Ministers.

Vacancy announcement, recruitment, election procedure are open democratic procedures with strictly formalized content and process. Samples of documents to be submitted for registration with the full volume of protocols can be seen in the appendix: 2.3.5. profesoru padomes protokols 2018 sample.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 work quality/performance of the academic staff involved in the study direction "Arts" contributes to the integration of creative and scientific work in the study program. Part of the staff dealing with the professional competence of a communication designer is closely related to the development of creative activity in art and design and the involvement of students in creative and scientific work activities. In order to ensure qualification and work quality, a uniform procedure has been established for the use of qualification improvement opportunities. The selection of academic staff requires the parameters outlined in the criteria, which affect several aspects of the academic staff's activities. Detailed examples of qualification improvement can be viewed in the appendix (2.3.6. Qualification increase appendix LV.doc).
The qualification of BIA academic staff has the most direct impact on the quality of study and research work and covers all activities of the Academy: provision of necessary infrastructure, development of international cooperation, education field and study programmes, a vision of development of the scientific activity, etc. Improvement of the academic staff's qualification is both a means to improve the quality of study and research activities and a process that includes both the identification of the necessary competencies of the academic staff and the organization of the qualification improvement, the motivation of the academic staff and performance evaluation.

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

- participation in scientific conferences,
- scientific research,
- methodical seminars,
- development of methodical materials,
- experience exchange events in Latvia and abroad;

The qualification of the BIA academic staff is monitored based on the academic staff policy developed by the Academy. It provides for careful selection of personnel, regular training and professional development. The BIA has developed and implemented the following policy for the composition of academic staff:

- to ensure that all study courses are delivered by qualified, scientifically and methodologically trained lecturers with well-developed pedagogical and organisational skills, who use modern teaching methods in their work;
- the academic staff consists of highly qualified scientific and professional staff, most of them have a doctoral degree (BIA strategic goal is to reach 65%);
- to attract foreign specialists and lecturers from other higher education institutions for teaching according to the specifics of the programme/field;
- to attract representatives of the sector, expert specialists for teaching according to the specifics of the programmes/fields;

- teaching staff can work in an international environment by communicating and delivering lectures in different languages;
- the teaching staff are experts in the field in Latvia and in international emvironment;
- The Academy has a favourable and creative atmosphere for the professional development of the teaching staff.

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

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

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

In the period from 2016/2017 academic year until 2022/2023. for the spring of the academic year, not only the quantitative composition of the lecturers of the professional bachelor's program «Digital Visualization Design / Arts» has changed, but also its qualitative changes were made.

Table 23

2018/2019 - 2023/2024 study year

BIA DS study programs were implemented in Riga:

	total	Professors, Assoc. professors	Elected Docent	Elected lecturers, assistants	The others: guest assistant, lead researcher, guest lecturer, guest professor
2018./2019.-2021./2022.	23	6	7	1	9
	100 %	26 %	30,5 %	5,5 %	38 %
2022./2023.	19	9	3	1	6
		47,3 %	15,8 %	5,3 %	31,6 %
2023./2024.	18	5	4	1	8
		27,8 %	22,2 %	5,6 %	44,4 %

Table 24

List of professors and associate professors of the field of study "Arts" (BIA School of Design).

No.	Uzvārds, Vārds	Position	Industry	Subsector
1.	Jānis Kārkliņš	professors	Arts	Visually, in design
2.	Irina Kopeikina	Assoc. professors	Arts	In structural composition
3.	Mihails Kopeikins	professors	Arts	Visually, in design
4.	Aija Liskupa	Assoc. professors	Arts	Visually, in design
5.	Irina Plotka	professors	Psychology	Social psychology
6.	Žanna Caurkubule	professors	Economics and business	Social economy
7.	Tatjana Jurkeviča	Assoc. professors	Jurisprudence	Civil rights
8.	Valērijs Petuhovs	Emeritus professors, guest professor	In medicine	Hematology and therapy, clinical psychology, physiology and valeology

As can be seen from the table, at this moment 18 lecturers are involved in the realization of the study direction. For 13 or 72.2% of the lecturers, the primary job is the Baltic International Academy. Of the total number of lecturers, 9 or 50% of the academic staff are provided by lecturers with a doctorate degree (6 or 33.3% elected BIA, 3 or 16.6% not elected). 8 or 44.4% (7 or 38.9% elected BIA, 1 or 5.6% not elected) lecturers have a master's degree.

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

- speaking and participating in international scientific conferences or art or design symposia in Latvia and foreign congresses and seminars;
- participation in internationally funded research or artistic creation projects, independent and commissioned market, technology and material research, cultural and professional projects and contractual works with combined funding, study projects with an expanded research base;
- research theses and publications in collections of congresses, conferences and seminars, magazines, informative materials,
- participation in state-level and international research or artistic creation projects (exhibitions, competitions, etc.) where works are selected by a jury,
- participation in the implementation of contractual works of research or artistic creativity,
- participation in BSA, Design School, study programs, master workshops (professor's group), laboratory implementation, other creative activities, seminars and symposia led by both Latvian and foreign experts.

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

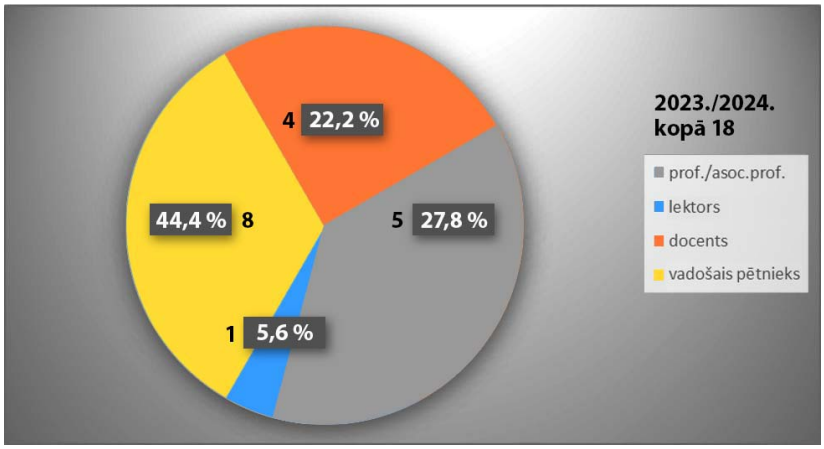
- 50% co-financing of DU qualification courses;
- attending free inter-university methodological seminars and training courses for work in the BIA MOODLE system;
- co-financing attending English language courses;
- co-financing of participation in scientific and applied conferences organized by the Academy, as well as in conferences organized by other universities;
- co-financing for the publication of scientific articles in internationally recognized databases in scientific journals;
- attraction of financial resources for the mobility of teaching staff and participation in international visits, using up to now little or unused financial opportunities.

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

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.

The academic staff involved in BIA field of study "Arts" (BIA Design School) are qualified specialists who contribute to the fulfillment of aims and tasks of the field of study. There is a tendency for increase of number of masters degree holders included in the teaching process. This is especially noticeable in recent years. There are also positive trends associated with the increase in the number of associate professors and professors working in bachelor's study programs.

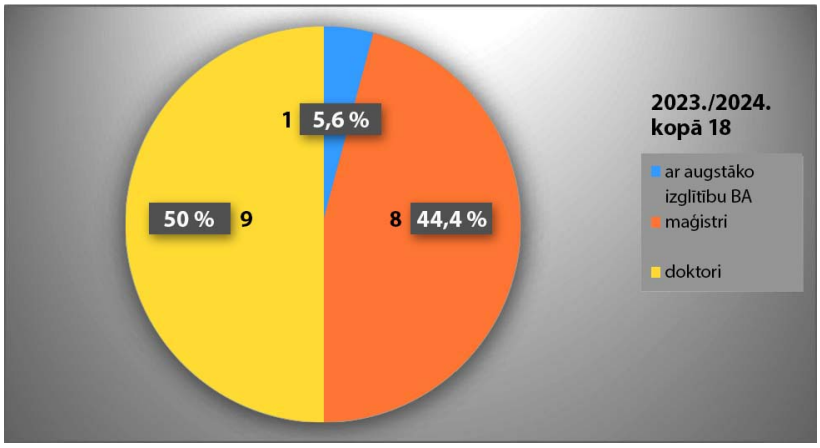
Teaching staff of the field of study "Arts" (BSA Design School).



Taking into account the percentage distribution of the teaching staff, it is concluded that the qualification of the teaching staff corresponds to the Law on Higher Education, which states that "in academies, at least 50 percent of the persons elected to academic positions must have a doctoral degree" (29. Amendments to the first part of Article 3 and the third part of this Law part 2, which stipulates that in universities at least 40%, in academies at least 50%, and in universities at least 65%t of the persons elected to academic positions have a doctoral degree, https://likumi.lv/ta/id/37967-augstskolu- the law). In this case, 50% of teaching staff who have a doctoral degree are recruited for the implementation of the BSA study direction "Arts" (BSA School

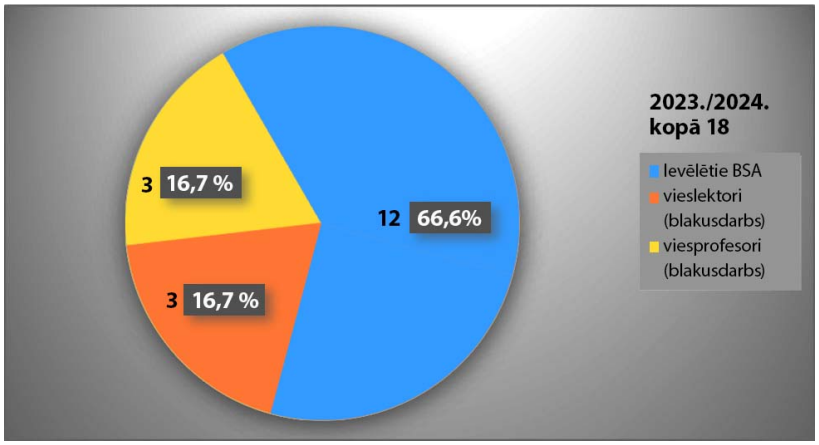
of Design).

Teaching staff with Ph.D degree.



Also, for the implementation of study programs, the condition of the teachers' main job is fulfilled - for 66,6% of the teachers, the main place of work is in BIA.

The main place of work of teaching staff.



Taking into account the fact that the field of study "Arts" includes a professional bachelor's study program, lecturers with appropriate education, qualifications and practical experience are involved in its implementation, they have worked for many years in institutions and companies of various profiles, have gained high recognition from their employers and continue getting further education. Some of the lecturers employed in the field of studies are simultaneously employed in scientific research work, which ensures the synergy of studies and research work. *The list of teaching staff involved in the implementation of the study programs of the field of study "Arts" is indicated next to* the corresponding study program (see the attached 2.3.1. annex teaching staff and courses_eng.docx).

The analysis of the academic and research workload of BSA teaching staff takes place both in the planning of the study process, in the development of self-evaluations of study directions and study programs, and in the evaluation of the lecturer's self-evaluation questionnaire before being elected to an academic position. The procedure for determining the salary of BSA academic staff, the amount of salary and the size of the workload are determined by the decision of the BSA Senate on 25.08.2016. approved "Regulations on the organization of remuneration and types of teaching workload for academic staff and guest lecturers at the Baltic International Academy" (protocol No. 127) with amendments (in the Appendix). Academic personnel are paid at the hourly rate of €/academic hour.

The salary of BSA academic staff depends on the types of pedagogical workload: classroom

workload (lectures, seminars, consultations, semester and final exams) and non-auditory workload (participation in various events, organization and management of conferences; publications; writing of scientific, educational and methodological materials , editing and reviewing). Load size – 1000 ac. hours per year. The methodological and scientific work of BSA teaching staff (assistants, lecturers, docents, associate professors, professors) up to 75 academic hours per academic year is included in the annual workload. It is the duty of the study department and the vice-rector of studies to monitor and control so that the lecturer's workload is proportionate, and to provide timely information to the rector and the BIA Board for decision-making and workload redistribution, as a disproportionate workload may affect the quality of teaching the study course. If the academic staff is involved in administrative work at the same time, their workload is limited to 50% or 70% (heads of study areas and study programs, branch directors and other administrative staff). The remuneration of

BSA academic staff complies with the MK 05.07.2016. Regulations No. 445 "Regulations Regarding Remuneration of Teachers"[1].

The remuneration of BSA teaching staff depends on the types of pedagogical workload: classroom workload (lectures, seminars, consultations, semester and final exams) and non-auditory workload (participation in various events, organization and management of conferences; publications; writing of scientific, educational and methodological materials, editing and reviewing). The duties included in the workload of the academic staff are defined in the Regulations. The hourly wage rate is calculated by dividing the monthly wage by the determined workload, which corresponds to one monthly wage rate, expressed in working hours per month.

The remuneration of BSA academic staff complies with the MK 05.07.2016. Regulations No. 445 "Regulations Regarding Remuneration of Teachers". The size of the workload (hours per year) depends on the position (professor 900; assistant 1000) and corresponds to MK 05.07.2016. For the workload limits of Regulation No. 445 "Teacher Salary Regulations" - 600-1000 hours per year (items 9 and 10 of Appendix 3 of the Regulations).

A more detailed load analysis is available in BSA accounting upon request.

Realization of the study programs of the field of study "Arts" (BIA Design School) takes place in Latvian. Knowledge of foreign languages of the teaching staff involved in the program is confirmed by the higher education document with the obtained specialty and the assigned qualification, as well as the self-assessment of the teachers in the European-level document EUROPASS Language Passport, regardless of whether the language was learned in formal education or outside it, determining the level of proficiency in accordance with the common European guidelines for language learning and Paragraph 4 of Section 3 of Annex 1 to Regulation No. 407 of the Cabinet of Ministers.

Likewise, every teaching staff who works in the field of study "Arts" (BIA School of Design) has the opportunity to promote their international organizational competence (by participating in conferences, giving lectures) in foreign universities within the framework of the international mobility program Erasmus.

In general, mobility of the Erasmus+ program in relation to teaching staff at BIA is implemented in the following directions:

- outgoing teaching and staff development mobility between EU program countries, as well as inter-programme countries and partner countries;
- incoming teaching and staff development mobility between EU program countries, as well as between program countries and partner countries.
- Erasmus+ mobility program:

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

Difficulties faced by BIA in the mobility of teaching staff are related to the high workload of teaching staff in the study process, which does not always provide the possibility of travel during the study period, as well as subjective reasons (state of health, poor knowledge of foreign languages, family circumstances). In general, it can be concluded that during the review period, the teaching staff of BIA field of study "Art" (BIA Design School) *should have participated more* in mobility visits to foreign partner universities, which will also be encouraged in the following years.

At the given moment, the specific chosen teaching staff cannot be found in the VIIS database. This is due to the fact that, at the time of preparation of the documents, these teaching staff were assigned the status of "basic work", but this status was later changed. Partly the employment relationship was terminated for various reasons, partly the status was changed to «side job». More detailed information is available in the BSA staff section.

[1]https://likumi.lv/ta/en/en/id/283667-regulations-regarding-remuneration-of-teachers

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 the entire staff of the Academy, including teaching staff, general staff, administration and BIA management. Academy employees take into account individual traits, characteristics, skills and talents of students in their daily work, as well as take care of the diverse development of students, promote development of personality and tolerance. The support system available to students at BIA is being developed in several directions.

BIA starts working with reflectants before the start of program elective studies, organizing Open Door Days at the Academy or providing various types of individual consultations to reflectants.

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

For the first-year students in September, familiarization with the study process at BIA begins in the Fresher's Week, where meetings with BIA and study program administration, testing of Latvian, foreign languages and informatics are planned with the aim of finding out the student's level of knowledge, after which they are offered studies in different groups, familiarization with BIA library resources and cultural centers, etc. One of the most important tasks is the formation of students' common understanding of career development issues, which is considered to be one of the most important tasks by the heads of the field of study and programs, therefore, during the Fresher's Week, new students are introduced to the possibilities and current events of their chosen profession and career growth. First-year students are expected to communicate with BIA

Admissions Commission employees in all matters related to starting the study process at the Academy. Lecturers work individually with students and provide advice and help them in the study process to the best of their ability. Teaching staff, if necessary, offers individual consultations, tasks to be completed at home, suggest using additional literature and study materials. BIA has developed a set of measures that includes student-centered individual approach, finding out 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 student participation in the Academy's research work.

The Study Information Center (SIC) works at BIA, the purpose of which is to provide consultative assistance to students in all matters related to organization of the study process, communication with the administration and formation of teaching staff.

Career support system is one of the tools that can be used to promote improvement of skills of individuals, supporting transition from one level of education to the next, commencement of professional activity, helping adults to make decisions about their employment, as well as solving design inclusion issues. Systematic approach to the implementation of services in accordance with the needs of the target group is ensured in order to achieve the set goals, availability and appropriate quality of services are ensured. First of all, the Academy identifies the range of services provided to the students and other target groups. Most of the service providers prioritize organization of various types of internships and assistance in providing internships. These activities are implemented by integrating support for students, which is coordinated by the heads of study areas and study programs.

Availability of information depends only on the activity and interest of graduates to provide information, when the university organizes internet surveys.

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

BIA always tries to take care not only of students' good educational opportunities, but also social needs and psychological support, supports students in various life situations, especially in problem situations, as far as possible. The primary support for students is the program managers, who can be approached in order to solve current issues.

Student self-government, which consists of group leaders, operates at BIA. They are headed by the president of the student parliament. The Students Self-Government decides and helps to organize student events, develops proposals for improvement of studies and environment, helps to implement various events, performs other activities related to the improvement of work and environment of the BIA or implementation of various activities at the Academy. Extracurricular events are regularly organized, strengthening the student's sense of citizenship, promoting civic participation and initiative, loyalty and patriotism.

Each study group has a group elder, who is a student nominated by the students, who ensures communication with the teaching staff, the director of the study program and BIA administration, thus creating continuous study process. In cooperation with BIA Student Self-Government, visiting students are also involved in BIA students' extracurricular activities (e.g. dinners for presentations of Erasmus+ member universities, excursions, Christmas and other events organized by the Students Self-Government).

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).

Direction "Art" BSA DS Digital visualization design programs Communication design research and artistic creation projects and contractual works with combined funding, study projects.

BSA DS research and artistic creation projects and internship contracts are multidisciplinary and are related to the theme of design communication. In accordance with the agreed definition of LDS, design is recognized as a synthesis of research, artistic creativity and practical activity with the aim of creating a functionally comfortable and aesthetically high-quality artificial environment (mostly in the form of service provision) with the following characteristics: DESIGN (with a technical task philosophically, semantically, psychologically, aesthetically and technologically based design object concept development with signs of independent added aesthetic value - the object has signs of objective visual harmony, a visual solution corresponding to the function has been found - the object is "beautiful in itself", regardless out of context)

– a.a. idealized model of functional priorities of the target audience (functional analysis – inductive method)

– a.b. system weaknesses model of analogue and nearest competitor projects (critical analysis 1 – deductive method)

= a.c. element of novelty (a feature that was not used in the considered analogues)

+ a.d. model of positive decisions of analogue and nearest competitor projects (critical analysis 2 – reductive method)

= a.e. concept;

MODELING (use of traditional, industrial, post-industrial and virtual technologies, production of an aesthetically, ergonomically, technologically justified and tested design sample - model - in actual operating conditions);

PREPARATION FOR REPRODUCTION (economically and legally justified visual, communicative, functionally utilitarian product manufacturing or preparation of the design sample necessary for the production process with priority on preserving the added aesthetic value).

Such a set of features forms the so-called "design idea", which is based on objective prerequisites (philosophical, semantic, psychological, communicative, visual, aesthetic, ergonomic, functional, economic, legal and technological).

The main goal of the design is to create an aesthetically high-value design object with the maximum comfort of its use in performing all kinds of utilitarian functions intended for it. The design addresses the development of the following aspects: object shape, arrangement of parts, proportions, color, structure, sound and ergonomics of use and is a professional concept creation and development service and specifications that optimize the functions, values and appearance of

products, services and structures for the mutual benefit of their creator, manufacturer and user. Design is a mediator between the concept, technology and the consumer. Design activities synthesize the logical nature of the scientific approach and the intuitive search in the process of experimentation.

Research in design includes the study of design processes in all possible areas. Therefore, research in design is related to a set of design methodologies or to its individual disciplines. In a primary interpretation, design research focuses on the idea/vision/concept within the design process. The purpose of such research is to better understand, more widely apply and productively develop the accuracy of the design process and the predictability of the result.

Research relevance: why changes are necessary for the specific object, subject or target audience (company, industry, etc.)

The novelty of the research reflects what the author has discovered and proved (for example, an effect on a component of the object has been detected and proven, qualitative changes in the structure of the object under study have been detected and proposals have been made for their prevention or other use, opportunities to develop and modify a process have been shown, developed or supplemented some set of methods, etc.). Novelty is reflected in the comparison: what will be done within the project and why / what has been done in other projects in this field so far (it is sought by comparing analogs or in scientific/applied information sources without using populist information sources).

The direction and content basis of BSA DS research and artistic creativity

characteristics and justification of the target audience – users or customers, mostly non-statistical data: justification of popularity, aesthetic value and priorities; functional analysis – description of functions, definition of problems, description and justification of means of expression – what exactly was planned to achieve the value effect, innovation, actuality, what functions should be provided in the ideal case, in the context of the topic, you should analyze all possible functions, as well as what you plan to do so that the target audience in the project has maximum comfort in using style elements and advertising, interior or other spatial objects, virtual interface.

As a result of functional analysis, in the form of an assumption/hypothesis, the ideal model (vision, description, understanding) of the product or service is obtained, which would fully satisfy the user/target audience. Using this model, you can create a full-fledged concept, in which to formulate an element of innovation that will ensure a difference in comparison with analogues, will allow you to create a project without repeating the mistakes of competitors.

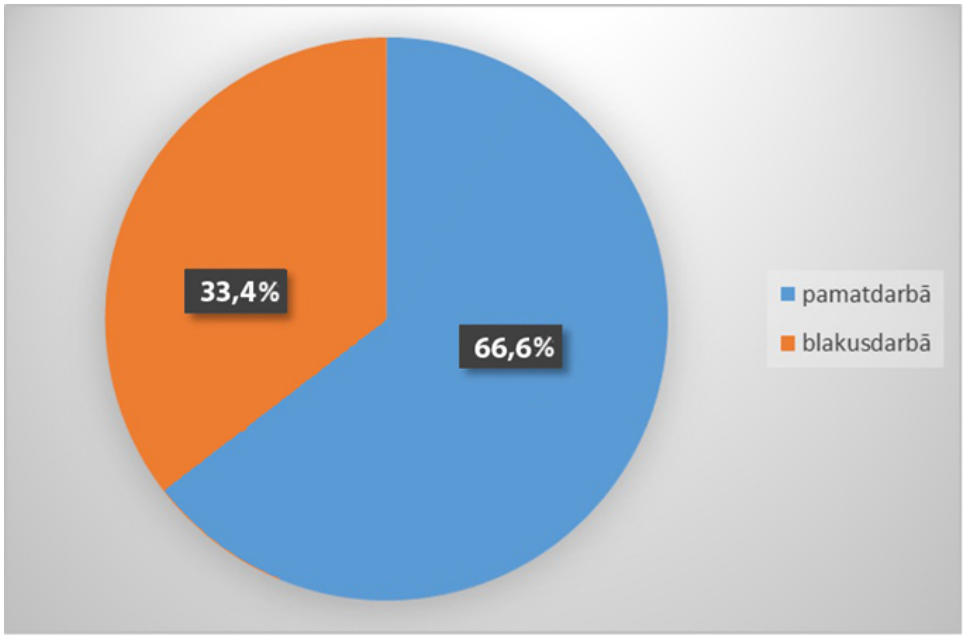
Scientific research is an integral part of BIA's activities, it involves academic staff and students. Research activities of academic staff are one of the main activities of the BIA. The Scientific and Methodological Council, the Scientific Research Institute for Social and Humanitarian Problems are functioning to ensure the successful research process. The research process at the BIA is coordinated by the Vice-Rector of Science, who chairs the Scientific Council of the BIA and is responsible for the strategy of the Academy's scientific research work, the implementation of the set objectives and the quality of the achieved results. The academic staff of the field of study “Arts” has the opportunity to conduct research at the BIA Research Institute for Social and Humanitarian Problems, where OECD disciplines such as Social Sciences and Humanities are represented. The tasks of the research activities of the BIA are:

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

resources for science, technology and innovation, promoting international excellence and quality;
- maintain and improve the scientific infrastructure. Research ethics is defined as the guiding principle of the BIA;
- the indivisibility of teaching and research work;
- knowledge transfer;
- collaboration, interdisciplinarity, integrity.

A total of 32 teaching staff are involved in the implementation of the field of study, of which in BIA have been elected to an academic position - 2 professors, 5 associate professors, 8 assistant professors, 2 lecturers, 1 leading researcher, which is 56% (graph 2.4.1.1.) of the total number of teaching staff. For the lists of professors and associate professors of the field of study "Art" (BIA Design School), as well as LZP experts, see tables 2.4.1.3 and 2.4.1.2. table.

2.4.1.1 Elected from the academic staff of the field of study "Arts"



List of professors and associate professors of the field of study "Arts" (BIA School of Design).

No.	Surname, Name	Position	Industry	Subsector
1.	Jānis Kārkliņš	Professor	Arts	in visual art, in design
2.	Irina Kopeikina	assoc.prof.	Arts	in structural composition
3.	Mihails Kopeikins	Professor	Arts	in visual art, in design
4.	Aija Liskupa	assoc.prof.	Arts	in visual art, in design
5.	Irina Plotka	Professor	Psychology	Social psychology
6.	Žanna Caurkubule	Professor	Economics and business	Social economy
7.	Tatjana Jurkeviča	assoc.prof.	Jurisprudence	Civil law

8.	*Valery Petukhov*	*Emeritus Professor, Visiting Professor*	*In medicine*	*Hematology and therapy, clinical psychology, physiology and valeology*

tables 2.4.1.3

List of LZP experts for the field of study "Art" (BIA School of Design).

No.	*Surname, name*	*Position*	*Field(s) of Science*	*end of LZP expert rights term*
1.	*Caurkubule Žanna*	Professor	Economics and business	06.07.2025.
2.	*Plotka Irina*	Professor	Psychology	02.11.2025.
3.	*Tatjana Jurkeviča*	assoc.prof.	Jurisprudence	06.09.2026.

2.4.1.4. table

BIA DS study programs were implemented in Riga:

2018./2019., 2019./2020., 2020./2021., 2021./2022., 2022./2023., 2023./2024. study year

Year	Total:	Elected BIA lecturers	guest lecturers	guest professors
2018.-2022.	23	17	5	1
	100 %	74%	21,65 %	4,35 %
2022./2023.	19	15	3	1
	100 %	80 %	15,65 %	4,35 %
2023./2024.	18	12	3	3
	100 %	66,6%	16,7 %	16,7%

2.4.1.5 table

Year		Total doc./(%)	With higher education/BA (%)	Masters/(%)	Doctors/(%)

2018.-2022.	Elected BIA doc.	17	-	9	8
		74 %	-	39,2%	34,8 %
	Hour doc. (side job)	6	1	4	1
		26 %	4,4 %	17,2 %	4,4 %
	Total:	23	1	13	9
		100 %	4,4 %	56,4 %	39,2 %
2022./2023.	Elected BIA docētāji	15	-	8	7
		79 %	-	42,2 %	36,8 %
	Hour doc. (side job)	4	2	1	1
		21 %	10,5 %	5,25 %	5,25 %
	Total:	19	2	9	8
		100 %	10,5 %	47,4 %	42,1 %
2023./2024.	Elected BIA doc.	13	-	7	6
		72,2 %	-	38,9 %	33,3 %
	Hour doc. (side job)	5	1	1	3
		27,8 %	5,6 %	5,6 %	16,6 %
	Total:	18	1	8	9
		100 %	5,6 %	44,4 %	50 %

Table 2.4.1.6.

BIA DS study programs were implemented in Riga:

2018/2019, 2019/2020, 2020/2021, 2021/2022, 2022/2023, 2023/2024 study year

	total	Professors, Assoc. professors	Elected BIA Docents	Elected BIA lecturers, assistants	Others: guest assistant, lead researcher, guest lecturer, guest professor.

2018.-2022.	23	6	7	1	9
	100 %	26 %	30,5 %	5,5 %	38 %
2022./2023.	19	9	3	1	6
		47,3 %	15,8 %	5,3 %	31,6 %
2023./2024.	18	5	4	1	8
		27,8 %	22,2 %	5,6 %	44,4 %

In accordance with the long-term strategy of operation and development of the Baltic International Academy for 2022-2025, the main directions of BIA's scientific research activities are as follows:

- to promote research activity of teachers and students, especially in those fields of study that are important for the further growth of the national economy and culture of Latvia;
- to cooperate with business structures in developing applied studies of applied orientation;
- to develop and expand scientific and methodical cooperation with Latvian and foreign universities for joint scientific applied research;
- to promote the development of shared scientific infrastructure (development of scientific-research laboratories, creation of an analytical and competence center, creation of a psychological assistance center, etc.);
- to attract EU structural funds and social and communication funding, BIA academic staff for scientific research;
- to involve students in the development of EU structural funds and social and communication projects.

Participation of academic staff in research projects, cooperation with representatives of other sciences and public sector, has played a major role during the reporting period.

Professor Ž.Caurkubule has participated in several projects: ESF Fund-financed project No. 8.3.6.1/16/I/001 "Participation in international educational research" (2016); NVA International (Poland, Lithuania, Latvia) research project "Problematic use of new digital technologies for students" (2015); European Social Fund Project No.8.2.2.0 / 18/1/005 «Capacity Building of the Academic Staff of the Daugavpils University Study Direction» Education, Pedagogy and Sports «in Strategic Specialization» 2019-2020.

To view the activity illustrating the section, see appendix:

2.4.1.1. BSA DS DD topics and creative lat 2023 2024 1.xlsx

with actual listing and the appendix

2.4.1. BSA DS DD creative lat 2023 2024 1.docx

with extended reasoning and actual activity

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.

In the reporting period, BIA Science Council set the following general goals and detailed goals for linking scientific research with the study process:

General objectives:

To coordinate scientific research work of BIA and its integration in the study process and learning programs (responsible Vice-Rector of BIA Science, Heads of Study Areas and Study Programs); To develop and coordinate BIA student research activity (resp. Heads of BIA study directions and study programs).

Detailed objectives:

- Regularly participate in the approval of topics and supervisors of bachelor theses of bachelor study programs;
- To participate in the evaluation of development process of cover works, in the defense of bachelor's theses, in the promotion of cover works to defense, in their review. (managers of study programs, faculty lecturers);
- To participate in the development of BIA research directions and the development strategy of the Academy; To participate in the organization and provision of the BIA Student scientific conference, to participate in the conference as experts. (leaders of study programs, lecturers);
- To find out the opinion of external and internal stakeholders about operation of BIA ZP by conducting surveys (oral or written) (analytical department of BIA).

The research work carried out by the academic staff is used in preparation of study course programs and in the training of students, and it has a direct impact on the study work. Research activity of the academic staff directly and positively affects study work. Participation in conferences and project development gives an opportunity to provide insight into the latest directions of research, current scientific and practical work problems and their solutions in the study work. Improvement of the content of study courses is also directly related to the lecturer's research work and scientific activities.

Students are actively involved in various research activities, acquiring the necessary skills, abilities and competences for conducting research work. Students of all levels actively participate in both Latvian and international conferences with reports. Participation in conferences is a mandatory condition for students.

In each study program, current directions of applied research are offered to students, from which students can draw inspiration for their research. In cooperation with employers, students have an opportunity to research and develop applied research that is important and useful for the industry. Sample topics for final theses are developed by the lecturers of the relevant study program, and they are approved by the program council by October 1. The approved sample topics are published on the BIA website. Director of the study program examines and approves or asks for clarification of each final thesis topic application.

Lecturers actively publish their articles in scientific publications within the framework of two scientific directions approved by the Senate of the Baltic International Academy (Economics, finance, accounting and management: analysis of modern development trends and perspectives and Research on the implementation of information business technology problems in small and medium-sized enterprises). Their scientific publications contribute to the improvement of the content of study disciplines. Here are two short lists of lecturers' scientific publications, which are related both to the directions of the Academy's scientific work and to the content of study courses.

In Appendix, table 2.4.2.

Scientific activities and scientific publications of the academic staff of Baltic International Academy (*the table 2.4.2.1. BSA DS DD themes and creative lat 2023 2024 1 AB format 06 11 2 ENG.pdf shows the authors, year of publication, title of publication; the source where the work was published is indicated in the lecturer's CV and the Program's self-evaluation*).

In accordance with the definition of LDS, BSA DS, the synthesis of research and practical activities with the aim of creating a functionally comfortable and aesthetically high-quality artificial environment (mostly in the form of service provision) with the following features is recognized as design:

- **DESIGNING** (with a technical task philosophically, semantically, psychologically, aesthetically and technologically based design object **concept** development with signs of independent added aesthetic value - the object has signs of objective visual harmony, a visual solution corresponding to the function has been found - the object is "beautiful in itself", regardless from the context - is it an ax or an expensive watch)

a.a. idealized model of functional priorities of the target audience (**functional analysis** – inductive method)

– a.b. system weaknesses model of analogue and nearest competitor projects (**critical analysis 1** – deductive method)

= a.c. element of novelty (a feature that was not used in the considered analogues)

+ a.d. model of positive decisions of analogue and nearest competitor projects (**critical analysis 2** – reductive method)

= a.e. **concept;**

- **MODELING** (use of traditional, industrial, post-industrial and virtual technologies, production of an aesthetically, ergonomically, technologically justified and tested design sample - model - in actual operating conditions);
- **PREPARATION FOR REPRODUCTION** (economically and legally justified visual, communicative, functionally utilitarian product manufacturing or preparation of the design sample necessary for the production process with priority on preserving the added aesthetic value).

Such a set of features forms the so-called "design idea", which is based on objective prerequisites (philosophical, semantic, psychological, communicative, visual, aesthetic, ergonomic, functional, economic, legal and technological).

The main **goal of the design** is to create an aesthetically high-value design object with the maximum comfort of its use in performing all kinds of utilitarian functions intended for it. The design addresses the development of the following aspects:

object shape, arrangement of parts, proportions, color, structure, sound and ergonomics of use and is a professional concept creation and development service and specifications that optimize the functions, values and appearance of products, services and structures for the mutual benefit of their creator, manufacturer and user. Design is a mediator between the concept, technology and the consumer. Design activities synthesize the logical nature of the scientific approach and the intuitive search in the process of experimentation.

Research in design** includes the study of design processes in all possible areas. Therefore, research in design is related to a set of design methodologies or to its individual disciplines. In a

primary interpretation, design research focuses on the idea/vision/concept within the design process. The purpose of such research is to better understand, more widely apply and productively develop the accuracy of the design process and the predictability of the result.

Research relevance***: why changes are necessary for the specific object, subject or target audience (company, industry, etc.)

The novelty of the research****** reflects what the author has discovered and proven (for example, an effect on a component of the object has been detected and proven, qualitative changes in the structure of the object under study have been detected and proposals have been made for their prevention or other use, opportunities to develop and modify a process have been shown , developed or supplemented some set of methods, etc.). Novelty is reflected in the comparison: what will be done within the project and why / what has been done in other projects in this field so far (it is sought by comparing analogs or in scientific/applied information sources without using populist information sources).

Certain development issues can be discussed with the studio and laboratory. staff:

- interior design studio prof. J. Kārkliņš, assoc. prof. A. Liskupa;
- advertising design studio prof. M. Kopeikins, assoc. prof. I. Kopeikina;
- printing production and packaging design studio assoc. prof. I. Kopeikina, assoc. prof. A. Liskupa, prof. M. Kopeikin;
- photo studio visiting. N. Shelushenkovs digital animation design studio doc. J. Timoshchenko, prof. M. Kopeikin;
- multimedia and website design laboratory prof. M. Kopeikin, doc. J. Tymoshchenko;
- study of design theory and history (Design History Center) doc. N. Pazukhina, associate professor I. Kopeikina.

The achievements of laboratories, centers and studies are reflected in the seminars organized in cooperation with partners with the involvement of guest lecturers, master workshops, where new methodological materials, innovative study methodologies are collegially created and research theses, pedagogical and professional innovative approaches are discussed and tested. The results of creative cooperation are stored in laboratories, centers and studios and are used to improve the study process of the study programs of the cooperation network partners.

Forms of the student's independent research and creative work (extracurricular activities) – in archiving practice and the student's portfolio:

- officially approved appearances and participation in international scientific conferences or art or design symposia in Latvia and foreign congresses and seminars;
- officially approved participation in internationally funded research or artistic creation projects, independent and commissioned market, technology and material research;
- officially approved research theses and publications in the proceedings of congresses, conferences and seminars, magazines, informative materials;
- officially approved participation in national and international research or artistic creativity projects (exhibitions, competitions, etc.) where works are selected by a jury;
- officially approved participation in the implementation of contractual works of research or artistic creativity;
- officially confirmed active participation of the Academy, In the implementation of design schools, study programs, workshops (professor groups), laboratories;
- officially approved projects realized in practice in the field of design;
- officially approved employee of the state, municipalities and other companies founded by legal or natural persons.

List of theses supervisors, reviewers, technical advisors and topic directions

BSA professor, mg.art.
M. Kopeikin
advertising, interior, website
- lead / review / con.
– mihailkopeikin2018@gmail.com
(basic questions: theory, planning,
conceptual design issues,
logical sequence of actions, content, presentation,
structure, tonal and color correction, stylistics)

BSA assoc.prof., mg.art
A. Liskupa
advertising, interior, website
- lead / review / con.
– aija.liskupa@gmail.com

BSA professor, Mg.Art.
J. Kārklins
advertising, interior, website
- lead / review / con.
– dekadero@inbox.lv
(basic questions: conceptual design questions,
drawing, 3d design, visualization, stylistics)

BSA assoc.prof., ed sc.mg, mg.art

I. Kopeikina
advertising, interior, website
- lead / review / con.
– irina_kop_2006@inbox.lv

(basic questions: theory, planning,
conceptual design issues,
logical sequence of actions, content, presentation,
structure, stylistics, stylization)

BSA docent, Dr. Art.
N. Pazukhina
advertising, interior, website
– / review / con.

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.

BSA Design School (BSA DS) is actively involved in international cooperation in scientific, applied

research and artistic creativity, with an emphasis on artistic creativity (digital visualization including advertising and communication, UX/UI, public interior uc). This peculiarity manifests itself in different levels and forms, especially in participation in international cooperation events, such as symposia, plein airs and workshops.

BSA DS actively promotes cooperation between artists, architects and designers, offering them creative platforms and creating opportunities to share ideas and experiences. Such international cooperation initiatives promote cultural and professional exchanges, creating a wide and diverse environment in the field of art and design.

In addition to that, BSA DS initiated, managed and actively participates in the INTERNATIONAL SCIENTIFIC-PRACTICAL CONFERENCE "MODERN TRENDS AND TECHNOLOGY IN THE DEVELOPMENT OF DESIGN EDUCATION WITHIN THE BOLOGNA PROCESS". This conference discusses modern trends and the latest technologies in the field of design education, taking into account the principles of the Bologna process, which promotes the harmonization and improvement of higher education standards at the EU level.

Thus, BSA DS not only actively participates in artistic creativity and research, but also promotes and develops international cooperation initiatives, strengthening its role in the fields of education and design. Cooperation partners are invited to participate in the **digiviz complete**, final exhibition and workshops for the defense of BSA DS diploma theses. This tradition started in 2010. continued until 2019 for the period of the pandemic, when the decision was made to suspend it for a period of up to 5 years.

The next BSA DS INTERNATIONAL SCIENTIFIC-PRACTICAL CONFERENCE "CURRENT TRENDS AND TECHNOLOGY IN THE DEVELOPMENT OF DESIGN EDUCATION IN THE FRAMEWORK OF THE BOLOGNA PROCESS" is planned for 2025. in January together with the suspensions **digiviz complete2025**. The composition of participants (institutions) will change.

Such a step was taken in view of changes in professional standards and many social and political challenges. Before the pandemic period, institutions were informally involved in the cooperation network, including Baltic International Academy Design School (Riga, Latvia), Lviv National Academy of Arts (Lviv, Ukraine), Vytautas Magnus University Education Academy (Vilnius, Lithuania), Faculty Of Education, Department Of Fine Arts, Design Department of Euroacademy University (Tallinn, Estonia), and Kauno Kolegija / University of Applied Sciences (Kaunas, Lithuania). This cooperation created a broad and dynamic platform, providing students and teachers with the opportunity to participate in international projects and exchange knowledge and experience.

The activities of the last years where BSA DS are co-organizers are the Ist International Scientific and Practical Conference «Design, Visual Art & Creativity: Modern Trends and Technologies», held on 12th of December 2022 International Scientific and Practical Conference DESIGN, VISUAL ART & CREATIVITY: Modern Trends and Technologies, UDC 7.012(062) Д448 Zaporizhzhia National University (Zaporizhzhia, Ukraine) Baltic International Academy (Riga, Latvia) Suleyman Demirel University (Isparta, Turkey) Batumi Shota Rustaveli State University (Batumi, Georgia) Ivane Javakhishvili Tbilisi State University (Tbilisi, Georgia) Uniwersytet Humanistyczno-Przyrodniczy im. Jana Długosza (Częstochowa, Poland) Kaunas University of Technology (Kaunas, Lithuanian) and 2023 Kyiv National University of Technology and Design XXI International Christmas Decor Competition "Suzirya Kashtan", the first stage of the International Young Designer Competition "Pechersk Kashtany".

Starting changes BSA DS to the profession standard Communication designer the teaching staff of the digital visualization design programm direction «Arts» organized the activity of the sections at

the regular international scientific conferences of the Baltic International Academy - "Time of challenges and opportunities: problems, solutions, perspectives" (every year in May) and "Transformation of society in the field of social and communication and humanities" (every year in December), as well as at other BIA scientific conferences. Prepared by BIA and published periodicals (https://bsa.edu.lv/index.php/en/con-ferences/main-publications.html).

Scientific articles on the problems of digital visualization design and design policy have also been published in the BIA scientific journal "Journal of Legal and Social and Communication Sciences Baltic Journal" (https://bsa.edu.lv/index.php/en/journals.html). Scientific individual activities of the academic staff of the digital visualization design direction in the field of digital visualization design, design policy.

Academic scientific articles and theses of the staff, scientific peer review, popular scientific publications, internships, cultural and professional projects with mixed funding, projects with an expanded research base - individual staff 2018/2019, -, 2023/2024 which were made in the process of international cooperation.
• scientific publications included in the list of generally recognized peer-reviewed scientific publications approved by LZP.
• scientific publications in editions that are not included in the list of generally recognized peer-reviewed scientific publications approved by LZP.
• speaking and participating in international scientific conferences or art or design symposia in Latvia and foreign congresses and seminars
• participation in internationally funded research or artistic creation projects, independent and commissioned market, technology and material research, cultural and professional projects with mixed funding, study projects with an expanded research base
• research theses and publications in the collections of congresses, conferences and seminars, magazines, informative materials
• participation in national and international research or artistic creation projects (exhibitions, competitions, etc.) where works are selected by a jury
• participation in the implementation of contractual works of research or artistic creativity
• participation in BIA, School of Design, study programs, master workshops (professor groups), laboratory implementation

total activities	**604**	**100%**
scientific publications in editions that are not included in the LZP list	*114*	*18,9*
speaking and participating in international scientific conferences or art or design symposia in Latvia and foreign congresses and seminars	*79*	*12,9*
participation in internationally funded research or artistic creation projects	*22*	*3,6*
in symposia	*39*	*6,5*
in symposia	*33*	*5,5*
in seminars	*45*	*7,5*

artistic creativity projects (including exhibitions, contests, etc.) where works are selected by a jury	*111*	*18,4*
research theses and publications in collections of congresses, conferences and seminars	*22*	*3,6*
scientific publications included in the LZP list	*61*	*10*
other, incl. participation in mobility programs	*78*	*12,9*

Articles published in scientific publications recognized by ERIH Plus, EBSCO, Index Copernicus International, Ulrich's Periodicals Directory (USA), Web of Science, Thomson Reuters, Scopus, Crossref, ULRICHSWEB, ProQuest, LZP.

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.

Academic scientific articles and theses of the staff, scientific peer review, popular scientific publications, internships, cultural and professional projects with mixed funding, projects with an expanded research base - individual staff 2018/2019, - 2023/2024 which were made in the process of international cooperation.

total activities	**604**	**100%**
scientific publications in editions that are not included in the LZP list	*114*	*18,9*
speaking and participating in international scientific conferences or art or design symposia in Latvia and foreign congresses and seminars	*79*	*12,9*
participation in internationally funded research or artistic creation projects	*22*	*3,6*
in symposia	*39*	*6,5*
in symposia	*33*	*5,5*
in seminars	*45*	*7,5*
artistic creativity projects (including exhibitions, contests, etc.) where works are selected by a jury	*111*	*18,4*
research theses and publications in collections of congresses, conferences and seminars	*22*	*3,6*

scientific publications included in the LZP list	*61*	*10*
other, incl. participation in mobility programs	*78*	*12,9*

All creative and research BIA DS akademic personnel activity is closely related to the interpretation and definition of BIA DS design.

In accordance with the definition of the LDS, design in BIA DS is recognized as a synthesis of research and practical activities with the aim of creating a functionally comfortable and aesthetically high-quality artificial environment (mostly in the form of service provision) with the following characteristics:

a. **DESIGNING** (with a technical task philosophically, semantically, psychologically, aesthetically and technologically based design object concept development with signs of independent added aesthetic value - the object has signs of objective visual harmony, a visual solution corresponding to the function has been found - the object is "beautiful in itself", regardless from the context - is it an ax or an expensive watch)

a.a. idealized model of functional priorities of the target audience (**functional analysis** – inductive method)

– a.b. system weaknesses model of analogue and nearest competitor projects (**critical analysis 1** – deductive method)

= a.c. element of novelty (a feature that was not used in the considered analogues)

+ a.d. model of positive decisions of analogue and nearest competitor projects (**critical analysis 2** – reductive method)

= a.e. **concept**;

b. **MODELING** (use of traditional, industrial, post-industrial and virtual technologies, production of an aesthetically, ergonomically, technologically justified and tested design sample - model - in actual operating conditions);

c. **PREPARATION FOR REPRODUCTION** (economically and legally justified visual, communicative, functionally utilitarian product making or preparation of the design sample necessary for the production process with a priority on preserving the added aesthetic value).

Such a set of features forms the so-called "design idea", which is based on objective prerequisites (philosophical, semantic, psychological, communicative, visual, aesthetic, ergonomic, functional, economic, legal and technological).

The **main goal** of the design is to create an aesthetically high-quality design object with the maximum comfort of its use in performing all kinds of utilitarian functions intended for it. The design addresses the development of the following aspects:

object shape, arrangement of parts, proportions, color, structure, sound and ergonomics of use and is a professional concept creation and development service and specifications that optimize the functions, values and appearance of products, services and structures for the mutual benefit of their creator, manufacturer and user. Design is a mediator between the concept, technology and the consumer. Design activities synthesize the logical nature of the scientific approach and the intuitive search in the process of experimentation.

Research in design** includes the study of design processes in all possible areas. Therefore, research in design is related to a set of design methodologies or to its individual disciplines. In a primary interpretation, design research focuses on the idea/vision/concept within the design process. The purpose of such research is to better understand, more widely apply and productively develop the accuracy of the design process and the predictability of the result.

Research relevance: why changes are necessary for the specific object, subject or target audience (company, industry, etc.)

The novelty of the research reflects what the author has discovered and proven (for example, an impact on a component of the object has been detected and proven, qualitative changes in the structure of the object under study have been discovered and proposals have been made for their prevention or other use, opportunities to develop and modify a process have been shown , developed or supplemented some set of methods, etc.). The novelty is reflected in the comparison: what will be done within the project and why / what has been done in other projects in this area so far (it is searched by comparing analogs or in scientific/applied information sources without using populist information sources).

Academic staff involved in the realization of the BIA study direction "Art" provides sufficient scientific capacity to carry out scientific activities in the science of psychology, the lecturers involved in the direction have written books and published the results of their applied research in various international journals and collections (WEB OF SCIENCE, SCOPUS, EBSCO, etc. databases), actively participate in European and world international congresses, conferences and symposia (see Annex II, section 2.4.4). Every year, the Baltic International Academy organizes international scientific research conferences in which the academic staff actively participates. The full list of planned BIA conferences can be found on the BIA website, in the "Conferences" section https://bsa.edu.lv/index.php/en/con-ferences/plan-of-conferences.html

See appendix 2.4.2.

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.

During the study process (up to the preparation of the diploma), the student participates (must have documentary confirmation - certificate, publication or mark with signature in the conference or competition lists) at least 2 times: at least once in a scientific practical conference and at least once in another outdoor study activity* (competition, exhibition, symposium, creative in the workshop, open air): :: mandatory: as a member (at least 2 times): – at the stand (with projects – creative, study or diploma theses or contract works according to the theme of the conference, competition, exhibition, symposium, etc.); – in a publication (contract works, creative works, study or diploma works, theses or report); – presenting a paper in the work of the section. :: + possible as a free listener.

Research work of the studies, both in terms of content and organization, is planned in accordance with the goals and requirements of the study program and is purposefully directed so that future specialists gradually acquire the necessary knowledge, skills and competences. Undergraduate study programs include the development and defense of 3 study theses and a bachelor's thesis.

The research activity of the students is related to the implementation of various projects both within the BSA activities and outside of it. In the course of various study courses, research or creative projects are carried out, which contribute to strengthening the competitiveness of

students. Students should independently conduct micro-research in connection with the issues covered in the course, developing both empirical and theoretical work skills. By collecting, summarizing and analyzing all the information to be learned on a specific issue, students create empirical work experience, while interpreting the material in accordance with the theoretical knowledge of industry specialists and stating their conclusions in a report, report, article, they develop scientific work skills.

Direction "Arts" BSA DS Digital visualization design program communication design the results of the synthesis of design, research, artistic creativity and practical activity in studies and practice

criterion in the period	number of 2011./2012.–2017./2018.	number of 2018./2019.–2023./2024.
Student participation in events organized and held by the BSA, number of events	≤ 160	≤ 200
Student participation in events organized and held by BSA, number of cases in the period	≤ 300	≤ 500
Students who used the offered opportunities and participated in projects during the ERASMUS+ internship in art (participation in plein air, exhibition) and design (interior, UX/UI, advertising), in festival, exhibition, sketch (metu) projects, symposia for municipal, cultural, etc. events during the period	63	89
Participation in artistic creativity projects or contractual works, international scientific conferences or art/design symposia influenced or resulted in diploma projects during the period	77	101

The research works of the students carried out within the framework of the studies correspond to the goals of the study direction. The final bachelor's thesis in the study programs of the direction "Art" is a project independently developed and implemented by the student with a practical implementation part in the specialization chosen by the student.

Research activity of the students is related to the implementation of various projects both within the BIA activities and outside of it. In the course of various study courses, research or creative projects are carried out, which contribute to strengthening the competitiveness of students. Students should independently conduct micro-research in connection with the issues covered in the course, developing both empirical and theoretical work skills. By collecting, summarizing and analyzing all information to be learned about a specific issue, students create experience of empirical work, while interpreting the material according to the theoretical knowledge of specialists in the field and stating their conclusions in a report, report, article, they develop the skills of scientific work.

Writing course and final bachelor's theses is considered the most significant contribution to the improvement of students' research and creative activity. Developing and defending the final thesis is a proof of the student's professional competence in order to obtain an appropriate qualification. Other forms of research work of students are situation analyses, reports, reports, research within

specific study courses. Students present results of their applied research at conferences and actively participate in both Latvian and international conferences with the reports. BA's degree students also actively participate in scientific conferences, as participation in conferences and publications of scientific articles are part of the practical preparation that is included in the requirements of the master's study program.

Compared to the previous reporting period, involvement of students in scientific research has improved and more students are involved, but despite this increase, the majority of students are not motivated to participate in scientific research. Students are given the opportunity to develop scientific papers, both competent supervisors and partly sufficient equipment are provided.

BSA DS research and artistic creation projects and internship contracts are multidisciplinary and are related to the theme of design communication. In accordance with the agreed definition of LDS, design is recognized as a synthesis of research, artistic creativity and practical activity with the aim of creating a functionally comfortable and aesthetically high-quality artificial environment (mostly in the form of service provision) with the following characteristics:

1. **DESIGNING** (with a technical task philosophically, semantically, psychologically, aesthetically and technologically based design object concept development with signs of independent added aesthetic value - the object has signs of objective visual harmony, a visual solution corresponding to the function has been found - the object is "beautiful in itself", regardless out of context)

– a.a. idealized model of functional priorities of the target audience (functional analysis – inductive method)

– a.b. system weaknesses model of analogue and nearest competitor projects (critical analysis 1 – deductive method)

= a.c. element of novelty (a feature that was not used in the considered analogues)

+ a.d. model of positive decisions of analogue and nearest competitor projects (critical analysis 2 – reductive method)

= a.e. concept;

1. **MODELING** (use of traditional, industrial, post-industrial and virtual technologies, production of an aesthetically, ergonomically, technologically justified and tested design sample - model - in actual operating conditions);
2. **PREPARATION FOR REPRODUCTION** (economically and legally justified visual, communicative, functionally utilitarian product manufacturing or preparation of the design sample necessary for the production process with priority on preserving the added aesthetic value).

Such a set of features forms the so-called "design idea", which is based on objective prerequisites (philosophical, semantic, psychological, communicative, visual, aesthetic, ergonomic, functional, economic, legal and technological).

The main goal of the design is to create an aesthetically high-value design object with the maximum comfort of its use in performing all kinds of utilitarian functions intended for it. The design addresses the development of the following aspects: object shape, arrangement of parts, proportions, color, structure, sound and ergonomics of use and is a professional concept creation and development service and specifications that optimize the functions, values and appearance of products, services and structures for the mutual benefit of their creator, manufacturer and user.

Design is a mediator between the concept, technology and the consumer. Design activities synthesize the logical nature of the scientific approach and the intuitive search in the process of experimentation.

Research in design includes the study of design processes in all possible areas. Therefore, research in design is related to a set of design methodologies or to its individual disciplines. In a primary interpretation, design research focuses on the idea/vision/concept within the design process. The purpose of such research is to better understand, more widely apply and productively develop the accuracy of the design process and the predictability of the result.

Research relevance: why changes are necessary for the specific object, subject or target audience (company, industry, etc.)

The novelty of the research reflects what the author has discovered and proved (for example, an effect on a component of the object has been detected and proven, qualitative changes in the structure of the object under study have been detected and proposals have been made for their prevention or other use, opportunities to develop and modify a process have been shown, developed or supplemented some set of methods, etc.). Novelty is reflected in the comparison: what will be done within the project and why / what has been done in other projects in this field so far (it is sought by comparing analogs or in scientific/applied information sources without using populist information sources).

The direction and content basis of BSA DS research and artistic creativity characteristics and justification of the target audience – users or customers, mostly non-statistical data: justification of popularity, aesthetic value and priorities; functional analysis – description of functions, definition of problems, description and justification of means of expression – what exactly was planned to achieve the value effect, innovation, actuality, what functions should be provided in the ideal case, in the context of the topic, you should analyze all possible functions, as well as what you plan to do so that the target audience in the project has maximum comfort in using style elements and advertising, interior or other spatial objects, virtual interface.

As a result of functional analysis, in the form of an assumption/hypothesis, the ideal model (vision, description, understanding) of the product or service is obtained, which would fully satisfy the user/target audience. Using this model, you can create a full-fledged concept, in which to formulate an element of innovation that will ensure a difference in comparison with analogues, will allow you to create a project without repeating the mistakes of competitors.

To see a detailed overview, see add. 2.4.5. BSA DS DD themes and creative students ENG 2023 2024 1 AB format 06 11 2.docx

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.

Innovations in the process of study direction "Arts" (BSA School of Design). content analysis of the "Digital Visualization Design" study program.

The analysis of the implementation of the field of study from the point of view of process innovation is an effective 5-module tool for achieving the study goals of the field of study. It is based on a wide

spectrum of aspects of the survey of administrative, academic staff, employers and students and the evaluation of the answers, involving employers who regularly or without a system collect their opinion on the dynamics of the development of functions and quality aspects and graduates who would like to gain experience with a current daily situation in the market. The system contains the description of the utilitarian comfort/discomfort aspects of the 5 module sets of critical analysis developed by the BSA DS and the evaluation of the grounds with the possibility of creating a preliminary forecast in the market niche with a precise focus of attention. The content analysis of the design process innovation study program includes external aspects of the process, namely:

Changes **in society, the target audience, professional competence in the content sense, emotional, philosophical, psychological, aesthetic, social and ethical aspects, basic associations, side associations, the connection between the visual sequence and the content, meaningful correspondence to the intentions of the target audience, functional solutions of utilitarian aspects and comfort in the understanding of the structure of intuitive perception)**:

• analysis of the content of the study program and evaluation of targeted relevance to the development needs of the industry, achievements and strengths recognized by BSA DS employers;

• monitoring of optimization of dynamics of professional competences required or lacking in the study program content, negative and positive tendencies and trends, as well as negative factors defined in the market situation (sources – employers' recommendations, discussions, objections, recommendations according to BSA DS innovative critical and functional analyses);

• predictable, necessary and sufficient for the development of activities for modifying, mitigating or preventing external risk;

• job title satisfaction perspectives and potential with study results BSA DS and summary of the characteristics of practical activities;

and internal process innovation aspects ***(Changes in four aspects of the practical result: composition and artistic value, color expression, authenticity and originality, quality of creative solution and level of professionalism):***

• generation and processing of the common opinion of sdents, academic staff, employers and administration, acceptance and approval experiments and procedures on several aspects of studies **(Changes in the environment of students and graduates),** optimal numerical relations between students and a.k.a. personnel, load, with accurate and dynamic practical implementation and monitoring of optimization.

Analysis and the development and implementation of proposals develop a set of innovative study methods and forms of practice that promote integration with creativity and applied research in the study process, promote interdisciplinarity, and the implementation of study courses, practice and teaching methods that directly develop students' innovation competencies (critical thinking and other competencies, as well as improvement of their evaluation system).

In order to achieve a high-quality result, it is necessary to determine the target audience (subject) and its specifics, focus on the philosophy of the target audience and its specifics, analyze perception and its specifics, decode perception, develop the subject's inductive abilities until they are ready to perceive the synthesis of reduction and induction, and provide instrumental knowledge and reproduction technologies are necessary and sufficient volume for independent creative synthesis. Such an innovative form of the design process will give an opportunity to raise the subject's creative capacity to a productive level at an intense pace and with the possibility of combining previous life experience with the use of a standard design process in a very wide range

of dynamics. as to give the opportunity to learn a multidisciplinary design strategy without overload and with sufficient depth in the same study time: connecting research and artistic creation projects and practice contract work with the topic of design communication.

BIA has developed and implemented in the study process the e-study platform of the academy and the Big Blue Button platform, which gave an opportunity to improve quality of the content of the study programs, providing students with a better ability to improve their competencies and skills. Work continued on improvement of BIA database by introducing NEXUS program, which gave a chance to interconnect an integrated e-solutions platform with the processes of study program content, personnel and student affairs management, financial resources and document flows. By improving organizational structure of BIA and making available support to students in the study process, the Study Information Center (SIC) was created, where students and academic staff can receive any kind of informational support. BIA continues to optimize its management by organizing the Quality Management Department in order to improve the quality of studies and provide Latvian economy with a competitive workforce, approaching current demand of the labor market.

The studios and laboratories established by the BIA provide an opportunity to attract students and teachers to the study of various aspects of the design process and prospective and current directions of applied research. The opportunities of the Academy to cooperate with Latvian and European researchers and to participate in joint international scientific-research programs will increase significantly. A real opportunity has arisen to conduct qualitative applied studies of the mechanisms of the design process, as well as modern applied studies aimed at the study of attitudes in various areas of professional design activity. The aim of the laboratories and studies is to provide the informational and technical basis for the creative process of the applied research for the students of the bachelor's study program.

Students and researchers can also discuss practical and research issues of design with the studio and laboratory of the field of study "Art" academic staff:

Interior design studio	prof. J.Kārkliņš, asoc.prof. A.Liskupa,
advertising design studio printing production and packaging design studio	prof. M.Kopeikins, asoc.prof. I.Kopeikina, asoc.prof. A.Liskupa,
photo studio	vieslekt. N.Šelušenkovs
digital animation design studio	doc. J.Timoščenko, prof. M.Kopeikins
multimedia and website design lab design theory and history studio (Design History Center)	prof. M.Kopeikins, doc. J.Timoščenko, doc. N.Pazuhina, asoc.prof. I.Kopeikina

Laboratory, center and studio achievements are reflected in the seminars organized in cooperation with partners with the involvement of guest lecturers, master workshops where new methodological materials, innovative study methodologies are collegially created and research theses, pedagogical and professional innovative work methods are discussed and tested. Results of creative cooperation are stored in laboratories, centers and studios and are used to improve the study process of the study programs of the cooperation network partners.

Laboratories, centers and studios perform the following functions:

- Scientific – methodological and hardware provision for the development of practicums, bachelor's theses;
- Scientific - methodological and hardware provision for lecturers who are engaged in conducting scientific - research work;
- Conduct of applied applied research (in the field of the market) on the orders of companies and organizations (transport, communications, design, trade, advertising, marketing, etc.);

Creative development studios:

- interior design studio;
- advertising design studio;
- printing production and packaging design studio;
- photo studio;
- digital animation design studio;
- multimedia and website design laboratory;
- theory of design and history studio (History of Design Center).

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.

All involved cooperation partners are interested in achieving a higher level of competitiveness in the Republic of Lithuania, the EU and the world. Cooperation is organized in such a way as to create an opportunity to balance one's own interests and those of partners, when the circulation of current information between partners ensures the student's motivation to integrate into joint activities. Mechanisms for partner attraction are based on partner initiatives, information about which is amended both in the official media of partners (mostly in Internet resources) and by purposefully providing direct targeted information to interested partners using all acceptable forms of communication and contact (including e-mail, phone).

Most of programs implemented by BIA are professional higher education study programs, so regular cooperation at various levels with employers is of special importance.

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

- participation in the improvement of study directions and study programs - inviting professionals to work in the field of study or program council;
- participation in the implementation of study programs as expert teachers, teaching one or more study courses or part of them;
- participation in scientific, research and creative activities; provision and management of

internships;
- organization of guest lectures and creative workshops;
- development, discussion and approval of coursework and final theses topics; managing and reviewing final theses;
- participation in the commissions for the defense of final theses and internship reports.

BIA conducts employer surveys, which allow to receive information about professional activities of BIA graduates. Employers can evaluate the study program based on its result - analysis of quality of work of graduates and working specialists. Therefore, employers were asked to evaluate qualifications, knowledge, skills and abilities of the interns of the study program, as well as graduates working in the relevant organizations and institutions, and to predict what qualification specialists, with what skills and abilities the relevant organization, institution will be required in the near and distant future. The range of questions put to employers covered the following topics:

- The amount and quality of theoretical knowledge of graduates of the major study programs and their compliance with the requirements of the organization, institution, their necessity in practical work;
- Compliance of practical skills and abilities of the graduates of the major study programs with the requirements of employers.

BIA DS staff representatives actively build relations with LDS and are members of the Latvian Designers' Union, follow the activity, current events, and recommendations of the expert council of LDS members.

Since 2020, LDS has started forming an expert council of organization members. Professionals from various fields of design are invited to the LDS expert council, who actively work in their industry, follow world trends and have a high professional reputation among their colleagues. The LDS expert council or a specific expert is asked to join if there is a need for a wider involvement of opinions or an active public position.

The tasks of LDS include improving the quality of design education in Latvia, participating as professional experts in determining and developing design education standards, accreditation of educational programs, state examination commissions, etc. c. LDS supports the further education of professional designers by organizing lectures, courses, conferences and seminars, promotes the development of professional design criticism and design theory, ensures the circulation and availability of international and local information in all areas of design, educates the public about design news and current affairs.

LDS members participate in BIA DS deputations as members of the State Examination Commission, work as lecturers, employers, etc. roles (list of members in appendix 2.5.1).

Summarizing the opinions of employers (2.2. Survey and conclusions School of Design), it can be concluded:

The amount and quality of theoretical knowledge of graduates of major study programs fully satisfies employers. Employers note that students/graduates have a "good theoretical basis" for starting practical activities, moreover, students/graduates know and are able to successfully apply theoretical knowledge in practice.

Practical skills and abilities of graduates of major study programs meet requirements of employers. Student internships are mentioned as a positive aspect. Employers note that students get to know organizations during internships, and employers often notice the most successful students who may be hired in the future. This often happens, and after internships, many students retain the possibility of cooperation, keep in contact with employers and enter the workforce after completing

the study program. Employers, evaluating students' skills and abilities, indicate the need to develop and improve students' communicative skills and abilities, such as team work, develop creativity, initiative.

Employers believe that the demand for Digital Visualization design specialists will not decrease in the near future. In addition, the highest professional education in Digital Visualization Design is necessary for many specialists who work in state institutions and organizations, as well as companies and who need an additional specialty or qualification.

Employers positively evaluate study programs of the direction and predict that in the future, by developing and improving the study programs, paying even more attention to student practices, knowledge of foreign languages, learning computer programs, learning the practical applicability of theoretical knowledge, the graduates of the study programs will have every opportunity to actively participate in the labor market.

Valuable cooperation and support in matters of practice and development are provided by employers who advise the BSA DS administration on issues of development strategy. The common goal is to establish BSA DS contacts with Latvian and foreign academic, research, professional, social institutions and commercial structures. Meetings with this group are held once a year.

SIA «WMT BALTIC» 40003400148, Augusta Deglava iela 166B, Riga, LV-1021, Uzlex project manager **Ieva Paleja**

SIA «Accenture Latvia branch» 40003584748, Riga, Brīvības gatve 214, Anete Nikiforova (Art Director),

Kaspars Auzarējs-Auzers (Head of Accenture UX Mobile Development Group)

SIA «Lateca», 40003258969, Riga, Zalkšu iela 7, chairman of the board, director **Georgs Stražnovs**

Studio «Koncepcija» 40103663917, Ādažu prov., Ādaži, Ļeļu iela 3 - 91, LV-2164, manager, member of the Latvian Designers Union, member of the board, **Natālija Mitina,** architect, designer

Kuldīga municipality Būvvalde, head of the Būvvalde, **Nellija Dziedātāja**

SIA «Riga Vision», 40103895990, Riga, Patversmes iela 17, **Jevgenijs Zakman**

BSA DS actively promotes cooperation between artists, architects and designers, offering them creative platforms and creating opportunities to share ideas and experiences. Such international cooperation initiatives promote cultural and professional exchanges, creating a wide and diverse environment in the field of art and design.

In addition to that, BSA DS initiated, managed and actively participates in the INTERNATIONAL SCIENTIFIC-PRACTICAL CONFERENCE "MODERN TRENDS AND TECHNOLOGY IN THE DEVELOPMENT OF DESIGN EDUCATION WITHIN THE BOLOGNA PROCESS". This conference discusses modern trends and the latest technologies in the field of design education, taking into account the principles of the Bologna process, which promotes the harmonization and improvement of higher education standards at the EU level.

Thus, BSA DS not only actively participates in artistic creativity and research, but also promotes and develops international cooperation initiatives, strengthening its role in the fields of education and design.

Cooperation partners are invited to participate in the digiviz complete, final exhibition and master workshops (RTA) for the defense of BSA DS diploma theses. This tradition started in 2010. continued until 2019 for the period of the pandemic, when the decision was made to suspend it for

a period of up to 5 years. Such a step was taken in view of changes in professional standards and many social and political challenges. 2022/2023 g. Participates in the work of the state inspection commission and master workshops

Aina Strode, Ph.D., Mg.art., assoc. prof., head of the "Art" study direction of Rēzekne Academy of Technology and

Diana Apele, RTA docent, Mg. add., Mg. art., Mg. design, assistant professor at RTA, director of the professional bachelor's study program "Interior design", researcher at REGI scientific institute.

As part of the ERASMUS+ program, 2 RTA and 1 RTU students participate in internships together with BSA DS students (RTU Veronika Jonina,

RTA Laura Bogdanova, Daira Alexandrovič) «Associazione culturale «ART Galleria itinerante».

EKA and DU students, administration and academic staff were invited to participate in the activities.

With DU and BSA DS, as well as with other BSA partner students and oh. BSA conference also takes place with the active participation of staff

Daugavpils University (Latvia)

College of Accounting and Finance (Latvia)

Department of Economics, University of Messina (Italy)

LTJSS's Priyadarshini College of Engineering (India)

V.N. Karazin Kharkiv National University (Ukraine)

Kyiv National University of Technologies and Design (Ukraine)

Research Center of Industrial Problems of Development of NAS of Ukraine

Panevezys University of Applied Sciences (Lithuania)

Simon Kuznets Kharkiv National University of Economics (Ukraine)

Siedlce University of Natural Sciences and Humanities (Poland)

University of Oradea (Romania)

Kyiv Agrarian University of the National Academy of Agrarian Sciences of Ukraine (Ukraine)

Lithuanian Sports University (Lithuania)

Polytechnic University of Portalegre (Portugal)

24-25 November 2023

XII International scientific-practical conference "Transformation of society in the field of social and humanitarian sciences"

XII International Research-to-Practice Conference "Society Transformations in Social and Human Sciences"

This cooperation created a broad and dynamic platform, providing students and teachers with the opportunity to participate in international projects and exchange knowledge and experience.

One of the activities of the last years where BSA DS are co-organizers is the **Ist International Scientific and Practical Conference «Design, Visual Art & Creativity: Modern Trends and Technologies», held on 12th of December 2022**

Cooperation agreements with ES of LR have been concluded or updated

1.1. In the field of education;

1.2. In studies, scientific activity and innovation;

1.3. in the field of international cooperation;

1.4. In the field of sports and culture:

BSA_RTA cooperation agreement; BSA_EKA cooperation agreement; BSA_DU cooperation agreement International.

There are also regular cooperation contacts with employers from Poland, Slovakia, and Italy. Cooperation is formed with cultural associations, which sign contracts in the Erasmus+ program and offer students and teachers a wide spectrum of cultural and cooperation forms.

Lagowski dom artysty, Skansen W Kuligowie, Andrej Smolak Gallery, Liguria Rosi, Cultural Association ''ART Itinerant Gallery'', Fondazione Luigi Gaeta Centro Studi Carlo Levi, UrbinoInAquarello, etc. Architects, artists, designers, academic staff participate in the events of each internship program, master workshops, meetings with employers, municipalities, visits to museums, offices, workshops, factories are organized (see Appendix 11.6. Erasmus+ staff development mobility experience story (mobility participant experience).

A communication designer has a very wide range of competencies. The basis for practical study and practice is the idea of the range from the freelance form of work to inclusion in market structures of various scales - offices, agencies, production plants, technological processes. The provider of work or internship can be from IU to AS or a corporate body. Cooperation is mostly formed on the basis of a tripartite practice agreement, but there are also other forms of cooperation.

As industry specialists who are also actively involved in projects and creative activities outside the borders of Latvia, they are able to recommend candidates for mobility, in addition, they are familiar with the content of the study courses, which makes it easier to match the lectures of the foreign guest lecturer with the knowledge of the students of the Academy, the study courses to be learned.

The Baltic International Academy is open for cooperation and is represented by:

- *In the Council of Rectors* (participate all higher education establishments accredited in Latvia),
- *In the Association of Private Universities* (participate all higher education establishments founded by legal entities),
- *In the Association of Colleges* (participate higher education establishments founded by legal entities and state), as well as BIA maintains partnerships with associations, unions and confederations.

BIA contributes to:

- mobility of students and teaching staff with the aim of improving the quality of studies and raising the qualification of staff;
- participation in international academic and professional organizations (including associations); attraction of foreign students by increasing the proportion of courses taught in foreign languages;
- active participation in international scientific and educational exhibitions, conferences, seminars, qualification improvement courses, etc. events;
- creation and implementation of summer school and International Week programs with international study course offers;

- development of international higher education study programs;
- participation in international education and research programs and projects.

BIA is trying to expand exchange of teaching staff and students and to develop exchange process between BIA and foreign higher education institutions (using the possibilities of EU programs and bilateral agreements).

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

Cooperation is ensured on the basis of mutually concluded cooperation agreements, as well as on the basis of long-term established collegial and friendly relations. BIA has actively developed cooperation with foreign higher education institutions in the last 6 years. Its cooperation with foreign and EU universities under the ERASMUS program allows not only to implement the student exchange program, but also the exchange of lecturers. Lectures, open seminars, international conferences are the factors that strengthen the BIA's place in the European higher education space. The higher education institution has successfully joined Erasmus program, which is confirmed by more than 100 cooperation agreements. Cooperation is used by students, academic staff and higher education institution administration. Every year, international cooperation of the higher education institution expands, recognized traditions have already been established in these areas. Extensive cooperation with existing cooperation partners is implemented, as well as new cooperation partners are being sought and new forms of cooperation are being created. Within the framework of international cooperation, the high education institution is regularly visited by delegations from related foreign universities and other institutions, which share their work experience and are interested in getting to know the work of the academy. Insights are gained in the discussions, which allow to improve the work of the university.

The types of BIA's international cooperation are staff and student exchange within the framework of mobility programs 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 fields of study: attraction of foreign teaching staff for teaching study courses and conducting scientific applied research, implementation of international projects, creation of joint study programs, organization of summer schools.

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.

BSA DS promotes cooperation between LR and EU artists, architects and designers, offering them

creative platforms and creating opportunities to share ideas and experiences. Such international cooperation initiatives promote cultural and professional exchanges, creating a wide and diverse environment in the field of art and design.

In addition to that, BSA DS initiated, managed and actively participates in the INTERNATIONAL SCIENTIFIC-PRACTICAL CONFERENCE "MODERN TRENDS AND TECHNOLOGY IN THE DEVELOPMENT OF DESIGN EDUCATION WITHIN THE BOLOGNA PROCESS". This conference discusses modern trends and the latest technologies in the field of design education, taking into account the principles of the Bologna process, which promotes the harmonization and improvement of higher education standards at the EU level.

Thus, BSA DS not only actively participates in artistic creativity and research, but also promotes and develops international cooperation initiatives, strengthening its role in the fields of education and design.

One of the goals of the field of study "Art" (BIA School of Design) is to look for new cooperation opportunities, guest lecturers are approached not only from universities, but also from foreign companies, which provide students with the opportunity to acquire not only academic knowledge, but also practical knowledge, good examples of practice, an insight into the specifics of the work of the industry in foreign countries, thus providing essential knowledge and experience in the context of professional higher education.

Since 2006, the European Commission has granted the Baltic International Academy the Erasmus University Charter and the Erasmus code LVRIGA28. (The Academy has received an ERASMUS university charter, which allows it to participate in the Erasmus mobility program, within the framework of which almost 120 cooperation agreements have been signed between EU universities (ERASMUS partners), which enable the organization of student study and practice exchanges, as well as facilitate the organization of teacher mobility events.

Participation in the ERASMUS sub-programme of the Lifelong Learning Program (LLP) gives the Academy an opportunity to develop in a unified European context, incl. ensures exchange of teaching staff and students between European countries, as well as gives teaching staff greater mobility opportunities in the common space of higher education institutions of the European Union. Recently, a cooperation agreement was signed with Jozef Goluchowski University of Applied Sciences in 4 fields of study.

Every year, at the management level, short-term priorities for the implementation of mobilities are determined - including the planned number of foreign guest lecturers, represented industries, countries. The Academy has established a stable network of cooperation universities, whose professionals are regularly invited to give guest lectures to Academy students. BIA positions itself as a higher education institution is open to cooperation, which not only actively invites foreign guest lecturers, but also evaluates offers of cooperation and potential cooperation university lecturers to give lectures to Academy students. In this way, several high-quality mobilities corresponding to the study content of the Academy have already been implemented, and it is planned to evaluate incoming cooperation offers in the future. Within the framework of international cooperation, the academy is regularly visited by delegations from related foreign universities and other institutions, which share their work experience and are interested in getting to know the work of the academy. Insights are gained in the discussions, which allow to improve the work of the Academy. The number of guest lecturers has increased, which promotes international cooperation in study and research work, the development of professional skills and personal growth through exposure to foreign experience, which is later reflected in both motivation of students and quality of academic work.

It is planned to more actively involve BIA academic staff, heads of study programs in attracting foreign academic staff, using their contacts in Europe and outside Europe. As sector specialists who are also actively involved in projects and creative activities outside the borders of Latvia, they are able to recommend candidates for mobilities, in addition, they are familiar with the content of the study courses, which makes it easier to match the lectures of the foreign guest lecturer with the knowledge of the Academy students, the study courses to be taught.

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.

Difficulties faced by BSA DS in faculty mobility:

There are 2 forms of content-based mobility of teaching staff: administrative and academic. Both forms depend on the workload of the ERASMUS coordinator, which is traditionally high. This can negatively affect visit accuracy and productivity. It is not uncommon for university coordinators not to respond to letters, which often interrupts the dialogue between potential partners.

Students traveling in regions where seasonal maintenance price weightings (transportation, living space, education, materials for study work) can reach 200/500% very often have a lack of funds, which lowers the productivity of studies or practice, scholarships are not indexed. Studies must not be associated with health damage or lack of humiliating funds, at least in cases where it is not possible to obtain additional funds during practice or studies.

The criterion "participation in ERASMUS+ mobility" should not have an influence that limits the free choice of the teaching staff to go and teach abroad or to stay and teach in the program where they are in the basic work, internationalization must be with free consent.

Admission of a foreign teaching staff is usually not associated with difficulties, however, the professional competence of the teaching staff is not always at a higher level - quality filters are not sufficiently developed.

Foreign students look for information about studying at BIA DS on the Internet, as evidenced by the geography of students in the period: Greece, Portugal, Turkey, Azerbaijan, Belarus, Russia, Moldova, Estonia, Ukraine, Uzbekistan. The information is available at www.bsa.edu.lv and is sufficient to decide. Given the climate, the problems are often with illness and availability of medicines (price aspect).

There have been no problems with the content of the studies, however, the BIA DS requirements are often higher and the achievements of foreign students are not always sufficient.

All involved cooperation parties are interested in achieving a higher level of competitiveness at the LR and EU level together. Cooperation in mobility is organized in such a way as to create an opportunity to balance one's interests and those of partners, when the circulation of current information between partners ensures the motivation of students and teaching staff to productively integrate into joint activities and look for constructive and precise forms of cooperation. Mechanisms for partner attraction are based on partner initiatives, information about which is amended both in the official media of partners (mostly on Internet resources) and by purposefully

providing direct target information to interested partners using all permissible forms of communication and contact (including e-mail, telephone).

At the same time, in cases where good specialists are invited, e.g. an architect who happened to have a freer life period without intensive work - it is difficult to do this until he has status - is employed in a company that conflicts with the interests of such a specialist, because the compensation in the mobility program is several times lower than the salary.

The dynamics of mobility in the reporting period is quantitatively at a sufficient level, but qualitatively there is a specific lack of balance between the mobility of students (99 in total), practice (91) and study (8). The dynamic of teaching staff is sufficient (26), but with a lack of balance between mobility participants (11 / 9 / 4 / 1 / 1).

Incoming mobility dynamics during the reporting period is quantitatively not good, but is at a sufficient level for teaching staff (5), students (9) with ERASMUS+ (5), without ERASMUS+ (4).

Mobility contracts with ERASMUS+ (5)

TEI University / Greece

Lusophone University of Humanities and Technologies / Portugal

Ege University / Turkey

Hacettepe University / Turkey

Hacettepe University / Turkey

Mobility contracts without ERASMUS+

1. UNIVERSITY OF WEST ATTICA / Greece
2. ART GALLERIA ITINERANTE / Italy
3. KAUNAS UNIVERSITY OF APPLIED SCIENCES / Lithuania
4. VYTAUT MAGNUS UNIVERSITY / Lithuania
5. ŁAGOWSKI HOUSE OF THE ARTIST FOUNDATION / Poland
6. ESAD - COLLEGE OF ART AND DESIGN / Portugal
7. ANDREJ SMOLAK GALLERY / Slovakia
8. HACETEPE UNIVERSITY / Turkey
9. MERSIN UNIVERSITY / Turkey

Admission of foreign students to the Baltic International Academy takes place in accordance with the "Regulations of admission and matriculation procedures at the Baltic International Academy for the 2023/2024 academic year", which was adopted by decision No. 155 at the meeting of the Senate of the Baltic International Academy on October 25, 2022 and approved by the Council of Higher Education (AIP).

The admission regulations at the Baltic International Academy were adopted based on the Higher Education Institutions Law, Cabinet of Ministers Regulation of October 10, 2006 No. 846 "Regulations on requirements, criteria and procedures for admission to study programs" (Lv-only), Cabinet of Ministers regulations of November 16, 2004 No. 932 "Procedures for starting studies in later stages of studies" (LV-only), August 17, 2018 Cabinet of Ministers regulations no. 505 «Competencies learned outside of formal education or acquired in professional experience and

study results achieved in previous education» (LV-only) Constitution and Statutes of the Baltic International Academy.

Specifics of the field of study "Arts" (BIA Design School) *(programs are implemented only in Latvian)*, as well as the legal requirements regarding study languages and their implementation in foreign languages according to the requirements of the third part of Section 56 of the Higher Education Institutions Law, which enters into force on May 1, 2021, significantly limited possibilities of attracting foreign students to this field of study compared to other field of studies.

As a positive example can be mentioned composition of the State Inspection Commission of BIA DS and management of commission members workshops for

2022/2023 defense of bachelor's theses:

Chairman of the Commission -	**Aina Strode** Dr.paed., Ms. Art, assoc. prof. Rezekne Academy of Technology Head of the field of study "Arts".	Composition of the Commission	**Gražina Šutienė**, Ms. Arts Kaunas S. Darius and S. Girenas; Graphic design; expert / lecturerKaunas educational innovation center/ advanced training courses and seminars, interior architect. Kaunas S. Darius and S. Girenas Gymnasium; Graphic design; expert / lecturer Kaunas Education Innovation Centre/ advanced training courses and seminars, architect of interior **Gražina Šimoliūnienė** STATE ADMINISTRATION COORDINATION CENTERMember of the Union of Artists, Member of the Union of Designers Member of the Union of Scientists, ŠU associate professor **Diāna Apele** RTA docent, Ms. paed., Ms. art., Ms. design Position - RTA docent, director of the professional bachelor's study program "Interior Design", researcher at REGI scientific institute.
Deputy Chairman of the Commission –	**Mihails Kopeikins** Director of BIA Design Schoolhum. sci. Master in Arts, Professor		

for 2019/2020 26.06.2020 qualifications, bachelor's and master's theses defense:

Chairman of the Commission:	**Māris Deģis,** SIA «APGĀDS MANTOJUMS», chairman of the board, director, Riga, Latvia	Composition of the Commission	**Nellija Dziedātāja** Talsi municipalityself-government Construction Board, head of the department of architecture **Jānis Kārkliņš** LDS member, professor **Vladislavs Barkovskis** UX Guild lead Accenture Riga DC
Deputy Chairman of the Commission	**Mihails Kopeikins**,LDS certified designer (cert. No.007) in the fields of graphics and interior design, Director of BIA Design School, hum.sci. Master in Arts, Professor		

Māris Deģis,

SIA «APGĀDS MANTOJUMS», chairman of the board, director, master workshop: peculiarities of paper selection for printing

Vladislavs Barkovskis

UX Guild lead Accenture Riga DC master workshop: UX-UI specific requirements of a virtual interface

Nellija Dziedātāja

Kuldīga municipality Building authority, head of the building authority master workshop: design, marketing and project management in interior design

in the year 2019/2020 for qualifications, bachelor's and master's theses defense:

Chairman of the Commission:	**Māris Deģis,**SIA «APGĀDS MANTOJUMS», chairman of the board, director, Riga, Latvia	Composition of the Commission	**Jānis Kārkliņš** LDS member, professor **Anete Nikiforova** Art Director Accenture Riga DC **Evgenijs Zakman** Company Riga Vision founder
Deputy Chairman of the Commission	**Mihails Kopeikins,**LDS certified designer (cert. No.007) in the fields of graphics and interior design, Director of BIA Design School, hum.sci. Master in Arts, Professor		

Māris Deģis,

SIA «APGĀDS MANTOJUMS», chairman of the board, director, master workshop: Peculiarities of paper selection for printing.

Jānis Kārkliņš

LDS member, professor master workshop: Project management in interior design.

Anete Nikiforova

Art Director Accenture Riga DC master workshop: UX-UI specific requirements of a virtual interface.

Evgenijs Zakman

Founder of Riga Vision company, master workshop: Design, marketing and project management in advertising.

Composition of the BIA DS State Inspection Commission

year 2018/2019 For state tests and defending of bachelor's theses:

Chairman of the Commission:	**Māris Deģis**, SIA «APGĀDS MANTOJUMS», chairman of the board, director, Riga, Latvia	Composition of the Commission	**Georgs Stražnovs** Chairman of the board of SIA «Lateca», director, Riga, Latviaco-author of the book "Advertising in practical business". **Jānis Kārkliņš** LDS member, professor **Natālija Mitina** Architect, designer, head of Studio «Koncepcija», member of the Latvian Designers Union (Lv only) member of the Board
Deputy Chairman of the Commission	**Mihails Kopeikins**, LDS certified designer(cert. No.007) in the fields of graphics and interior design,Director of BIA Design School, hum.sci. Master in Arts, Professor		

Māris Deģis,

SIA «APGĀDS MANTOJUMS», chairman of the board, director, Riga, Latvia master workshop: Peculiarities of paper selection for printing

Georgs Stražnovs

Chairman of the board of SIA «Lateca», director, Riga, Latvia co-author of the book "Advertising in practical business", master workshop: Peculiarities of the sphere of advertising design in the EU territory.

Jānis Kārkliņš

LDS member, professor master workshop: Project management in interior design

Natālija Mitina

Architect, designer, Head of studio «Koncepcija», member of the Latvian Designers Union (LV only), member of the Board, author of book «57 ways to attract clients. Marketing for interior designers», master workshop: Peculiarities of the sphere of interior design in the post-Soviet territory.

Inter-university exchange programs are implemented by partner universities that have signed an agreement on student exchange with the Academy, and they can be implemented in two forms depending on the terms of the agreement:

- students who passed selection of the partner university and were recommended for participation in the program, study at the Academy for one semester or one year, without paying for their studies, but covering all other expenses related to their stay in Latvia and the Academy (accommodation, food, entertainment, etc.);
- students who passed selection of the partner higher education institution and were recommended for participation in the program, study at the Academy for one semester or one year, paying for their studies and covering all other expenses related to their stay in Latvia and the Academy (accommodation, food, entertainment, etc.)

Admission of foreign students within the framework of ERASMUS+ program is carried out on the basis of and in accordance with the signed bilateral agreements.

Foreign students studying in foreign universities with which the Academy has not concluded an inter-university agreement on exchange or a bilateral agreement within the framework of the ERASMUS+ program can participate in exchange programs as free students by independently submitting an application for a desire 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 corresponding study period.

Information about the possibilities and conditions of participation in the ERASMUS+ program is available here: https://bsa.edu.lv/index.php/en/international/erasmus.html

In addition to the exchange programs, the field of study concluded an agreement on the implementation of inter-university programs, which allows you to transfer the subjects of the partner university, study at the Academy in the difference programs and defend the diploma in two commissions: at the Academy and at your own university, which also contributes to the promotion of the Academy and the promotion of its image in the international student environment.

On September 22, 2022, the Ministry of Education and Science, the Ministry of Foreign Affairs, the Ministry of the Interior and 15 Latvian universities signed an agreement on good practice in attracting foreign students and providing studies (Study in Latvia) see in the appendix 2.5.3. Universities received *Best Practice University* certificates (BIA *certificate Study in Latvia* is attached), which certifies that they fulfill the criteria of good management and ministries in responsible attraction of foreign students and provision of quality studies. By signing the agreement, the universities 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.

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.

Referring to 2013. The improvements made to the comments of the expert commission in the BIA

study direction "Arts" (BIA Design School) are reflected *in the APPENDIX.*

The measures of the development plan of the field of study "Arts" (BIA DS) from 2013 to 2023 are based on the implementation of the recommendations received in the previous evaluation procedures in the *APPENDIX.*

Other recommendations study course management and implementation:

- Admission to the first-level higher education study program «Environmental Design» Art has been discontinued.
- Admission to the 2nd level higher education master's study program "Design" Arts has been discontinued.
- A team has been created that operates in the provision of the study direction "Arts" (BIA Design School), the bachelor's study program has a program manager, and a general manager of the study direction.

Proposals for improving the quality of work

Program: Design Education for Practical Value

1. In 2013, BIA DS formulated a mission to strengthen the value of education, the importance of education and innovative thinking, necessary for the practical activity of designers in the internal and external markets.

We will implement the program "design education for practical value" with the aim of providing high-quality and competitive education in design, which offers people opportunities for creative and active participation in a knowledge-based economy based on philosophical, semantic, psychological, communicative, visual, aesthetic, ergonomic, functional, economic, legal and technological objective prerequisites and in such a way:

- strengthens the professional abilities of designers, which supports the formation and sustainability of intellectual and professional societies;
- supports the development of a sustainable and favorable environment and infrastructure;
- improves the competitiveness of professional design.

As part of the program, we will promote BIA DS's progress towards a high-quality design institute;

to achieve these goals, 3 basic priority tasks were set:

- professional achievements of BIA DS students;
- BIA DS recognition and recognition internationallȳ;
- Evaluation of the potential of BIA DS to become a model of design education standards in Latvia, both in Central and especially in the region of Eastern Europe and the post-Soviet space, ensuring efficient, optimized resource-intensive study, creative, research and other processes in BIA DS.

Quality management models and standards have different evaluation criteria and principles, but there is a common goal - to support competitive, balanced and sustainable development of the organization. The BIA DS specialist training quality assurance and control system is in accordance with the specialist training quality assurance and control system adopted by the Baltic International Academy.

The quality assurance and control system for the preparation of BIA DS specialists (hereinafter – BIA DS KNKS) is based on the following criteria:

- Bologna process regulations;
- Requirements of the "Higher Education Law" of the Republic of Latvia (Article 5 (2) etc.);

- Theoretical positions in the form of publications indicated at the end of this text;
- BIA DS practical training.

Components of the quality assurance and control system for specialist training:

1. BIA DS mission;

2. BIA DS policy (development strategy):

   - policy development in the field of quality;
   - the most important (strategic) goals;
   - organizational structure of quality management;

3. Concept of quality assurance and control:

   - basic principles of quality assurance;
   - competence as a conceptual basis of the quality system;

4. Quality assurance and control technology:

   - indicators of factors that determine the quality of training of specialists;
   - quality assurance and control methods and procedures;

5. Monitoring of the most important indicators of the quality of specialist training:

   - monitoring objects and performers;
   - internal quality audit;
   - external quality audit;

Planning:

- Structure of the process annual planning and control of necessary works;
- quality management (Quality Manual): provision procedures and mechanisms,
- definitions of the most important terms.

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	BSA struktura ENG.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)	2.1.1. BSA DS darbības un attīstības stratēģija 2022– 2029g format_eng.docx	2.1.1. BSA DS darbības un attīstības stratēģija 2022– 2029g format.docx
The management structure of the study field	BIA Management system ENG v2023-06-06.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.	2.1.3.4. BSA sadarbības vienošanas BIA DesignSchool EURIZON 2023.docx	Sadarbības līgums ar RTA.pdf
A document certifying that the higher education institution or college guarantees compensation for losses to students if the study programme is not accredited or the study programme license is revoked due to actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.	2.1.4. On fulfillment of obligations DD.edoc	2.1.4. Par saistību izpildi BSA DD.edoc
Standard sample of study agreement	DD_npl_līgums.docx	DD_pl_līgums.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. Darba deveju_absolventu_studentu aptaujas_secinājumi_eng.docx	2.2. Darba deveju absolventu studentu aptaujas akreditacija secinājumi.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	2.3.1. annex teaching staff and courses_eng.docx	2.3.1. pielikums par mācībspēkiem un kursiem LV.docx
Biographies of the teaching staff members (Curriculum Vitae in Europass format)	CV DD_eng.7z	CV DD_lat.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	Valsts valodu zināšanas_lv.edoc
A statement of the higher education institution/ college on the respective foreign language skills of the teaching staff involved in the implementation of the study programme at least at B2 level according to the European Language Proficiency Assessment levels (level distribution is available on the website www.europass.lv, if the study programme or part thereof is implemented)		
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.	2.4.2.1. BSA DS DD publikacijas LZP un radošais lat 2023 2024 1 AB format_eng.docx	2.4.2.1. BSA DS DD publikacijas LZP un radošais lat 2023 2024 1 AB format 15 11 2.docx
List of the publications, patents, and artistic creations of the teaching staff over the reporting period.	2.4. Zinātniskie raksti un tēzes_eng.docx	2.4. Zinātniskie raksti un tēzes.docx
II - Description of the Study Field - 2.5. Cooperation and Internationalisation		
List of cooperation agreements, including the agreements for providing internship	2.5.1. List of cooperation agreements with other institutions 2023_eng.docx	2.5.1. Sadarbības līgumu saraksts ar citām institūcijām 2023_lv.docx
Statistical data on the teaching staff and the students from abroad	2.5.2. Dati par ārvalstu studējošiem un mācībspēkiem bez ERASMUS studiju virziena LV_EN_2023.docx	2.5.2. Data on foreign students and teaching staff without ERASMUS study direction.docx
Statistical data on the incoming and outgoing mobility of students (by specifying the study programmes)	2.5.1. BSA DS ERASMUS Outgoing student staff LV_EN_2023 2.docx	2.5.1. BSA DS ERASMUS Outgoing student LV_EN_2023 2.docx
Statistical data on the incoming and outgoing mobility of the teaching staff	Incoming staff subject lv_eng.docx	Incoming staff subject lv_eng.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.	2.6. Iepriekšējās novērtēšanas procedūrās saņemto rekomendāciju ieviešana_eng.docx	2.6. Iepriekšējās novērtēšanas procedūrās saņemto rekomendāciju ieviešana short.docx
An application for the evaluation of the study field signed with a secure electronic signature	APPLICATION_Arts_22.01.2024.edoc	Iesniegums Māksla_22.01.2024.edoc
III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme		
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period		
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		
The curriculum of the study programme (for each type and form of the implementation of the study programme)		
Descriptions of the study courses/ modules		
Description of the organisation of the internship of the students (if applicable)		
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		

Other annexes

Name of document	Document
Pielikums Nr.1 Komersanata aplieciba.pdf	Pielikums Nr.1 Komersanata aplieciba.pdf
Pielikums Nr.2 izglitibas iestades reg.kods	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_akkred.lapa.jpg	Pielikums Nr.4 BSA_akkred.lapa (1).jpg
Pielikums Nr.6 BSA ieņemumi 2016-2022.docx	Pielikums Nr.6 BSA ieņemumi 2016-2022.docx
Pielikums Nr.7 BSA izdevumi zinatnei 2016-2022.docx	Pielikums Nr.7 BSA izdevumi zinatnei 2016-2022.docx
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Pielikums Nr.9 Finanšu stabilitates rādītāji 01.07.2022.docx	Pielikums Nr.9 Finanšu stabilitates rādītāji 01.07.2022.docx
BSA elektroniskās datu bāzes.docx	BSA elektroniskās datu bāzes.docx
BIA electronic databases.docx	BIA electronic databases.docx
2.1.3.2. BSA_EKA sadarbibas_ligums_2023 2.doc	2.1.3.2. BSA_EKA sadarbibas_ligums_2023 2.doc
2.1.3.3. DU_BSA sadarbibas ligums 04.2023.docx	2.1.3.3. DU_BSA sadarbibas ligums 04.2023.docx
2.4.1.1. BSA DS DD temas un radošais lat 2023 2024 1.xlsx	2.4.1.1. BSA DS DD temas un radošais lat 2023 2024 1.xlsx
2.4.2.1. BSA DS DD temas un radošais lat 2023 2024 1 AB format 06 11 2.docx	2.4.2.1. BSA DS DD temas un radošais lat 2023 2024 1 AB format 06 11 2.docx
2.4.2.1. BSA DS DD temas un radošais lat 2023 2024 1 AB format 06 11 2.pdf	2.4.2.1. BSA DS DD temas un radošais lat 2023 2024 1 AB format 06 11 2.pdf
Reflektantu imatrikulācija BSA Dizaina skolā 2023_2024.doc	Reflektantu imatrikulācija BSA Dizaina skolā 2023_2024.doc
2.3.1. Finanšu resursi lv_eng.docx	2.3.1. Finanšu resursi lv_eng.docx
DS DD Kultūras un profesionālie projekti un līgumdarbi ar kombinētu finansējumu, studiju projekti lat 2023 2024 1 AB format 01 11.docx	DS DD Kultūras un profesionālie projekti un līgumdarbi ar kombinētu finansējumu, studiju projekti lat 2023 2024 1 AB format 01 11.docx
2.3.2. Provision of premises for study and administrative purposes Riga.xlsx	2.3.2. Provision of premises for study and administrative purposes Riga.xlsx
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BSA & EKA sadarbibas_ligums_2023 eng.docx	BSA & EKA sadarbibas_ligums_2023 eng.docx
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2.1.1. BSA DS darbības un attīstības stratēģija 2022– 2029g.docx	2.1.1. BSA DS darbības un attīstības stratēģija 2022–2029g format LABOTS.docx
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Timoščenko_CV_LV.doc	Timoščenko_CV_LV.doc
Kačans_CV_ENG.docx	Kačans_CV_ENG.docx
Kačans_CV_lv.docx	Kačans_CV_lv.docx
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2.4.1. BSA DS DD creative ENG 2023 2024 1.docx	2.4.1. BSA DS DD creative ENG 2023 2024 1.docx
2.4.5. BSA DS DD temas un radošais studenti lat 2023 2024 1 AB format 06 11 2.docx	2.4.5. BSA DS DD temas un radošais studenti lat 2023 2024 1 AB format 06 11 2.docx
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2.1.1. BSA DS pilnveide, darbības un attīstības stratēģija 2022–2029g format.docx	2.1.1. BSA DS pilnveide, darbības un attīstības stratēģija 2022– 2029g format.docx
2.1.1. BSA DS improvement, operation and development strategy 2022-2029 format.docx	2.1.1. BSA DS improvement, operation and development strategy 2022-2029 format.docx
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3.2.1. BSA DS DD Studiju programmas plāns pilna nepilna LAT ENGL 2023 2024 ECTS bachelor akreditacija ROUND READY A1 54 cut.doc	3.2.1. BSA DS DD Studiju programmas plāns pilna nepilna LAT ENGL 2023 2024 ECTS bachelor akreditacija ROUND READY A1 54 cut.doc
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2.3.0. BSA DS pasnovertejums 2023 BSA DS Padomes sastāvs	2.3.0. BSA DS pasnovertejums 2023 BSA DS Padomes sastāvs.docx
2.3.2.0 BSA DS AP ievelesanas nolikums 2023 akreditacija	2.3.2.0 BSA DS AP ievelesanas nolikums 2023 akreditacija.doc
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BSA DS COURSES TABLE 2024	BSA DS COURSES TABLE 2024.docx
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profesoru padomes protokols	profesoru padomes protokols.zip

Digital visualization design (42214)

Study field	*Arts*
ProcedureStudyProgram.Name	*Digital visualization design*
Education classification code	*42214*
Type of the study programme	*Professional bachelor study programme*
Name of the study programme director	*Mihails*
Surname of the study programme director	*Kopeikins*
E-mail of the study programme director	*mihails.kopeikins@bsa.edu.lv*
Title of the study programme director	*profesors, hum. zin. maģ. mākslā*
Phone of the study programme director	*20031541*
Goal of the study programme	*To prepare designers for professional activities, which optimise and analyse the problems and priorities of the target audience, promote prevention and sustainable solution thereof, and, in cooperation with representatives of clients, other professions and institutions, solve them by attracting or creating appropriate resources, promote the predictable quality of the product with the main objective – to create an aesthetically high-value design object with maximum comfort in the performance of all types of utilitarian functions intended for it, with the development of the following aspects: the ergonomics of the shapes, details, aspect ratio, color, structure, sound, and usage of an object and is a professional concept creation and development service and specification that optimizes the functions, values, and appearance of the product, services, and structures for the mutual benefit of their creator, manufacturer, and user. Designer is a mediator between design, technology and consumer; the activities of a designer synthesise the logical nature of the scientific approach and intuitive search in the experimentation process, represent the interests of the client, observe the norms of professional ethics, implement social and communication fairness in their professional activities, continuously improve their professional competence, as well as contribute to the economy, digital visualisation design practice and research development.*
Tasks of the study programme	*1. Promote the development of students' creative, social and communication and personality qualities and attitudes through respect, responsibility, empathy, interest, participation, tolerance, non-discriminatory professional service attitudes and ethical behaviour.* *2. Develop and improve students' specialist knowledge and skills in design, in accordance with the standard and demand of the profession of designer in the labour market, as well as promote their competitiveness in changing socio-economic conditions and in the international labour market;* *3. Provide students with theoretical knowledge and develop professional skills and integrate theoretical concepts of different sciences into design, professional and research practice;* *3. To provide students with the application of acquired knowledge, skills and information technologies in professional practice, providing opportunities for practice in associations, foundations, communities, according to the needs of clients and the challenges of identi fi, by developing professional co-operation at national and international level ideally for all target groups.*

Results of the study programme	*Knowledge and understanding:* *1. Prepare designers for professional activities, which optimise and analyse the problems and priorities of the target audience, promote prevention and sustainable solution thereof, and, in cooperation with representatives of clients, other professions and institutions, solve them by attracting or creating appropriate resources, promote the predictable quality of the product with the main objective – to create an aesthetically high-value design object with maximum comfort in the performance of all types of utilitarian functions intended for it, with the development of the following aspects: the ergonomics of the shapes, details, aspect ratio, color, structure, sound, and usage of an object and is a professional concept creation and development service and specification that optimizes the functions, values, and appearance of the product, services, and structures for the mutual benefit of their creator, manufacturer, and user.* *2. Demonstrate general and specialised knowledge of the designer profession at the level of conception, understanding and use;* *3. Understand more important concepts, theory and legal relationships in the field of design, perform work assignments, observing employment legal relations and labour protection requirements, as well as the requirements of civil protection and environmental protection regulatory enactments.* *4. Understand and evaluate development trends and legal relations of design, economics and design and commercial activities in Latvia and the world, design and commercial activity macros and micro environment in local and international markets, factors affecting them and design risks;* *Skills:* *5. Be able to develop a design development strategy, an efficient design operation model, develop and manage projects, organise and manage human, informative and financial resources and processes necessary for the operation of the design, evaluate the results of design processes and use it in decision making* *6. Track the achievements of design theory and practice, use them in their professional activities, complement their expertise in design and commercial activities through various sources of information;* *7. Be able to carry out design research activities and applied research, interpret and analyse their results; presenting the results of its research, arguing its views and defending it; self-structuring your learning, driving your own and subordinate further learning and professional improvement.* *Designer is a mediator between design, technology and consumer; the activities of a designer synthesise the logical nature of the scientific approach and intuitive search in the experimentation process, represent the interests of the client, observe professional ethical norms, implement social and communication fairness in their professional activities, continuously improve their professional competence, as well as contribute to the economy, digital visualisation/communication design practice and research development.* *Competencies:* *8. Be able to collect, analyse and evaluate indicators of the design process, interpret analysis data using deductive, reductive, inductive, statistical and other scientific research methods, find creative solutions and provide reasoned proposals for developing the design process, decision making and problem solving;* *9. To accumulate and improve experience in intercultural communication, be able to ensure active and effective participation in the formation of social dialogue in society, observe the basic principles of professional ethics. Able to freely use the foreign languages to be acquired within the scope of professional activities* *10. Be able to use modern information technologies in their professional activities; find, systemize and analytically describe information, use databases of information; plan design behavior with the use of information technology*
Final examination upon the completion of the study programme	*Bachelor's work*

Study programme forms

Full time studies - 4 years - latvian

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

Places of implementation

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

Part time studies - 4 years, 5 months - latvian

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

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.

Description and analysis of changes in the parameters of the study program made since the issuance of the previous accreditation sheet of the study program or the issuance of the study program license, including the changes planned as part of the study program evaluation procedure.

In the previous accreditation of the Study Program Digital Visualization Design (Computer Design), the implementation of the implementation plan of the recommendations provided by experts and the evaluation of the impact of the recommendations on the quality of studies or the improvement of processes in the direction of study and in the corresponding study programs.

Answers to the comments of the experts of the previous accreditation process and the improvements made Refer to 2013. for the comments of the expert commission, the following improvements have been made to the Digital Visualization Design (Computer Design) study program of BSA:

SUMMARY

Until 2023 name:

Design School of the Baltic International Academy level professional higher education study program Digital Visualization Design (Computer Design).

From 2023 name:

Digital Visualization Design (Computer Design), Level 6 professional higher education qualification: professional bachelor's degree in design, Digital visualization designer / 2166 03 Graphics DESIGNER (COMMUNICATION DESIGNER) qualification (ISCED 6, LKI 6), profession code 2166 03, Education classification code 42214 European Qualifications Framework (EQF) and Level 6 of the Latvian Qualifications Framework (LKI).

The name change is not related to the expert's recommendation.

The content analysis of the BSA Design School Council study program Digital Visualization Design (Computer Design) is based on the SWOT analysis of the BSA DS.

It is related to the recommendations of experts in the content analysis of the Digital Visualization Design (Computer Design) study program of the Study Direction Council, which takes place regularly during the study year every year and which includes

a. external factors (**Changes in the external environment**):

- analysis of the content of the study program Digital Visualization Design (Computer Design) and assessment of its relevance to the needs of industry development, BSA DS achievements and strengths;
- the Digital Visualization Design (Computer Design) study program contains the professional

competences required or lacking in the market, as well as the defined negative factors;
- activities for mitigating or preventing external risk;
- satisfaction of job titles with the study BSA DS and summary of characteristics of interns;

and

b. internal factors **(Changes in the internal environment)**:

- processing of students' opinion on several aspects of studies **(Changes in the environment of students and graduates)** and numerical relationships between students and o. personnel.

Analysis and the development and implementation of proposals develop a set of innovative study methods and forms of practice that promote integration with creativity and applied research in the study process, promote interdisciplinarity, and the implementation of study courses, practice and teaching methods that directly develop students' innovation competencies (critical thinking, and other competencies, as well as improvement of their evaluation system).

For the development of the study program, the global and national development trends in communication design and education, the implementation possibilities of the study direction and compliance with the strategy and common vision of the Baltic International Academy are analyzed. The main functions of the study direction council are to improve the study program of the "Arts" direction by developing and harmonizing methodological materials, in accordance with PS-174 to balance the distribution of competences in study courses, study works, course works, to carry out the evaluation and implementation of the direction and study program Digital Visualization Design (Computer Design) analysis, to analyze the learning and practice achievements of the students, to analyze the quality/performance of the work of the academic staff involved in the study, as well as to promote the integration of creative and scientific work in the study program. The study direction includes analysis of the structure and content of the study program Digital Visualization Design (Computer Design) and proposals for their restructuring and consolidation, including the provision of harmonization of the content of the study program Digital Visualization Design between the professional higher education study programs implemented by BIA and corresponding bachelor's level studies implemented at the Academy programs, for example, in the form of plus lectures or full lectures. The study direction council discusses the development strategy of the Digital Visualization Design study program, evaluates and submits changes to the study direction in the study program for approval.

The regulations of the Board of Studies of the Baltic International Academy (approved on 25.05.2009, Senate decision No. 248.) provide that the board of studies is a collegial management body that is familiar with the academic and professional study programs of all levels corresponding to one branch of science.

BSA Study Direction "Arts" (BSA Design School) implements one study program - professional bachelor's study program "Digital Visualization Design / Arts" (code 2166 03, Education classification code 42214).

Based on the evaluation of the implementation of the development documents of the field of study, as well as taking into account the long-term political strategy of the European Commission, the qualification framework of the European Higher Education Area, in the context of the implementation of Latvia's long-term development strategy "Latvija 2030", which in the study programs of the field of study "Arts" creates an understanding of Digital visualization the history of design, the Regional Policy Guidelines for 2021-2027 (LV only) include tasks to ensure the attraction

of human capital in the regions, to provide services in the regions in accordance with economic, political, social and demographic challenges, the strategic development of the study direction "Arts" is based on the following goals that have been refined and clarified:

- Further development of the study direction and quality assurance of the study process;
- Development and qualification of academic staff;
- Development of scientific research capacity of academic staff and students;
- Cooperation with employers, cooperation partners in Latvia and abroad;
- Improvement and development of the study environment, development of the material and technical base.

These priorities are regularly reviewed. They are argued and included in the overall BSA development strategy. During the reporting period, the annual COUNCIL analysis was carried out, evaluating the program's activity in the fields of study, research, scientific activity, as well as internal and external communication.

The measures of the study program Digital Visualization Design (Computer Design) development plan from 2013 to 2023 are based on the implementation of the recommendations received in the previous evaluation procedures.

Since the previous study direction accreditation sheet was issued, changes in the second-level professional higher education study program «Digital Visualization Design / Art» refer to the place of implementation of the program.

The results to be achieved are developed in accordance with the renewed standard of the designer profession. In the study program "Digital Visualization Design / Arts", there were no changes in the parameters characterizing the program, such as changes in the name of the study program, the qualification to be awarded, admission requirements, the amount of study programs in credit points, etc.

The aim and objectives of the bachelor's study program "Digital Visualization Design / Art", as well as the achievable study results, are based on the following regulatory documents:

- Communication Designer profession standard (PS-174, at the meeting of June 9, 2021, protocol No. 4) (LV only).
- Cabinet of Ministers Regulation No. 305 «Rules on the standard of state professional higher education». (13.06.2023) (LV only).

Full information can be read at 3.1.1. Implementation of recommendations received in previous assessment procedures

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.

Analysis of the interconnection of the program name, code, degree to be obtained, professional qualification or degree and professional qualification goals and objectives, study results, as well as admission requirements.

Name of PS-174:

COMMUNICATION DESIGNER

From 2023 program name:

Digital Visualization Design (Computer Design),

Level 6 professional higher education qualification:

professional bachelor's degree in design,

2166 03 Graphic DESIGNER (COMMUNICATION DESIGNER) qualification (ISCED 6, LKI 6),

profession code 2166 03, Education classification code 42214

European Qualifications Framework (EQF) and

Level 6 of the Latvian Qualifications Framework (LKI).

SUMMARY:

By looking at the attached documents, it can be concluded:

the **Digital Visualization Design** (Computer Design) program corresponds to the study direction.

The name of the program, code, degree to be obtained, professional qualification / degree and professional qualification, goals, tasks, study results, as well as admission requirements are interconnected and do not create contradictions.

Duration of studies:

full-time studies are 4 years (8 semesters) 240 CP gives the opportunity to learn art study courses in closer contact with the teacher in the event that the proportion of independent work requires in-depth explanation in individual stages of learning and stricter control in performance. The form is usually recommended for applicants without preparation.

part-time studies are 4 years and 5 month (9 semesters) 240 CP gives the opportunity to learn art study courses with a greater degree of independence and reduced contact time with the teacher in the event that the proportion of independent work does not require an in-depth explanation and stricter control in execution is not required in the stages of learning. The form is usually recommended for applicants with preparation.

Attached documents:

1. 3.1.2.2. Division of the study plan of the Digital Visualization Design program into semesters.
2. 3.1.2.3. COMMUNICATION DESIGNER PROFESSION STANDARD, comparison with BSA DS Digital Visualization Designer competences and study courses.
3. 3.1.2.4. Matriculation of students at BSA Design School, Appendix to BSA matriculation regulations.
4. 3.1.2.5. Task 1 of the initial test of the BSA DS.
5. 3.1.2.6. Task II of the initial test of the BSA DS.

The aim and tasks of the bachelor's study program "Digital Visualization Design / Arts", as well as

achievable study results are based on the following regulatory documents:

- Communication Designer profession standard (PS-174, at the meeting of June 9, 2021, protocol No. 4); (LV-only)
- Cabinet of Ministers Regulation No. 305 «Rules on the standard of state professional higher education». (13.06.2023); (LV-only)
- Regulations of the Cabinet of Ministers No. 322 "Rules on Latvian education classification" (13.06.2017); (LV-only)
- European Qualifications Framework;
- Guidelines for the development of the self-assessment report of the field of study (20.08.2021);
- Standards and guidelines for quality assurance in the European Higher Education Area (ESG) (15.05.2019).

Name of the professional bachelor's study program, the degree to be obtained, goals and tasks, as well as conditions of admission are interconnected and appropriate, since it is a professional bachelor's program that is implemented in 4 years in the form of full-time studies, and in 4.5 years in the form of part-time studies, obtaining a professional bachelor's degree in design and qualification – digital visualization and communication designer, which opens up opportunities for further education in both academic and professional bachelor's study programs.

Name of the study program for the profession to be learned in the program – Digital Visualization Designer / Communication Designer (Computer Designer). Design profession standard states that a Digital Visualization Designer / Communication Designer (Computer Designer) identifies and analyzes individual, family, group, community design problems, solves them in cooperation with clients and representatives of other professions, by attracting or creating appropriate resources in their professional activities, implements social and communication justice, represents the client's interests, complies with ethical norms. The purpose and tasks of the professional bachelor's study program "Digital Visualization Design / Arts", as well as the knowledge, skills and competence acquired during the studies, correspond to the sixth EKI level, which is the bachelor's study level:

Interrelationship between the knowledge, skills and competences corresponding to level 6 of the Latvian qualifications framework (LKI) and the study results (SR) of the bachelor study program

Knowledge (knowledge and understanding)	Skills (ability to use knowledge, communication, general skills)	Competence (analysis, synthesis and evaluation)
To be able to demonstrate basic and specialized knowledge specific to the relevant branch of science or profession and a critical understanding of this knowledge, moreover, part of the knowledge corresponds to the highest level of achievements of the relevant branch of science or profession.	To be able to demonstrate understanding of the most important concepts and regularities of the relevant scientific branch or professional field	To be able to independently structure their learning, guide their own and subordinates' further learning and professional development, demonstrate a scientific approach to solving problems, take responsibility and initiative when working individually, in a team or leading other people's work, make decisions and find creative solutions in changing or uncertain circumstances

	To be able to use the acquired theoretical foundations and skills to perform professional, artistic, innovative or research activities, to formulate and analytically describe information, problems and solutions in their scientific branch or profession, to explain them and reasonably discuss them with both specialists and non-specialists.	To be able to independently acquire, select and analyze information and use it, make decisions and solve problems in the relevant branch of science or profession, show that they understand professional ethics, evaluate the impact of their professional activities on the environment and society and participate in the development of the relevant professional field

The purpose of the study program is to ensure development of a competitive field of study, raising the quality of studies in accordance with the needs of the Latvian state, regions and cities and labor market forecasts. To ensure acquisition of a professional bachelor's degree in design and professional qualification "Digital Visualization Designer / Communication Designer (Computer Designer)".

In order to achieve the goal of the study program and study results, the following *tasks have been set:*

- Development of a competitive fields of study. Implement the study process, provide knowledge and skills in a professional environment;
- Human resources development. Involve high-level teaching staff in the implementation of the study program;
- Integration of science and research in all areas of study;
- Strengthening the importance of lifelong learning in education and ensuring its offer;

Stabilization and expansion of international dimension of the higher education institution's activities in all areas of activity.

Study courses ensure achievement of study results of the study program.

The student gets KNOWLEDGE and:

- Demonstrates the knowledge of design development policy, design legislation and the designer's profession and a critical understanding of this knowledge, the process of developing the concept of a design object based on the technical task philosophically, semantically, psychologically, aesthetically and technologically, with signs of independent added aesthetic value - the object has signs of objective visual harmony, a visual solution corresponding to the function has been found - the object is "beautiful by itself", regardless of the context; preparation of economically and legally justified visual, communicative, functionally utilitarian product manufacturing or documentation and design sample necessary for the production process with priority on preserving the added aesthetic value. The main goal of the design is to create an aesthetically high-value design object with maximum comfort of its use in performing all kinds of utilitarian functions intended for it, where design deals with the development of the following aspects: object shape, arrangement of details, proportions, colors, structure, sound and ergonomics of use, and it is a professional concept the creation and development service and specifications that optimize the functions, values and appearance of products, services and structures for the mutual benefit of their creator, manufacturer and user. Design is a mediator between the concept, technology and the consumer. Design activities synthesize logical nature of the scientific approach and intuitive

search in the process of experimentation.
- Demonstrates in-depth knowledge and understanding of the role of Digital Visualization design in the development of society, solving social and communication problems.
- Understand Digital Visualization design terminology and theory.
- Demonstrates the basic principles and mechanisms of the basic elements of system functioning in design art, understanding of the most important concepts and regularities.

The student is expected to acquire SKILLS:

- Able to demonstrate understanding and ethical responsibility for possible impact of professional activity on the environment and society.
- Able to independently structure their learning, direct their further learning and professional development.
- Able to formulate and critically analyze problems in availability and quality of design care and services, in socialization process of people with various social, mental, and physical disorders.
- Able to make decisions and find creative solutions in changing or uncertain conditions within the professional competence of the designer and find creative solutions in the client's design activation work.
- Able to demonstrate a scientific approach to solving problems, take responsibility and initiative when working individually, in a team or managing the work of other people.
- learns professional skills and abilities of a practical designer: consulting, researching social and communication problems, Digital visualization design intervention, working with a client in a group and individually. The student learns the mentioned skills by participating in internship in the amount of 36 credit points, which are in the 1st, 2nd, 3rd, 4th study years.

The student is expected to obtain COMPETENCES:

- To observe professional values and ethical responsibility for possible impact of professional activity on the environment and society.
- Ability to independently promote improvement of competences and the chosen specialization.

At the level of understanding:

- Communication strategies.
- Forms and means of communication (verbal and non-verbal).
- Communication functions.
- Different communication media (mass media, social, digital, print) Types of communication design.

At the level of understanding:

- Thinking archetypes.
- Management of communication design project.
- Current marketing trends.
- Current issues of environment and society interaction.
- Civil defense system.

At the level of use:

- Principles of universal design.
- Current trends in communication design.
- The role of communication design in society. Basics of semiotics.
- Development and trends in communication design.
- Information search systems and techniques.

- Data processing methods.
- Selection and presentation of visual materials.
- Intellectual property rights.
- Types of technical resources of the communication design project and their use.
- Compliance of the resources to be used with the quality criteria of communication design project.
- Specifics of work of the specialists involved.
- Principles of creating a presentation.
- Factors affecting the cost of a communication design project (infrastructure, technology, labor, logistics, deadlines, profit).
- Steps in developing a communication design product.
- Principles of Design Thinking.
- Job planning and development time.
- Basics of effective communication.
- Development, impact and importance of communication design in contemporary culture.
- Target audience segmentation.
- Target audience research methods
- (survey, focus group discussion, observation) Data comparison and evaluation.
- Types of visual and audiovisual means of expression.
- Communication platforms (analog and digital).
- Information structuring.
- Creative thinking methods, reasoning.
- Stereotypes of communication content.
- Mood, character, stylistics of the text.
- Basics of communication psychology.
- Creation of original communication content.
- Basics of creative writing.
- Means of artistic expression and the rationale for their choice.
- Elements and principles of composition structure.
- Theory of colors.
- Principles of typography.
- General design quality criteria.
- At the level of use:
- Psychology of perception.
- Types of communication design solutions. Creative thinking and decision-making techniques.
- Sustainability of communication design and circular economy concept.
- Communication design processes in an interdisciplinary context.
- Sustainable use of natural resources in creation of a design product.
- Visualization techniques in analog and digital environments.
- Composition
- Professional applications. Typography.
- Visual stylistics.
- Presentation and public speaking.
- Professional applications.
- Visualization techniques in analog and digital environments.
- Composition
- Visual stylistics.
- At the level of use:
- Semiotics in communication design.
- Content and objectives of the message.

- Communication design language.
- At the level of understanding:
- Basics of operator work.
- Quality criteria of the branches involved in the communication design project.
- Specifics of work of the specialists involved. Visualization techniques in analog and digital environments.
- Composition Typography.
- Professional applications (pixel graphics, vector graphics, audio, video processing and compositing programs). Ways of processing images and audiovisual materials.
- Technological innovations in communication design.
- Ways of perceiving texts and images.
- Professional applications
- (pixel graphics, vector graphics, audio, video processing and compositing programs), their compatibility.
- Color systems.
- Image resolution.
- Audio and video file formats and saving parameters.
- Design technical and aesthetic quality criteria.
- Compliance with specifics of the environment.
- Principles of investment efficiency evaluation.
- principles of efficiency evaluation.
- Specificity of the environment of communication design project.
- Design technical and aesthetic quality criteria.
- The process of technical execution of a communication design project.
- Publication of the final product of communication design according to the specifics of media.
- Creation and storage of communication design project development documentation.
- File design and archiving.
- Creating a design project portfolio.
- Protection of intellectual property rights of the communication designer.
- Business fundamentals of design.
- Principles of sales and marketing.
- Foundations of modern sustainable economy. Basics of project management in the context of design industry.
- Basics of accounting.
- Basic principles of document management.
- Types of order contracts.
- Requirements of regulatory acts of the field.
- Labor protection regulations.
- Fire safety and electrical safety regulations.
- Environmental protection regulations.
- Working conditions and human health as a condition of quality of life. Safe working environment conditions and risk factors.
- ABC of the first aid.
- Regulatory acts regulating employment legal relations.
- Composition of the employment contract and collective agreement.
- Rules of working procedures and internal regulations.
- General and professional ethics.
- Competent use of the national language orally and in writing.
- Professional terminology in the national language.

Acquisition of knowledge, skills and competencies of the program is possible if the student has previously obtained secondary education or secondary professional education or previous education recognized in Latvia that meets requirements of the study program or professional practical experience comparable to the study content.

Admission requirements:

Enrollment in full-time and part-time programs of BIA main studies is available to persons who have obtained an appropriate full secondary education or previous education that meets the requirements of a study program recognized in Latvia. Education is confirmed by the secondary education document - a certificate of general secondary education or a diploma of vocational secondary education.

- Admission of reflectants to full-time and part-time programs of undergraduate studies takes place in an open and equal competition, based on the results of centralized examinations. Exceptions are for those persons who obtained full secondary education up to 2004 (not including), as well as persons who obtained full secondary education abroad or companies founded by persons with special needs, and persons who are exempted from state tests, unless these companies founded by individuals were exempted from state examinations of secondary education in accordance with the procedures laid down in the laws and regulations of the Republic of Latvia.
- For immatriculation in BIA undergraduate full-time and part-time programs in the study year 2022/2023, persons who have completed their secondary education in the Republic of Latvia since 2004 must submit certificates of centralized examinations in at least two subjects, according to the chosen study program or according to the choice of the reflectants. Centralized exam levels (in at least 2 subjects) must be from A to E (inclusive), or from 2013 onwards, a percentage rating that corresponds to the existing level limits for each specific subject. Persons who have not taken the centralized exams, if they obtained full secondary education before 2004, obtained full secondary education abroad, companies founded by persons with special needs, or persons who were exempted from the state examinations of secondary education in accordance with the procedures specified in the laws of the Republic of Latvia, upon entering BIA conducts entrance exams, the result of which must not be:
- in a foreign language - lower than 30% (Internet test) or 50% (written test);
- theoretical knowledge entrance exams in the field of visual arts and computer test results - lower than 50%;
- logical ability test - lower than 30% (Internet test) or 50% (written test). Preference is given to reflectants who have obtained the highest rating in centralized examinations and/or BIA entrance tests.
- The form and content of the entrance exams are approved by the rector of BIA.
- Results of entrance exams and additional requirements for admission are notified to the reflectant in writing no later than three working days after the day of taking the entrance exams. Testing and preparation of documents are paid services, the amount of which is determined by the BIA Senate.
- When entering, reflectants fill out a specific sample application, in which they indicate the chosen study program and information about themselves, as well as submit to BIA Admission Commission all the documents mentioned in paragraph 40 of these Regulations.
- Deadlines for the registration and admission of reflectants to full/part-time study programs in the first year after completing secondary education are determined by the Cabinet of Ministers of the Republic of Latvia.
- Registration and admission of reflectants who obtained secondary or higher education in previous years takes place throughout 2022/2023 study year.

https://bsa.edu.lv/index.php/en/admis-sion/provisions-and-statements.html

Specific documentation that starts the study course and the content and requirements of the modules is located in the Other Annexes section, see

10.2. BSA DS DD_anotacjas_lat_2023 2024 1 AB format_eng 3.docx

10.4. BSA DS DDD Diploma Work Regulations 2023 2024 11 accreditation

10.5. BSA DS DD interior design KD 2023 2024 1 accreditation

10.6. BSA DS DD website project KD 2023 2024 2 accreditation

10.7. BSA DS DD advertising design KD 2023 2024 1 accreditation

10.8. BSA DS Study Regulations 2023 2024 1 accreditation

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

Results of the study courses of professional bachelor's study program "Digital Visualization Design / Arts" are planned and improved in mutual connection and connection with the purpose of the study program and achievable results. Study results are formulated at the level of study program, study course and classes.

The purpose of the study program: To prepare digital visualization and communication designer for professional activities that identify and analyze individual, group, community and society design problems. Represent the client's interests, comply with professional ethical norms, implement social and communication justice in their professional activities, constantly improve their professional competence, as well as contribute to the national economy, Digital Visualization design practice and research development.

To ensure that the learning outcomes formulated in the study courses and at level of the study program are mutually agreed upon. Conducted mapping of study courses according to the results of the study program confirms that the content of the courses ensures integrated learning of knowledge, skills and competencies of the program. Mapping results of the study courses also shows compliance of the planned results with the development trends of Digital Visualization design and standard of the profession, as well as the needs of employers.

The most recent reports of the European Commission emphasize essential role of AII as centers of regional development and innovation, which are especially important on the scale of Latvia in promoting economic development of Latgale region. Latgale region shows the lowest indicators of economic stability. The data of the Central Statistical Office of Latvia also show that Latgale region lags behind other Latvian regions in terms of GDP per capita. Such a situation requires urgent action for the preparation of Digital Visualization Design specialists, which is the focus of the professional bachelor's program «Digital Visualization Design / Arts». In the current situation, the program of work at the Daugavpils branch of BSA will not continue due to the critical reduction in the number of students

One of the main ways in which management of study programs obtains information about quality of the study program and compliance with labor market requirements is cooperation with employers. Employers can evaluate the study program based on its result - analysis of quality of work of

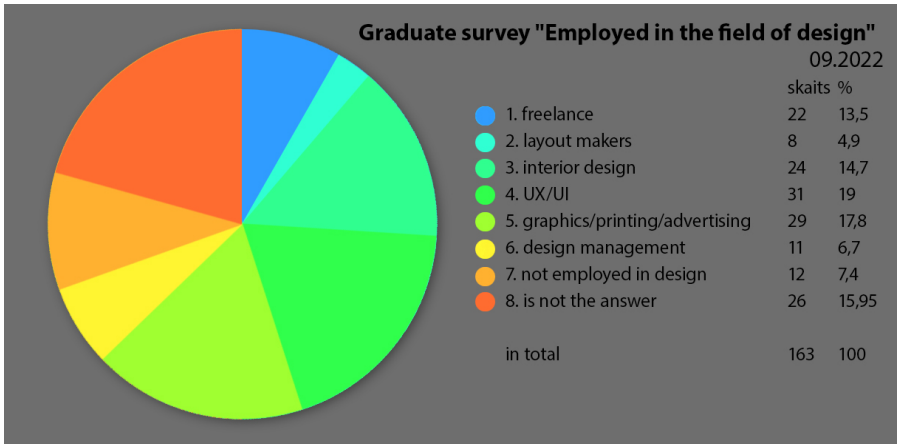
graduates and working specialists. Basically, information about employment opportunities for specialists prepared in the field of study is obtained from companies where students do internships. Therefore, employers were asked to evaluate qualifications, knowledge, skills and abilities of the interns of the study program, as well as graduates working in the relevant organizations and institutions, as well as to predict what qualification specialists, with what skills and abilities the relevant organization, institution will need in the near and distant future. Employers' opinion about program graduates and students (who work during internships at the organization) was ascertained during the survey. Results obtained and summarized in the survey allow us to conclude that graduates of the study program will be in demand on the labor market.

The surveyed majority of employers assess preparation of graduates of the study program as "excellent" and believe that the graduates of the study program are able to perform their professional duties independently immediately, while some employers believe that graduates after a short training are also able to perform their professional duties in positions that are related to management competencies in professional groups. Several employers evaluate preparation of the graduates of the study program as «Sufficient» and admit that the graduates have good theoretical preparation, but not enough for the immediate inclusion in the concrete work process of learning some specific technologies, e.g. In printing technologies, practical skills (see *Appendix 8.3. 02 06 2021 BIA DS State inspection commission on the level of quality of diploma theses*).

Graduate survey "Employed in the field of design", data as of 09.2022. (Survey and conclusions in Appendix 3.1.3.). More than 163 (100%) graduates answered the question "Do you work in a profession?"

125 YES / 12 NO / 26 no answer

position or direction	number of	%
freelance	22	13,5
model makers	8	4,9
interior design	24	14,7
UX/UI	31	19
graphics/print/advertising	29	17,8
design management (managers or entrepreneurs of projects or structural units)	11	6,7
not employed in the field of design	12	7,4
is not the answer	26	15,95
total	163	100



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, students are enrolled and studying in the professional study program "Digital Visualization Design / Arts" in both full-time and part-time study forms in face-to-face studies in Latvian.

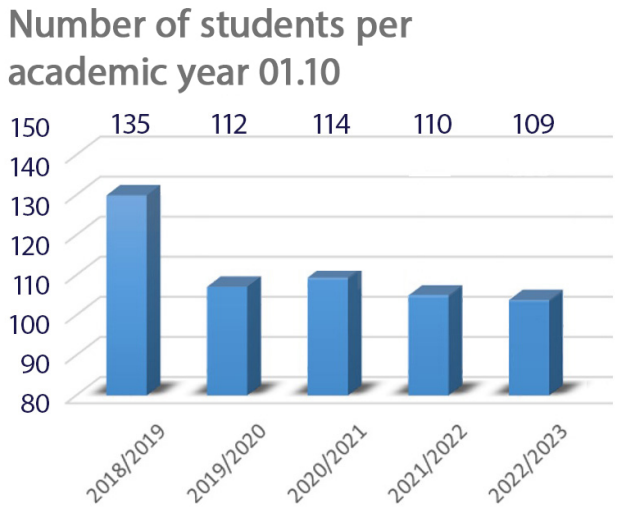
Table 3.1.4.1.

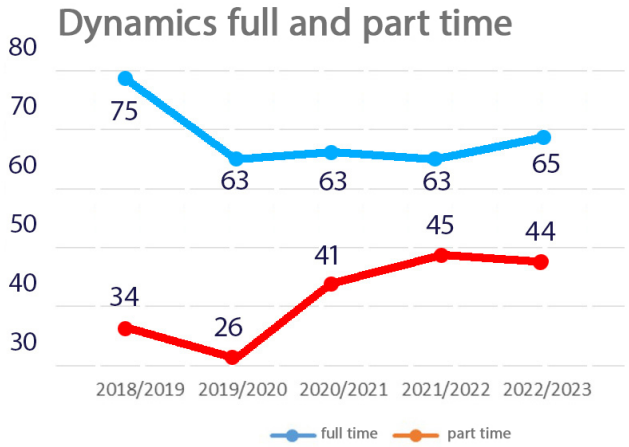
The number of students as at 01.10 of the academic year.

Professional bachelor study program Digital Visualization Design (Computer Design), Riga

total self-assessment – number of students

Name of the study program:	Professional bachelor study program **Digital Visualization Design** (Computer Design)
Code:	42214
Volume (CP):	240
Type and duration of studies:	4 years (8 semesters) - full-time studies or 4.5 years (9 semesters) - part-time studies
Requirements for starting the study program:	General secondary
Degree/qualification to be obtained:	professional bachelor's degree in design, communication designer





See add. 3.1.1. The number of students on 01.10 of the academic year.

In the reporting period from 2013/2014 until beginning of 2022/2023 academic year, the number of students in the professional bachelor's study program "Digital Visualization Design / Arts" has decreased in total - from 266 to 109 students, a decrease of 59%. The largest number of students in 2013/2014 academic year were in Riga branch - 266 students. During the reporting period, enrollment of students in the 1st year took place in both full-time face-to-face and part-time study forms, and the number of enrolled students by streams and cities can be viewed in the *Appendix.*

The largest number of flows was observed in Riga, maintaining a moderately stable PLF flow. Analyzing student dropout trends, it can be seen from the Appendix that the annual dropout of students is uneven and insignificant.

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 own choice, financial debts, academic debts, etc.).

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

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

3.2. The Content of Studies and Implementation Thereof

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

The study program was developed in accordance with the requirements of the Cabinet of Ministers Regulation No. 305 «Rules on the standard of state professional higher education». (13.06.2023); (LV-only) and the decisions of the BIA Senate.

BSA DS Study course/module content relevance and relevance to the industry, labor market needs and scientific trends, updating the study course/module content according to industry, labor market and science development trends.

General rules

Each study work/project (SD/P) of the DSA DS program, including the report, is an integral part of the report of the School of Design study process and the quality assessment system of their results, which in a practical form confirms the professional competence of each student's Digital Visualization Designer (COMMUNICATION DESIGNER) full mastery of the study material of study courses (blocks A, A1, B, C).

The SD/P consists of visual objects (tablets, mock-ups or other information carriers, including in digital form) and the description of the SD/P, which contains all the information about the task, the wording of the task and analog research, the relevance of the study work/project, and development stages.

The study work/project is carried out according to the task formulated by the lecturer, under the guidance and control of the lecturer, in accordance with the requirements formulated by the lecturer, BSA DS regulations, BSA regulations and is a semi-independent student work (from 50% to 75%), which confirms the student's professional achievements in the specific study course learning.

The wording and content of the SD/P task must be interconnected and correspond to modern design as well as cultural and historical trends.

In the program, each study course cultivates reflection on the design process.

In each study subject, the form of presentation of topics is related to the dialogue model "target audience - designer" and is related to reflection on the design decision-making process, organization, information processing. In the dialogue "teaching staff - student" various forms of cooperation "lecture / seminar / test / practical lesson" are integrated. The possible format of

implementation is face-to-face / remotely (independent work) / individually (with a separate agreed topic).

Hours in the amount of 4 CP 120 ac.h. / 1CP: up to 40% Contact, excluding consultations 32/28; consultations up to 5 ac.h. / 1CP Independent work up to: 60% 88/92.

Definition of SD/P (Practical Work):

BSA DS PRACTICAL WORK is a studio or creative design work, in which the final result is a set of author's solutions within a certain topic, which is evaluated taking into account the quality of execution, both in the form of digital materials in the form of printouts, and works that were executed by the author's hand in art technique according to the requirements of the study course.

Any practical work within the professional studies course contains the following components:

1. formulation and execution of the full amount of practical work (author's design/art study works) for the whole semester;

2. formulating a range of evaluation criteria for all practical tasks (author's design works) for the whole semester;

3. demonstration of samples of full-semester practical assignments (author's design work) with comments on compliance with assessment criteria, including technical performance (material and technology);

4. selection of an individual topic, the theoretical basis of principles and methodological recommendations for the implementation of practical tasks (author's design/art study works);

5. Intermediate control (at least 3) of practical tasks (author's design/art study works) with group and individual consultations with comments on compliance with evaluation criteria, principles and guidelines for the implementation of practical tasks.

Any practical work is carried out throughout the semester and the complex result of this work is evaluated, taking into account the choice of materials and execution technique. Recommendations are mainly given in the form of basic work principles and master classes showing the implementation process (mainly 1-2 courses - propaedeutic level). Interdisciplinary connections allow combining several subjects in one project (mainly 3-4 courses - the level of making independent creative decisions).

Need for contact within 25-30% of 1CP, maximum up to 40% Practical work on layout, **tectonics, composition, painting, graphics and drawing done by the author's hand on a physical medium** (canvas / cardboard / paper), which according to the rules of the program **cannot be evaluated electronically** and, if sent according to the specified conditions, will be interpreted as informative material confirming the existence of de facto works, but marks in these subjects can be obtained only after checking the original works in physical form. At the same time, poorly photographed works will not be accepted for consideration, even as a confirmation of the fact of the existence of works. Criteria for a quality photo (protocol): 1:1 size with a resolution of at least 200 dpi, without perspective distortion, with a color scale attached to the original that allows you to determine the quality of color reproduction (see example - such a scale must be printed and visible on each photo together with the student's work and data), without reflections, with uniform lighting in accordance with the requirements of the rules of archiving practice.

Practical works created in electronic form can be sent for examination in electronic form OR in printed form according to the requirements of the study course. The last form allows the assessment of the entire spectrum of competences in accordance with the requirements of the

profession's standards and study form.

All materials in all practical subjects have sufficient methodical support for the student's independent productive work, and the mentioned contact within 25-30% of 1 CP is necessary to explain the interconnections of topics that are difficult to understand from literature and other sources in individual design and creative solutions, which are presented as methodical interpretation possibilities for the whole group at the same time as recommendations that expand the student's opportunities for a more complete understanding of the goals and tasks of the project decisions made. Mostly this discussion takes place in the form of a discussion.

Professional standard PS-174 Communication designer Graphic designer describes:

Summary of basic tasks and responsibilities of professional activity

The communication designer conducts research into the needs and habits of the audience (user); analogue, communication design solutions, research of resources; sketch, make and test prototypes, prepare and implement a communication design project and present the results.

Responsibilities and tasks of a communication designer:

1. Clarifying the Communication Design Task:

- formulate work goals and tasks, propose a work idea;
- clarify and coordinate the work idea, goal and tasks with the customer;
- find out the target audience of the communication design project;
- study the products and services offered by the customer and competitors, their specifics;
- identify communication opportunities in a communication design project;
- identify and understand the cultural-historical and aesthetic context and element system of communication design and their mutual regularities;
- identify analogues of the communication design project.

2. Communication design project planning:

- identify and evaluate the resources needed for the communication design project;
- identify the specialists and services needed in the communication design project;
- prepare the communication design project budget and schedule;
- coordinate with the customer the communication design project plan.

3. Communication design ideas and project development:

- to study in depth the target audience of the communication design project;
- choose the most appropriate solution for the target audience of the communication design project;
- develop a communication verbal message individually or in a work group;
- identify the means of artistic expression in design development;
- evaluate the compliance of the communication design solution with the goals of the communication design project;
- identify and include the concept of sustainability and circular economy in the communication design project;
- develop communication design project sketches;
- improve the selected communication design sketches in accordance with the customer's requirements and the needs of the project.

4. Implementation of the communication design project:

- create a communication design according to the message;

- implement a communication design project in the appropriate media (digital and analog);
- prepare a communication design project according to technical requirements;
- test the compliance of the technical and aesthetic solution of the prototype with the tasks of the communication design project;
- test the relevance of the prototype to the target audience;
- improve the communication design project according to the prototype test results;
- submit a communication design project to the customer or implement the final product;
- prepare communication design project documentation and samples, including for strengthening intellectual property rights;
- manage the implementation of the design project.

5. Skills and attitudes, general knowledge and competences necessary for the performance of the basic tasks and duties of the professional activity:

- comply with the field's binding regulatory acts, standards and other requirements, including labor protection, civil protection, environmental protection and fire protection;
- comply with the norms of labor legal relations and basic principles of professional and general ethics;
- use the national language;
- use at least one foreign language;
- work individually and in a team, planning their own and other people's work;
- use information and communication technologies;
- constantly improve your personality;
- improve professional qualifications;
- to carry out research in the relevant industry and field of professional activity.

Before obtaining the qualification, the student needs to study the basic requirements formulated by the professional standard and develop the skills and abilities necessary for professional activity.

- It is necessary to know: the theoretical foundations of task performance, the basic methods and techniques of analysis and synthesis; basic principles of construction of technical means used at work, operating principles and rules of use; the execution sequence of interrelated work processes and coordination processes, their rational organization, work modes.
- To be developed: the ability to delve into the problems of work tasks, to use the theoretical knowledge, skills and abilities acquired during studies in daily practice and to be able to intuitively find a way to supplement them.
- Based on the above, the system of formulation and execution of the overarching task (general topic) and work task must be learned at all levels provided for in the study program.

Formulation of the SD/P task and coordination of the work concept

1. The formulation of the SD/P task is determined by the lecturer or a group of lecturers, which is formed by lecturers according to the principle of inter-subject connection. The motivation of the formulation of the assignment depends on the goals and objectives of the specific study course or group of study courses, which, in turn, are subject to common goals and objectives of the bachelor's study program; it can be influenced by the opinion of the program manager and the BSA DS Methodological Council.

2. The wording of the SD/P assignment should meet modern design trends and thematic requirements.

3. the student formulates the tasks by developing the SD/P concept (in written or sketch form), which is coordinated with the leader of the corresponding study course. If the SD/P is completed without an agreed conceptual stage, the work is not accepted for evaluation.

SD/P content, design and scope

1. **Content**: it consists of three parts: **research, applied-research and practical.**

Design activity has a complicated aesthetic-functional nature. The main goal of the activity is to develop and visualize the aesthetics of the form of a functional-communicative object that is reproduced, replicated or produced with the help of traditional, industrial, post-industrial and virtual technologies. Therefore, it is necessary to develop skills and abilities related to the main activity in exercises and study works. Regarding solving the aesthetic task, they are:

- analytically variable thinking or identifying a thesis,
- intuitive ability to synthesize or generate conceptual ideas,
- deductive selection methodology.

The criteria for evaluating creative work have a complicated aesthetic-functional nature. The functional component in the creative activity of a COMMUNICATION DESIGNER is a constant part of design, whereas the aesthetic component is a variable part of design planning, which combines both research and practical activity of a COMMUNICATION DESIGNER.

The formulation of the task and pre-project research in the study work of a COMMUNICATION DESIGNER are closely related to the development of the further study work/project and it is an integral part of the creative process of any project and activity of a COMMUNICATION DESIGNER. During the research process, the designer clarifies the causal relationships, creates a concept of hypothetical, aesthetic and other qualities of the object of study. Considering that any creative (inductive), incl. the result of study activity is also not fully predictable and guaranteed, by studying the significantly influencing issues of study work/projects before starting study design work, when performing the practical tasks of study design, the designer must answer three basic questions:

1.1. why such study work/project is necessary, what skills and abilities it will help to develop.

It is the study of the range of problems initiating the study work/design or **the research part** of SD/P (a semantically, psychologically, aesthetically and technologically based technical task for the study work/design).

This research part within the framework of SD/P can be defined as conducting theoretical and empirical research in connection with the formulation of the joint design task and the justifications of the regularities, as well as the study of the regularities of the perception of the visual image of the object, which does not have an independent practical or applied application, but the impact on the final design result is significant.

Depending on the specific study program, which formulates requirements for the formal part of the task performance*, there may be principle schemes, tables, structures, sketches, analog research samples, survey questionnaires and other types of SD/P task wording and content describing the SD/P content supporting materials.

Thus, the study research work corresponds to the 4th and 5th professional level (bachelor) and is essentially a productive or creative part of the study work, because only in this way can objective conclusions be reached. In order to do it at a level corresponding to the study requirements, it is necessary to follow the instructions of the lecturers during the study process, as well as to independently look for the opportunity to supplement and deepen the competence of theoretical, technological and practical activities with the help of recommended literature or other sources of information.

* the formal part of the task performance is the specification of formal requirements suitable for task evaluation.

It must be requested by the lecturer of the specific study course and they can be:

* technique or technology for performing the specific task;

* number of means of expression or other restrictions;

* format of the working area (sheet) and number of sheets (pages);

* letter size, distance between lines, number of characters on a sheet and other design features requirements;

* structure of the work: title-title page, introduction, theses, main part, conclusions, etc.

1.2. with what aesthetic/technical means of expression can this study work be realized.

It is the substantiation of the use of specific visualization and realization technologies, the development and defense of the work process or the applied research part of SD/P (modelling, which uses traditional, post-industrial and virtual** technology based on aesthetics, ergonomics and technology, and complies with the requirements of formal studies).

This applied-research part within SD/P consists of the application of empirical and sample studies in the following areas:

1.2.1. the use of various traditional, post-industrial and virtual technologies in modeling, visualization or preparation for a hypothetical reproduction process to achieve study goals;

1.2.2. searching for sketches in image shape modeling and image perception modeling with the aim of optimizing the visualization of the study work/project object;

1.2.3. forms of visual language, including the study of various visual effects or optical illusions with the aim of optimizing the visual perception of the designed object.

Practically, there can be: processing, mounting and lighting schemes; varied offers of materials and technologies affecting shape and color with assembly and processing principles, parameter indications and scales; in schemes for creating logos and other graphic elements, principles and modular networks, tonal and coloristic hierarchy of placement of advertising materials and information flows, principles of creating internet site compositions; the semantic principles of coloristics, form and content solution and its optimization, etc.

This type of applied research work corresponds to the 5th and 6th professional level and is essentially a productive or creative part of the student's COMMUNICATION DESIGNER study work. In order to do this at a level corresponding to the requirements of the studies and potential job titles, it is necessary to fulfill the instructions of the lecturers during the study process, as well as to independently look for the opportunity to supplement and deepen the competence of theoretical, technological and practical activities with the help of recommended literature or other sources of information.

** traditional, post-industrial and virtual technologies are the specification of technologies recommended by the course of study suitable for completing the task. Taking into account the pace of development of post-industrial and virtual technologies, it is clear how the aforementioned technologies (except for traditional ones) quickly become morally outdated and it is impossible to keep the most modern post-industrial technology provision and workshops in the university. Therefore, in each study course, the lecturer has recommendations for choosing technologies and materials.

Recommendations must be requested from the lecturer of the specific study course and they can be:

- execution of the specific task - printing technique or other technology related to visual art / design;
- choice of means of communication expression or other limitations of a content/technical nature;
- format of the working area (frame, tablet, sheet) and number of sheets (pages);
- graphics, letter size, distance between lines, number of characters on a sheet and other designs requirements;
- structure of the work: title-title page, introduction, thesis, main part, conclusions, etc.

1.3. how this study work can be prepared for further reproduction in a technologically optimal or acceptable way.

It is the practical part of SD/P or the visualization and realization of the form, based on the research of specific reproduction technologies (economically justified, visual, communicative, functional project preparation for potential realization or reproduction).

This practical part within SD/P can be defined as the execution of work of a specific technical nature, which is carried out by the project executor on a daily basis in the creation of material and virtual forms of visualization of the designed object (visual part of the project: premises, objects, brand names and other elements, websites, etc. virtual, graphic or spatial visualization)

This type of practical work is essentially a creative part of reproductive study work, the performance of which requires practical skills (e.g., using a computer to achieve aesthetic goals, constructive drawing, drawing, mock-up or practical creation of an object to be realized).

The given types of activity are integral components of SD/P, study process and design creativity integrated with each other.

Quotable material SD/P practical part is allowed no more than 25% of the total amount of work, except in cases where the amount is determined separately by the lecturer of the study course.

1.4. **List of used literature, laws, catalogs and other sources of information Attachment(s)**

(diagrams, sketches, other proofs of authenticity, comparison tables, illustrative material, analogues; part of the project: drawings, technological layouts, usage scenarios, impositions, color separations, technical description sheets, Interior project design, composition and their comparison with market requirements, etc.;

1.5. Guarantee of **the author of the work** - confirmation that the study work was created independently, the sources and data used are with references, the work has not been published before and is being submitted for examination for the first time.

2. **Design and way of presentation The type, scope and dimensions**

of SD/P teaching are determined during the SD/P development process and are coordinated with the study course lecturer and can be influenced by additional requirements by the methodological council of the program.

Tablets, models and other types of display materials can be used as visualization and information media.*

2.1. Execution technique: individual stages of SD/P can be executed in various visualization techniques, e.g. watercolor, gouache, pencil or other technique, however, the final version of SD/P is exhibited using the capabilities of the computer and various modern materials and technologies (self-adhesive films, possibilities of printers and plotters),* except for study courses in which the

requirements for execution technique are specifically formulated

or

slides with a resolution of 200pixel/inch, pdf/jpg, RGB * except for study courses in which there are specific requirements for the execution technique and which were executed by the author's hand in art technique according to the requirements of the study course.

2.2. Volume of the visual part: the total number of pages, tablets and mock-ups must not be less than the number of units specified in the study course (including cases when a virtual project and multimedia presentation materials are developed). The standard sizes of tablets and sheets can be from 20X20cm, A4, 30x30 (recommended); 30x45; 30x60; 30x90; 45x45; 45x60; 45x90; 60x60; 60x90 cm. Specific tablet sizes and their composition are chosen according to the wording of the project task, the idea and the needs of the project, which are coordinated with the head of SD/P and can be influenced by the direction board with additional requirements.

2.3. The SD/P description (if required) is a written material in which all information about the study of the formulation of the task, the relevance of the project, the stages of development, the study of analogues, the possibilities of project implementation and its potential costs is placed and clearly structured (according to the model of the structure of the SD/P) . All visual information (sketches, variants, details, photos, project stages, copies of tablets) is added to the description. The work description is made in A4 format (letter size – 12, interval between lines – 1.5, the number of characters per page of the author's text must not be less than 2000 characters, including intervals), with an aesthetically valuable design. The text part must not be smaller than the required page. number, not including title page, appendices, design and illustrative material*

In the event that the work has several pages and is assembled in a book, ONLY a metal spiral should be used for binding with at least one hard cover (back) where the cd is glued in a transparent cover and a transparent front cover.

* Realization of the study work itself is the student's investment in his professional development. Therefore, materials, computer provision and performance expenses are covered by the student; the possibility to use BSA computer equipment and workshops is provided only in the scope of contact classes.

If additional time is needed for work in the workshop or computer auditorium, an application must be written to the program director (see the form in the appendix).

The SD/P description can be created in Latvian / English.

Each SD/P, including the final test, must be accompanied by a printed CD or flash disk with the full visual volume of the study work/project (there may be photos of work and the work process in study courses where the work is performed by the author's hand in the material) and a description in MS Word format, providing the work file compatibility of software formats with BSA DS existing software.

Files must be signed with clear identification of author and course of study.

Each SD/P, including the final test, must be accompanied by the full visual scope of the study work/project (there may be photos of work and the work process in study courses where the work is performed by the author's hand in the material) and a description in MS Word format, ensuring the compatibility of work file software formats with BSA DS existing software.

SD/P development procedure and time (period)

1. The SD/P assignment is formulated and discussed no later than the 3rd lesson of the study

course. The SD/P task of the professional B2 block study course "Interior design", "Web site design", "Advertising design" is taken as the basis for the development of KD/P.

Other SD/P tasks may be integrated into KD/P as components. The study work-project is developed during the study process, in one semester with the time capacity of practical performance no more than 75% of the total number of lessons determined by the study course and ends with SD/P exposure in the exhibition during the session. The current thematic distribution of study papers with study course lecturers and task formulations is available on the BSA local network or on a specific computer in the auditorium.

2. SD/P Advisory Principle

The lecturer has appropriate education, qualification or practical work experience.

Responsibilities of SD/P manager:

- Optimum guide, recommend SD/P task wording and content selection;
- Control the collection of materials (analogues) corresponding to the wording of the SD/P task;
- Monitor and correct the progress of SD/P development from the conceptual solution (sketches) to the final stage (realization of tablets).

Follow SD/P development work schedule.

Students have the right to use additional consultations. Counseling lists are created at the written request of students and are placed at information stands.

3. **SD/P intermediate control**

Mid-term control takes place in mid-term examinations, no more than three times per semester. The lecturers, in coordination with the Methodological Commission of the BSA DS, organize and regularly organize intermediate reviews, where they observe the results and the overall progress of the work performance according to the review scheme.

4. **SD/P exposure in view**

4.1. the student exhibits the full scope of SD/P work in the BSA DS study plan in the auditorium provided for them and hands the lecturer a printed CD with the full scope of work including the work files and explains the set of proofs of authenticity of the work;

4.2. the exposition must have clearly visible handwriting of the author and information about the author, which is printed together with the work (integrated into the work area) and visible from the front. Papers used in drawing, painting, graphics must be signed by the lecturer and have the BSA DS stamp. Works with incomplete task scope, insufficient quality level, without clear identification signs will not be accepted for evaluation or are not evaluated with a positive evaluation. Information includes:

4.2.1. 1RDDBD1_SD_student's surname 1s 22_23 where:

4.2.1.1. 1RDDBD1 – group name;

4.2.1.2. SD_ – study paper (type of document);

4.2.1.3. Your personal last name 6.4.2.1.4. Your current study semester;

4.2.1.5. current study year;

4.2.2. name of study course (subject), e.g. Learning letters I /basics/ 2CP. D/incl. (view) prof. M. Kopeikin. LMA hum.zin.mag. in art;

sample:

BSA DS GROUP SD Name Surname 2s 22/23

Learning letters I /basics/ 2CP. D/in. (view) prof. M. Kopeikin. LMA hum.zin.mag. in art; Exercise

4.3. technically and content incorrectly performed work is not taken for evaluation or is not evaluated with a positive evaluation;

4.4. grammatical errors in the text may affect the assessment;

4.5. auxiliary materials, packaging papers, adhesive tapes, etc. must not be left at the exposure site. In case of non-observance of internal rules, in case of contamination of BSA premises, the works of the guilty student will not be graded and will be considered as academic debt.

5. Session lists highlight two times: 6.5.1. exhibition of works in the view from ... – this time is intended for students to independently prepare an exposition in the audience of the organizer;

5.1.1. exposition preparation procedure in computer technology design, Introduction to the specialty, Learning letters, Digital color theory, Basics of digital color correction, Photo art, Animation processes, Repro processes, Typography and creating modular networks, Applied graphics, 2D digital animation, Acoustic communication, Furniture design and fittings, Dynamic in graphics, Virtual modeling technologies, WEB technologies:

5.1.1.1. the teacher, the employee of the teaching unit or the senior of the group receives keys from the computer auditorium to the BSA economic service attendant;

5.1.1.2. students check the transparency of works in digital format and relevance to the requirements of the regulations, records the work on the computer and leaves it in a form prepared for inspection until the beginning of the operation of the commission, which is foreseen in the lists;

5.1.2. exposition preparation procedure in Composition, Color studies /coloristics/, Shape modeling, Drawing, Painting, Graphics:

5.1.2.1. the teacher, the employee of the teaching unit or the senior of the group receives keys from the auditorium to the BSA economic service attendant;

5.1.2.2. students prepare an exposition with the full scope of works and good transparency.

The teacher or the committee works as long as it is necessary to evaluate all exhibited works.

- During the evaluation process in the form of a presentation, contact between the evaluator and the student is not required, explanations and consultations are not expected to be given to the students, comments are recorded on the title page. Therefore, during this time, students do not need to be in the auditorium where the show is taking place without the permission of the lecturer or commission, except for the suspension procedure. However, if the lecturer considers it necessary, such contact can take place at the initiative of the lecturer.

SD/P evaluation

7.1. Requirements and rules for obtaining a positive assessment:

1.1. attendance at lectures, etc. classes and consultations not less than 50% of the total (confirmed by the student's signature on the attendance sheet),

1.2. in the lessons during the semester, stages of developing tasks and exercises were created for the teacher,

1.3. all tasks assigned in the study course have been completed in full in accordance with the Regulations of the study work, the annotation of the study course, the requirements for quality and design formulated by the teacher of the study course (the minimum permissible amount of compliance with the requirements to obtain a positive assessment is at least 40%, all tasks must be completed; in cases where the full number/volume of tasks, obtaining a positive assessment is not possible),

1.4. In cases where the attendance level is below 50% or the work has significant shortcomings and the rating varies between 4 and 3

4 almost average - average rating; is used in cases when the completed work meets / partially meets / does not meet a part (40/50%) of the set goals and tasks, evaluation criteria, set requirements and the quality of the study work has been achieved that meets the minimum quality requirements of the study program (it is determined by the study course lecturer or committee). In general, a program, a study module or a study course has been learned, but insufficient understanding of some basic concepts can be found, there are significant difficulties in the practical use of the acquired knowledge.

The work has been created at a PASSIVE level and meets the assessment

3 weakly low - rating (failed); is used in cases when the completed work meets / partially meets / does not meet a large part (is less than 40%) of the set goals and tasks, evaluation criteria, set requirements and a low quality of study work has been achieved (it is determined by the study course lecturer or commission), with a rating of "3" the study tests cannot be passed successfully. The knowledge is superficial and incomplete, the student is unable to use it in specific situations

the instructor has the right to conduct the test on the spot, determining the form, content and scope of the test according to the content and scope of the study course.

1.5. In cases where the attendance rate is below 50%, but the work has significant achievements and the rating ranges between 7 and 8 or higher

8 very good - very high rating; is used in cases where the completed work fully meets the set goals and tasks, evaluation criteria, set requirements and a very high quality of the study work has been achieved (this is confirmed by the oral justification of the lecturer, commission, methodical council or program manager). Completion requirements of the program, study module or study course have been fully met, however, there is not a deep enough understanding of certain issues to use the knowledge independently in solving more complex problems

The work is created at the REPRODUCTIVE level and corresponds to the interpretation

7 good - high rating; is used in cases where the completed work corresponds / partially corresponds (70/80%) to the set goals and tasks, evaluation criteria, set requirements and a high quality of the study work has been achieved (it is determined by the study course lecturer or commission). In general, the learning requirements of the program, study module or study course have been met, however, sometimes there is an inability to use the acquired knowledge independently

the teacher has the right to conduct the test on the spot by determining the form, content and scope of the test according to any topic of the study course.

1.6. In cases where convincing evidence of authenticity is not attached to the test, the instructor has the right to conduct an on-the-spot test by determining the form, content and scope of the test according to any topic of the study course.

2. The exposure of one group is assessed by the study course lecturer himself. In cases:

2.1. In cases where the lecturer cannot arrive at the time specified in the session list, students leave their works in the exhibition hall and this exhibition is evaluated by a methodological committee consisting of no less than 2 other lecturers with appropriate qualifications (at least one of them from the Methodical Council of the School of Design); exposure may be evaluated outside the term approved in the session plan;

2.2. In cases where the co-exposition consists of two or more groups, it is entitled to be judged by one of the lecturers of the study course or by the methodological commission consisting of two lecturers with appropriate qualifications (at least one of them is from the methodological council of the School of Design);

2.3. when the list of sessions has scheduled an exhibition in several subjects at the same time, it is the responsibility of the students to hand over the works for evaluation in the designated audience on time;

2.4. when the study work has not been submitted for evaluation, the student of the term approved in the study plan loses the right to evaluation without an additional fee;

2.5. when the study work is handed over for evaluation outside the term approved in the session plan or after the start of the commission's activity in the view of the person responsible for it, the student is obliged to register this study work in the study part at the time of acceptance, submit an application with a request to evaluate the work, receive an individual report in return, and their evaluation takes place for an additional fee

1st and 2nd year

The examination of study papers/projects and exercises takes place from the calculation of approx. 15-20 min./1 student work.

Due to the higher degree of complexity, the examination of study papers/projects and exercises of the 3rd and 4th year takes place from the calculation of approx. 40-60 min./1 student work.

After drawing up the assessment protocol, copies of them are placed in the BSA DS notice boards - this must be agreed with the lecturer, or are available in the BSA DS teaching section.

In cases where a negative assessment has been obtained, the student has the right to rework the work and take the test again. In each semester, such a follow-up examination is held at an interval of 3-4 weeks from the end of the session.

The evaluation takes into account the quality of the execution of sketches and practical works.

The process of training qualified specialists in the fields of design and art is impossible without extensive and strict control of the knowledge and skills acquired by students. The object of control is not only the knowledge gained in block disciplines. The skill and ability to logically justify one's views when speaking in public, the ability to independently find the necessary information and analyze it are also evaluated.

The study program is planned for 8 semesters (full-time) and 9 semesters (part-time) in the amount of 240 credit points. Credit points are counted for each completed study course (including practice) if the 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 learning the study content has been increased.

The course structure of the study program consists of: mandatory (A), limited optional (B) and optional (C) courses:

Study courses of general educational content (in part A, in the amount of 30 CP); Theoretical basic

courses and information technology courses of the industry (professional field of activity) (in part A1, in the amount of 54 CP);

Professional specialization courses of the sector (professional field of activity) (in part B, in the amount of 90 CP), which are divided into the following subgroups:

- theoretical foundations of design and art (Introduction to the design process, design theory, legal foundations, etc.);
- Design methods of digital visualization, exposure to all aspects of DVD in professional work, technological competence of a digital visualization designer / artistic aspects and competences, social responsibility aspects of a digital visualization designer / digital visualization design for people with special needs, design social and communication services and products system, multicultural Digital visualization design / Digital visualization design as art;
- Interdisciplinarity, development and research of the digital visualization design profession: social and communication applied research methods, projects in the social direction and entrepreneurship;

Elective courses for students (in part C, 9CP).

In accordance with the regulations on the state standard of professional higher education, the study program includes courses for the development of business professional competence - social entrepreneurship (3CP, part A), project management basics (3CP, part A). Additional courses for the development of entrepreneurial professional competence can be studied as optional courses (Part C). During the study of the bachelor's program, the student develops and defends three study papers - two course papers (each in the amount of 3 CP) and one course paper (6 CP).

The results of the study courses of the professional bachelor's study program «Digital Visualization Design / Arts» are planned and improved in mutual connection and connection with the purpose of the study program and the achievable results. Study results are formulated at the level of study program, study course and classes.

Analyzing the connection of the planned results of the study courses with the achievable results of the professional bachelor's study program «Digital Visualization Design / Arts», a mapping of the study courses included in the program was carried out. Obtaining the mapping results (see in the appendix), it was concluded that the planned results of the courses included in the study program fully correspond to all the achievable results of the study program.

In order to ensure the connection of study course content, achievable results with the goals and achievable results of the study program:

- the teaching staff plans the achievable results of the study course in accordance with the specific results of the study program, which are reflected in the form of the study course program;
- the teaching staff coordinates the study results with the director of the study program, who is responsible for determining the study results of the study program;
- all study course programs are approved at the meeting of the program council.

The quality control and analysis of the implementation of the study process, teaching and learning of the study content was regularly carried out by the responsible structural units.

3.2.2. In the case of master’s and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and

findings in the field of science or artistic creation. In the case of a doctoral study programme, provide a description of the main research roadmaps and the impact of the study programme on research and other education levels (if applicable).

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

Description and analysis of changes in study program parameters made since the issuance of the previous study direction accreditation sheet or the issuance of the study program license

CHANGES Study program

Digital Visualization Design (Communication Design),

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3.1.1. BSA DS DD Studiju programmas plāns pilna nepilna LAT ENGL 2023 2024 ECTS bachelor KONVERTACIJA ECTS.docx

Considering that 1 CP – 25/30 hours of student workload,

hours after conversion from LVCP to one subject are rounded in one direction or the other,

based on the balance of hours, taking into account each specific study work.

Changes in the program in the period 2013-2023.

will not significantly affect (UP TO 20%) the content, scope,

changes formally PARTIALLY (UP TO 20%) affected 10 subjects in block A, A1, B out of 51 subjects

A1DD022, BDD027, BDD029, BDD032, BDD035, BDD036, BDD037, BDD038, BDD039, BDD040

The BIA professional bachelor's study program «Digital Visualization Design / Arts» has been created in such a way that it is possible to accomplish the set goals of the study program, which are achieved by achieving results of the study courses, observing the principles *of student-centered* education. During implementation of the study program, various study methods are used:

- informative – lectures with elements of active learning methods (audio-visual, demonstration, presentation);
- practical activities – seminars, tests, practicums, reports, projects, preparation of presentations using computer programs and other technical means;
- creative - brainstorming, role-playing, debates, discussions, situation analysis, group analysis work, research.

The lecturers choose study methods according to the goals, specifics and planned study results of the study course being taught. Lecturers of the study courses use lectures not only as a pre-reading, but also integrate active study methods into it, stimulating discussions and organizing work in small groups, presenting independent works. Active study methods are widely used in seminar classes. Seminars allow students to independently study both theoretical and practical issues, present them and express their opinion. Important forms of work are practical lessons and independent work, in which students analyze, interpret, independently solve problems, improve professional skills, develop analytical skills. Therefore, the workload of students corresponds to 40 academic hours of work for one national credit point (of which 16 academic hours (PLK) or 12 academic hours (NLK) are contact hours and consultations, while the rest are intended for independent work in person or out of attendance).

In the study process, modern e-technologies are used: audio-visual, multimedia tools, e-studies in the Moodle system, Skype, Zoom, etc., including dialogue "Activity offer / question / answer" in the informal communication group on social networks (especially in practical and extracurricular activities), e.g., *facebook https://www.facebook.com/groups/1781731681981065 Practice questions*. Modern technologies provide flexibility in the study process, increase students' cognitive interest, creative activity and modern student participation. Practically all lecturers involved in the implementation of professional bachelor's study program use electronic BSA E-study environment, which provides ample opportunities for posting study materials and organizing the submission of homework and independent work, presenting and defending them. Study materials and means are developed in electronic form and placed in a way accessible to learners in the BIA E-study environment in the Moodle environment. BIA provides students with access to internationally cited databases EBSCO, also outside the academy premises and access to Scopus, Science Direct in the BIA Scientific Library in Riga and BIA branches.

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 "Digital Visualization Design / Arts" is based on a 10-point system, in accordance with the regulations for evaluation of study results at the Baltic International Academy (Approved at the session of the BIA Senate on 30.03.2016, protocol No. 125). The process of preparing qualified specialists in design is not possible without an extensive and strict assessment of students' acquired knowledge, skills and competences. The object of evaluation is not only knowledge and skills acquired within the study courses, but also competences and skills to logically justify one's opinion, to express one's opinion in a public speech, to be able to independently find the necessary information and analyze it.

Description of the study courses of parts A, B, and C of the professional bachelor's study program defines evaluation criteria and the achievable results.

In order to assess the students' knowledge, tests are used during the semester: tests, assessment works and evaluations of students' independent work. Oral/written exams are used at the end of the study 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 studies.

First of all, it provides feedback between the student and the teaching staff in a specific study course, allowing the teaching staff to assess level of learning of the study 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.

At the end of the study course, students take an exam or a differential assessment. Currently, 70% of exams are in written form - 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. An important element of the student examination is presentation and defense of the thesis. Students who have not passed the pre-defense are not referred to the thesis defense. The pre-defense of the diploma thesis is not only formal in nature, but a step test to further improve the final thesis, clarify research categories, supplement with the used sources, as well as improve presentation and speaking skills. Such an evaluation system allows to follow the gradual process of development of diploma thesis in order to achieve the student's ability to independently and correctly develop the basic principles of research and principles of academic integrity. Taking into account the above, we believe that in the BIA professional bachelor's study program «Digital Visualization Design / Arts» control of the study program implementation is functioning.

By collecting information on how implementation of the study process complies with the principles of student-centered education, it can be concluded:

- 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);
- different ways of the study program implementation are offered according to the possibilities (offering studies both full-time and part-time in person);
- diverse study methods are used according to the circumstances;
- based on the opinions expressed in the student survey, methods of study are regularly evaluated in order to find the most optimal way to achieve the goals of study courses and study programs;
- the tendency of students to be independent is encouraged, while providing the guidance and support of the teaching staff and support staff;
- mutual respect is promoted in the relationship between students and lecturers, involving the director of the study program in case of problem situations and conflict.

Conclusions about the evaluation system:

- lecturers are familiar with test and examination methods, focus not only on referencing knowledge, but use various methods of analyzing problem situations, which allow to assess the students’ ability to use acquired knowledge in practice;
- students receive individual feedback in independent, homework and control assignments submitted in all study courses, if necessary, giving advice related to the learning process;
- the teachers of the study program strive to ensure that assessment is consistent, fairly applied to all students and is implemented in accordance with approved procedures.

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

students during the internship included in the study programme with the learning outcomes of the study programme (if applicable).

Internship is a mandatory part of the professional study program and its organization takes place in accordance with the "Regulations on Internships at the Baltic International Academy" (approved by the BIA Senate on 23.05.2018). In accordance with the Cabinet of Ministers Regulation No. 305 «Rules on the standard of state professional higher education». (13.06.2023)"; (LV-only), the amount of practice must be at least 30 CP (BIA DS is 36 CP).

The Digital Visualization Design (Computer Design) **study program provides for the following types of mandatory practice:**

Table 3.2.4.1.

No.	Type of practice	Volume (CP)	Full-time studies (4 years)	Volume (CP)	During part-time studies (4.5 years)
1	Informative practice	**2 CP**	1. – 2. sem.	**4 CP**	1. – 2. sem.
2	Plainair practice	**8 CP**	2., 4. sem.	**6 CP**	2., 4. sem.
3	Professional practice	**14 CP**	3., 4., 5., 6. sem.	**14 CP**	3., 5., 6. sem.
4	Archiving practices	**4 CP**	4., 8. sem.	**4 CP**	4., 7., 9. sem.
5	Pre-degree internship	**8 CP**	6. – 8. sem.	**8 CP**	5. – 8. sem.
		36 CP		**36 CP**	

1. Informative practice

During the informative practice, students visit museums, exhibitions, libraries, get acquainted with the types of fine arts (painting, sculpture, graphics), various art styles, types of applied art and design, the structure of the library and the system of their use. At the end of the internship, the student creates and submits a written study paper (paper) on the subject of art and design for examination in the BSA DS teaching section, which will be evaluated with a grade (differentiated assessment).

2. Plainair practice (study in nature) – professional

During Plainair practice (study in nature), students develop short-term and long-term works. Draws and paints in various techniques: pencil, charcoal, sangina, pastel, watercolor, gouache and etc. Practical works are evaluated with a grade (differentiated assessment).

3. Professional practice (communication)

3.1. In accordance with the Digital Visualization Design study program, internships are organized outside the educational institution.

3.1.1. Professional practice takes place outside the educational institution. The student has 2 options:

a. the possibility to choose an internship from the existing offers (internship contracts) or

b. choose it independently.

You should start with the 1st competence – start (initiate) the project; establish contacts with cooperation partners; perform information data recording and implementation; analyze incoming and outgoing information related to the project, identify potential sources of information in various aspects: target audience, social, philosophical, semantic, psychological, communicative, visual, aesthetic, ergonomic, functional, economic, legal and technological; gather information about the project to be implemented. Division into semesters 3, 4, 5, 6, 7; CP: 2, 3, 3, 3, 4.

3.1.2. The pre-diploma practice is the final professional practice, during which the student collects all the necessary information for the creation of the diploma thesis by performing the design activity, corresponding to the chosen specialty.

3.2. The place of the professional practice is according to the qualification chosen by the student.

3.3. Before starting the professional practice, the educational institution and the organizations or their leaders conclude contracts, within which the rights, duties, responsibilities, contract terms, etc. of both parties and the intern are regulated. (see Appendix No. 5.1 of the Rules of Practice).

3.4. When going to practice, the student is introduced to the types of reports, forms, or receives practice tasks and a practice document - the trainee's diary.

3.5. In the internship diary, the student records all the tasks and works performed. The work progress of the internship, as well as its evaluation, was reflected in the internship diary, where the internship leader gives his assessment based on the progress of the internship, its content, the results of defending the internship, and the analysis of the internship.

3.6. Assessment of professional practice - passed, failed with a grade.

3.7.The program director, teaching department, is responsible for organizing the internship.

4. Archiving practices (portfolio extended)

During the archiving practice, students prepare the volume of study and practice works developed for storage in the BSA archive, for printing in the archive catalog. These works are intended for use as methodological material. At the end of the internship, the student will create a report and prepare a portfolio of study and internship works, which will be evaluated with a grade (differentiated assessment).

5. Pre-degree internship (professional, concept of diploma project)

It is a logical continuation of professional practice; it is subject to all professional practice requirements and regulations.

During the internship, the student collects information and chooses the direction of the thesis topic. At the start of the pre-diploma internship, the student receives an internship document - the intern's diary. In this document, the student records all completed tasks and works. Assessment of pre-diploma practice - with a grade (differentiated assessment). Practice documents will be kept in the study part of the university.

The overall goal of the internship is to strengthen, deepen and systematize the 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 practice:

• effective adaptation of future specialists in practical work, strengthening the position of university graduates in the labor market;

• systematization, strengthening and expansion of theoretical knowledge in the acquired specialty;

• acquisition of practical skills by solving specific scientific, commercial, social, economic tasks;

• market analysis, information gathering, processing, systematization and functional and critical analysis, developing coursework and diploma theses;

• preparation and presentation of the basic ideas, concepts, schemes, prototyping and proposals of the future bachelor's thesis to the internship provider (natural or legal person).

Five internships are implemented in the professional bachelor's study program "Digital Visualization Design / Arts". Students' practices are closely related to the achievable study results of the professional bachelor's study program «Digital Visualization Design / Arts». Study practice strengthens the theoretical knowledge acquired in the study program, as well as improves the student's professional competence in accordance with the requirements of the designer's profession.

Each practice is based on already acquired knowledge and designer's work skills. 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. Internships are organized outside the academy in an institution (company, organization) related to the student's profession, where the fulfillment of the tasks specified in the methodological instructions of the internship is guaranteed. During the internship, students use the acquired theoretical knowledge, work in various state, municipal and non-governmental institutions in the field of design.

A cooperation agreement is concluded between the academy and the internship provider (natural or legal person) - the internship location, which includes the rights, obligations and responsibilities of the three parties, the term of the agreement, the terms of termination of the mutual settlement agreement, etc. Regulations. At the end of the internship, you should write an internship report, which should contain answers to the questions of the internship program, argue your thoughts, develop conclusions and proposals. In the training practice, the student must complete the tasks provided for in the practice assignment, and if possible, he can collect materials for the bachelor's thesis - then the optimal result of the training practice has been obtained.

The student writes an internship report and defends it publicly. 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. 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.

SEE ATT. CITI PIELIKUMI

11.2. BSA DS DD prakses nolikums praksu metodiskie noradijumi 2023 2024 1 akreditacija red.pdf

(only latvian)

2nd course Roberts_Umbraško_Archiving practices_portfolio red.pdf

11.5. BSA DS application BSA DS application Duncs 2023 2024 1.pdf

11.10. Ieva Paleja_RI6A1668_Pre-diploma practice.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).

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

At the end of the study program in the last semester, students must develop and defend a final diploma thesis. Developing and defending the final thesis is a proof of the student's professional competence in order to obtain a professional bachelor's degree in design and the qualification - Digital Visualization Designer / Communication Designer. In order to successfully complete the entire scope of study courses and obtain a professional degree and qualification, students must demonstrate both the theoretical knowledge acquired in the study process and the practical work skills and competences acquired in accordance with their qualification.

The direction and content basis of BSA DS research and artistic creativity characteristics and justification of

• the target audience – users or customers, mostly non-statistical data: justification of popularity, aesthetic value and priorities;

• functional analysis – description of functions, definition of problems, description and justification of means of expression – what exactly was planned to achieve the value effect, innovation, actuality, what functions should be provided in the ideal case,

in the context of the topic, you should analyze all possible functions, as well as what you plan to do so that the target audience in the project has maximum comfort in using style elements and advertising, interior or other spatial objects, virtual interface.

As a result of functional analysis, in the form of an assumption/hypothesis, the ideal model (vision, description, understanding) of the product or service is obtained, which would fully satisfy the user/target audience. Using this model, you can create a full-fledged concept in which to formulate an element of innovation that will ensure a difference in comparison with analogues, will allow you to create a project without repeating the mistakes of competitors.

Content-based components of communication design project research and artistic creation analysis of

• functions in the context of historical development (research);

• analysis of functions from the point of view of form, structure and functional usability (research);

• listing of all possible functions of objects (study);

• summaries of results with signposts for further creative possibilities of problem solutions.

(elements of innovation, determination of a free niche in the professional field – research and artistic creativity);

• using the results of analyses, new project development tasks (research and artistic creativity);

• evaluation of ideas: time factor, fashion trends, market niche (research and artistic creativity);

• aesthetic priorities (research and artistic creativity);

• proportions and ergonomic factors (research and artistic creation);

• constructive solutions, plans, schemes (research and artistic creativity); flow, relevance of goals (research and artistic creativity);

• manufacturing technologies, labor intensity (research and artistic creativity);

• informative capacity, appropriateness of raw materials (research and artistic creation);

• health factors, occupational safety (research and artistic creativity);

• mock-up, problem-solving opportunities (research, experiment and artistic creation); emotional perception solutions in form, color, stylistics (research, experiment and artistic creativity);

• imagery in the environment, stylistic unity (research, experiment and artistic creativity);

• rhythmicity, statics, dynamics (research, experiment and artistic creativity);

• arrangement of information provided in the project or analysis research (synthesis of research, artistic creativity and practical activity);

• critical study of analogues (negative, correct, positive – critical analysis – research);

• mutual correspondence of topic and content, constructivism of analysis and solution (research);

• cleanliness and professional competence in technical performance, description of means of expression (research);

• • • visually based compositional solution of the project (research);

• • • visually based coloristic and tonal solution of the project (study);

• • • visually based stylistic solution of the project (research);

• the results of each communication design analogue study are structured – style guidelines, static or dynamic advertising project, static or dynamic website project, public interior or parts thereof – spatial object – project + research.

The title (formula) of the work is determined by the object of project analysis (problem field, problematic situation or problem). The nature of the title is determined by the expected results of the work. In the Digital Visualization Design (Communication Design) study program, the object of analysis (problem field, problematic situation or problem) is the identification style of any public or individual company, foundation or organization, which manifests itself in at least three parts: public interior, advertising block and internet site/page/ in the UX/UI resource. All three parts are content-related, common content, stylistic and coloristic signs of identification must be visible. For example, the title of the thesis can be formulated as follows: «Visualization of the identification style project of Company X», subsections: advertising block, public interior and home page. Percentage relations between individual sections are formed proportionally, for example, 33%/33%/33%; or 40%/40%/20%; or 60%/20%/20% etc. **A graduate student can develop a thesis at different levels of complexity:**

1. incomplete cycle project, i.e. **project visualization** (or so-called sketch project); it includes: a project without full-scale calculations - visual part, theoretical justification, drawings and constructive solutions of nodes, preliminary calculations of materials and technologies; does not include calculations of execution works made by other specialists (tilers, electricians, finishers,

programmers, etc.) - in this case, the entire amount of work must be performed independently. This should be reflected in the topic of the work and such a degree of complexity fully corresponds to the qualification to be obtained.

2. **the full cycle projec**t (includes: a project with full-scale calculations - the visual part, theoretical justification, drawings and constructive solutions of nodes are within the competence of the Digital Visualization Design (Communication Design) era and must be performed independently, however, accurate calculations of materials and technologies, calculations of execution works, which is done by other specialists (finishers, tilers, electricians, finishers, programmers, etc., including the schedule of practical implementation) - can be performed with the involvement of competent specialists; in this case, the scope of work significantly exceeds the level of competence of the study program and the diploma student is allowed to work that falls under the competence of other specialists , involve competent bodies, demonstrating their organizational competence. This should be reflected in the topic of the work, e.g. «Full cycle project of the interior, website and identification style of Company X».

3. **the implemented project** (includes: a project with full-scale calculations - the visual part, theoretical justification, drawings and constructive solutions of nodes are within the competence of the Digital Visualization Design (Communication Design) era and must be performed independently, however, the exact calculations of materials and technologies, calculations of execution works, which performed by other specialists (finishers, tilers, electricians, finishers, programmers, etc., including the schedule of practical implementation) - can be performed with the involvement of competent specialists; in this case, the scope of work significantly exceeds the level of competence of the study program and the diploma student is allowed to work that falls under the competence of other specialists, involve competent authorities, demonstrating their organizational competence. In this case, a set of documentary evidence must be attached to the project, which unequivocally shows the author's full participation in the implementation process with a clear description of the functions to be performed; they must also be reflected in the topic of the work, e.g. "Company X's interior, website and identifications style".
Development and defense of the diploma thesis takes place in accordance with the regulated procedure, which is detailed in the "Regulations on the development and defense of final theses at the Baltic International Academy"

Students choose the topic of their diploma thesis from the topics proposed by the leading lecturers of the study program or chosen individually. According to the requirements of the study program, the topics of students' final papers must be related to social and communication work. Every year, the program board evaluates the relevance of the topics to the study program and the topics are evaluated as relevant. It must be concluded that students choose topical and practically significant topics in design, art, which expand what is already known in research and provide a deeper understanding of specific issues in Latvia and the EU.

Not only academic staff, but also professionals in the field of design are involved in writing, reviewing and evaluating final bachelor's theses. The involvement of professionals ensures the connection of the topics of the work with the actualities of the industry, as well as a professionally oriented assessment of the work. Most often, students choose to write their final theses about problems in industries in which they are personally involved.

In the period from 2016/2017 of the academic year until 2021/2022. For the autumn of the academic year, 147 diploma theses were defended in the professional study program «Digital Visualization Design / Arts». The topics of the defended diploma theses were reflected in *Appendix 2.4.2.1.*

In the evaluations of diploma theses, there is a tendency that in recent years there is a wider range

of marks in the evaluations of students, which can be explained by the developed detailed evaluation criteria and the interest of market representatives in the achievements of the program. If the study program has been successfully completed and a positive assessment has been received in the final exams (the lowest successful assessment is 4 points), students will be awarded a professional bachelor's degree in Communication Design and the 6th level professional qualification – Digital Visualization Designer (Computer Designer), planned from 2023 – Digital Visualization Designer / Communication designer.

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 specific resource and provision of the study area are **study, workshop and laboratory premises:**

L4_111.audit. interior design studio

L4_213.audit. advertising design studio, printing production and packaging design studio, photo studio, digital animation design studio, multimedia and website design laboratory;

L4_211.audit. compositions (new room function) and L4_212.aud. study of design theory and history (Design History Center);

L4_310.aud. painting workshop;

L4_312.audit. drawing workshop;

L4_315. 3D modeling studio;

L1_001. form and layout workshop/studio.

The division is conditional and has formed historically.

Only BSA DS students use the designated areas, other rooms are also used by students of other programs and fields of study. Study fees are the main source of funding for ensuring the study process of the study program. The amount of study fees and the payment procedure for each study year are determined and approved by the BSA Senate. BSA has established the following options for paying tuition fees for students:

- about the entire program as a whole;
- 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 deadlines and the amounts to be paid.
- Study fees can be covered from the following funding: the student's personal funds;
- personal funds of the student's parents and other relatives;

- financing of the student’s employer;
- study loan with a guarantee provided on behalf of the state;
- commercial credit;
- sponsor funding.

Every academic year, the number of BSA-financed budget places in basic studies is determined by the rector's order; the competition for budget places is regulated by the Regulation on the competition for budget places provided by the Baltic International Academy» https://bsa.edu.lv/docs/admission/nolikums_konkurss_2020_lv.pdf (LV-only)

The methodological and informational support provided by the BSA is sufficient to ensure a high-quality study process in the study program.

The amount of computers and other specific tools for study work allows you to solve all study tasks, but students also ensure their achievements with personal equipment that each configures and operates independently. Such equipment is not considered BSA DS property or rental equipment, it is the free will of the students and the students of the survey confirm that it is a democratic opportunity to work with the tool that is as handy and adapted as possible.

The Moodle study e-environment has been used since 2015. All 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 the requirements for completing 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. BSA's information system NEXUS plays a significant role in informing students and lecturers.

In NEXUS, students and lecturers can familiarize themselves with the planning of lessons and rooms, work and internship opportunities. A section is being created in NEXUS where BIA students will be able to familiarize themselves with internal regulations, study programs, internship programs, Academy news. 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 studying and potential students, the specific methodological provision of studies is dynamic and is regularly reviewed from the point of view of rational usefulness. Such a methodical fund consists of students' works, the storage of which for at least a year will give the opportunity to regularly renew the BSA DS intellectual property. At the end of the term, the student can receive his share of the methodical fund for his own use.

Library

BSA DS students regularly use the library for reading, scanning, and information processing. The task of the library is to provide the students of the study program with a quality study process and scientific activities with fundamental information and to provide librarian, bibliographic and informational services to students, lecturers and other visitors. Methodological and informational support provided by the BIA is sufficient to ensure a high-quality study process in the study program. According to the agreement, the BSA Library also houses an LDS historical library, the use of which, including paid database resources, is free for LDS members.

The Moodle study e-environment has been used since 2015. The lecturers of all study programs in Moodle have created study courses in which students have access to study materials, 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. Lecturers provide feedback on students' work. BIA information system NEXUS plays an important role in informing students and lecturers. In NEXUS, students and lecturers can familiarize themselves with the planning of lessons and rooms, work and internship opportunities.

A section is being created in NEXUS, where BIA students will be able to familiarize themselves with internal regulations, study programs, internship programs, Academy news. 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 for potential students.

Library

The task of the library is to provide students of the study program 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.

Infrastructure

For students of the 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: use of computers in the study process and professional development, internal information system NEXUS, Internet, standard and special computer programs, audio/video tools, office equipment, auditorium technical equipment (stationary and portable multimedia projectors). Regular work is performed for improvement of functionality of the internal information system. Work continues on the modernization 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 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 and achievement of study results is provided in part II, chapter 3 paragraphs 3.1- 3.3.

Information of criteria stipulated in paragraphs 2.3.1.- 2.3.3 of chapter 3 see OTHER APPENDIX

2.3.1. annex teaching staff and courses_eng.docx 2.3.1. pielikums par mācībspēkiem un kursiem LV 2.3.2. Finanses studiju virziens Māksla.docx

2.3.3. BSA DS CV LV

Evaluation of the study and science base, including resources that are provided within

the framework of cooperation with other scientific institutions and higher education institutions (applicable to doctoral study programs) – paid resource stocks, the use of which, including the paid database resource, is possible for BSA students, staff and LDS members are free.

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

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

BIA is a private university financed by its founders. In accordance with Section 77 of the "Law on Higher Education Institutions" of the Republic of Latvia, a founder provides the necessary financial resources and control over their use for the continuous operation of the higher education institution, also for the performance of tasks set by the founder.

BIA has a unified budget. The principles of budget formation and the overall distribution of funding for the performance of university functions are approved by the founders of BIA. The BIA budget contributes to:

- development of the university as a single institution, cooperation of structural units and responsibility for the results of academic work;
- creating an optimal study program structure (lectures, seminars, practical lessons, group or individual lessons);
- harmonious division of work tasks for the staff, in which methodological, research and organizational work of studies is represented in certain proportions.

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

As of June 30, 2022, BIA's total assets amounted to 6.4 million euros, incl. funds - 2.4 million euros, which allows the founders to quickly solve the financing issues of study programs and study directions, as well as to do it in small groups within the framework of strategic specializations. The university's financial position is extremely stable, which is characterized by high indicators of liquidity, solvency and profitability (see the appendix "BIA financial stability indicators").

Budget of the BIA field of study "Arts" is created in a dialogue between the founders, the BIA management and the field of study. Respective representatives of the administration are personally responsible for execution of the budget and tasks planned in it.

Profitability under capitalism is formed from added value and is related to several factors. The possible minimum without a grant that admission can be below 10 students.

Revenue of the BIA study direction "Arts" (BIA Design School) is made up of the following main sources of financing:

- income for studies (tuition fees and other services related to the learning process);
- revenues for scientific activity (project financing from the state budget, income from scientific works, EU structural funds and other revenues);
- other income (funds of Latvian and international projects, income from renting, selling books, organization of various courses, etc.).

Financial resources allocated by companies founded by natural and legal persons for the financing of certain target programs and events are transferred directly by the Academy to the structural unit, natural or legal entity that implements this program or event. Analysis shows that the source of financing of BIA study process consists mainly of revenues from study fees (85.17% - 90.57%). The amount of study fees and the payment procedure for each study year are determined and approved by the Senate. Before the start of studies, an individual study contract is concluded with each student, which is valid for the entire study period.

The Academy's income is closely related to the students (see tab. Costs of the field of study "Arts" (BIA Design School). In the field of study "Arts" (BIA School of Design) it has been possible to maintain a positive balance between income and expenses. The types of discounts and arrangement system are determined in the "Regulations on studies at the Baltic International Academy". The main goal is to create a student support and motivation system. In BIA has the opportunity to apply for study and student loans.

Student self-government is financed from centralized funds in accordance with Section 53 of the Law on Higher Eductaion Institution, and includes both 1/200 part.

Funding for science consists mainly of own and EU structural funds. Expenses include remuneration of scientific workers, professors and associate professors, expenses related to the organization of conferences, the costs of business trips and participation fees for participation in international conferences, the expenses of the publishing house and editorial board of the magazines "Administrative and criminal justice" and "Law" and others.

Financing system is organized in such a way that every student, regardless of the number of students in the group, meets all conditions for quality education. 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 the right to train students from small groups.

Expenses of the Study Field “Arts” per student in the 2021/2022 academic year

Study programme name	**Professional Bachelor Study Programme “Digital Visualization Design”**	
	Eiro	*%*
Wages	***546***	***51.26***
Academic staff	*295*	

Administrative and general personell	*251*	
Employer`s mandatory state social insurance contributions, benefits and compensations of social nature	***120***	***11.18***
Goods and services	***250***	***23.44***
Share capital formation	***88***	***8.24***
Other expenses	***62***	***5.88***
Amount of expenses, Total	***1066***	***100***

Even though the tuition fees differ in full time and part time, the accounting of expenses is carried out in general for the study field. During the analysed period, the Study Field “Arts” managed to maintain a positive balance between incomes and expenses. The expenses of the Study Field “Arts” per student is EUR 1066. Thus, study expenses are completely covered by income per student.

The costs of the field of study 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.

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 systemic way of thinking of the academic staff affects the development of the student's way of thinking, promotes the learning of the main basic concepts and regularities in design, and also develops analytical and critical thinking in connection with various scientific approaches and problems. The ability of the academic staff to create a creative atmosphere, awaken students' interest and curiosity in the study process, develops students' skills and abilities to find different solutions in non-standard situations. The academic staff, using interactive study methods, develops students' communicative skills, skills to work in a team, which is one of the most important professional characteristics of a future designer.

Faculty teaching art and design subjects in blocks A1, B and C: requirements for creative activity are applicable and research activities are also possible. Each of the academic staff teaching in the professional bachelor's study program "Digital Visualization Design / Arts" fulfills the following duties and competencies:

- develops and publishes teaching methodical materials for study courses, which are managed, supplemented and updated,
- prepares presentations, handouts (summaries, assignments), authentic illustrative material (video and audio), etc. c. materials that optimize the educational process;
- conducts consultations for students - 4 hours per semester and before the examination, conducts open classes once a year as part of the internship and attends at least 2 classes of his colleagues and participates in their discussion;
- increases the professional qualification by submitting a relevant certificate;
- organizes at least one event a year as part of the implementation of the program or actively participates in it: project, exhibition, symposium competition, plein air, seminar, conference, round table, discussions;
- participation in events that are organized as part of the implementation of the study program or BSA educational activities.
- In international operations: active participation in international creative projects, exhibitions, competitions, plein airs, seminars, conferences, round tables, discussions, etc.;
- gives lectures at cooperative higher education institutions, including within the framework of the international mobility program ERASMUS.

No.	*Name / Surname*	*Position*	*Industry*	*Subsector*
1.	*Nadezhda Pazukhina*	*assistant professor, Dr. Art.*	*Art*	*Art History*
2.	*Janis Karklinsh*	*professor, Mg. Art.*	*Art*	*Art Visually, in design*
3.	*Irina Kopeikina*	*assoc.prof., Mg. Art., Mg. paed.*	*Art*	*Art In structural composition*
4.	*Mihails Kopeikins*	*professor, Mg. Art.*	*Art*	*Art Visually, in design*
5.	*Aija Liskupa*	*assoc.prof., Mg. Art.*	*Art*	*Art Visually, in design*
6.	*Konstantins Artamonovs*	*guest lecturer Mg. Art.*	*Art*	*Art History*

of art Teaching staff teaching general education subjects in block A: the requirements for scientific research activity are applicable (see Annex 2.3.1 on BSA DS teaching staff and courses):

- speak at scientific conferences and seminars, publish scientific 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 academic staff qualification of the BSA DS can be assessed as adequate, in general, the implementation of the program involves teaching staff who actively carry out multidisciplinary creative and research activities, so they 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 recognized professionals of the legal profession, who directly and indirectly share their practical work experience, improving students' skills and competences. Therefore, in general, the academic staff involved in the program are able to create appropriate competencies for students, achieving the set results of the study program.

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

The qualification and number of lecturers employed in the professional bachelor's study program "Digital Visualization Design / Arts" meet the requirements of the Law on Higher Education Institutions and the implementation of the goals and tasks of the BSA's strategic priorities. Professional lecturers are involved in the implementation of the study program: all of them have a doctor's degree or a master's degree, the education obtained by the lecturers of the specialized 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. for the spring of the academic year, not only the quantitative composition of the lecturers of the professional bachelor's program «Digital Visualization Design / Arts» has changed, but also its qualitative changes were made.

Table 3.4.2.1.

Scientific degree of the teaching staff of the professional bachelor's program "Digital Visualization Design / Arts".

As can be seen from the table, 18 lecturers are currently involved in the implementation of the study program. For 13 or 72.2% of the lecturers, the primary job is the Baltic International Academy. Of the total number of lecturers, 9 or 50% of the academic staff are provided by lecturers with a doctorate degree (6 or 33.3% elected BSA, 3 or 16.6% not elected). 8 or 44.4% (7 or 38.9% elected BSA, 1 or 5.6% not elected) lecturers have a master's degree.

Academic position of teaching staff of the professional bachelor's program «Digital Visualization Design / Arts»

Years	In total:	The elected BSA lecturers	guest speakers (side job)	visiting professors (side job)
2018./2019. 2019./2020. 2020./2021. 2021./2022.	23	17	5	1
	100 %	74%	21,65 %	4,35 %
2022./2023.	19	15	3	1
	100 %	80 %	15,65 %	4,35 %
2023./2024.	18	12	3	3
	100 %	66,6%	16,7 %	16,7%

	in total	Professors, Assoc. professors	The elected BSA Docents	The elected BSA lecturers, assistants	The others: visiting assistant, lead researcher, visiting lecturer, visiting professor
2018./2019. 2019./2020. 2020./2021. 2021./2022.	23	6	7	1	9
	100 %	26 %	30,5 %	5,5 %	38 %
2022./2023.	19	9	3	1	6
		47,3 %	15,8 %	5,3 %	31,6 %
2023./2024.	18	5	4	1	8
		27,8 %	22,2 %	5,6 %	44,4 %

With the qualification Arts

No.	*Name / Surname*	*Position*	*Industry*	*Subsector*
1.	*Nadezhda Pazukhina*	*assistant professor, Dr. Art.*	*Art*	*Art History*
2.	*Janis Karklinsh*	*professor, Mg. Art.*	*Art*	*Art Visually, in design*
3.	*Irina Kopeikina*	*assoc.prof., Mg. Art., Mg. paed.*	*Art*	*Art In structural composition*
4.	*Mihails Kopeikins*	*professor, Mg. Art.*	*Art*	*Art Visually, in design*
5.	*Aija Liskupa*	*assoc.prof., Mg. Art.*	*Art*	*Art Visually, in design*
6.	*Konstantins Artamonovs*	*guest lecturer Mg. Art.*	*Art*	*Art History*

The qualifications of the lecturers can be assessed as adequate. In the implementation of the professional bachelor's study program "Digital Visualization Design / Arts", the scientific and pedagogical experience of the lecturers ensures the achievement of the goals of the educational program, as well as the creation of appropriate knowledge, skills and competences for students, achieving the set study results. The quality of studies is closely related to the qualification and scientific activity of 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. The qualifications of teachers and their effectiveness are regularly assessed in annual student surveys.

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

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

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

The cooperation of the teaching staff of BSA DS is visible in the activities of the Council. The goal is to ensure the development of knowledge, professional competence and creativity, study and research-based higher professional education in Latvia, improving the sustainable and balanced development of BSA DS.

The studies of the program include the integration of creativity, studies and research, which is characterized by the regular growth of academic staff qualifications in all blocks - A, A1, B and C. It includes cultural and professional projects, contractual works with combined funding, study projects with an expanded research base, international conferences and symposia in Latvia and abroad, participation in internationally funded research or artistic creativity projects, technology and materials research, as well as participation in cultural and professional projects with combined funding. Research cooperation takes place in congresses, conferences and seminars, in informational and study methodical materials. The teaching staff is involved in research and artistic creativity projects, including exhibitions and competitions where works are selected by a jury. BSA DS teaching staff participate in the implementation of the Design School, study program and master workshops (professor groups). All these investments of spiritual energy in the study program, which characterize the potential, are closely related to the cooperation of the teaching staff of a non-technological nature.

BSA DS sets mutually related and synergistic goals of cooperation of teaching staff:

1. goal: the development of the program in a non-branded direction, raising the quality of studies in the field of art and design in accordance with Latvia's needs and labor market forecasts - to deepen the contribution of BSA DS to the development system of functional and critical analysis in order to achieve more precise levels of comfort in study projects.

2. goal: Integration of research and creativity, studies and projects in all study subjects, ensuring a level of excellence in the fields of creative industries and creativity, studies, research, etc. for the development of product quality expertise.

3. goal: Strengthening education and ensuring the offer according to the needs of Latvia, by monitoring the demand of the labor market and offering cooperation programs and processes.

4. goal: Strengthening cooperation with interested parties, involving associations, entrepreneurs, graduates and cooperating with other Latvian structures and universities.

4. goal: stabilization and expansion of the international cooperation dimension of the teaching staff in the entire field of activity, creating a suitable offer for attracting foreign students, inviting guest professors and guest lecturers, participating in international organizations and implementing international projects, incl. within the ERASMUS+ practice.

6. goal: Development of human resources in the BSA DS to ensure the improvement of the quality of academic and administrative staff, increasing the number of staff with doctoral degrees and promoting the transfer of experience to young professionals.

In the implementation of the study program, in order to improve the quality of academic and scientific activity, BSA Design School (BSA DS) uses various forms of collaboration between teaching staff:

1. **Mutual attendance of lectures/classes, masterclasses/exams**: This allows to assess the strengths and weaknesses of the teaching staff's work, promoting mutual growth.

2. **Annual reports on academic and scientific activities:** These reports include information on publications, participation in scientific research and conferences, ensuring transparency and quality monitoring.

3. **Promotion of international exchange:** The Academy attracts funding from international funds and provides an opportunity for teaching staff to gain experience in foreign universities, promoting an international perspective.

4. **Analysis and evaluation of the content** of the study program: Includes the preparation of self-evaluation reports that examine the past academic year, and these data are reviewed at the meetings of the Program Council and Senate.

5. **Control and analysis of study process and teaching quality**: They are regularly carried out by the responsible Program Council, ensuring a quality study process.

6. **Surveys and analysis of graduates' work skills and suitability for the labor market:** Graduates' preparation and achievements are assessed, allowing to adapt the program to the requirements of the labor market.

7. **Student surveys:** Obtaining an opinion on the implementation of the study program, the compliance of the content with the requirements and the form of presentation.

8. **Use of external experts:** Provides an objective assessment of the study process, identifies weaknesses and opportunities for development.

BSA Design School strives for continuous improvement of the management system, in compliance with the laws and regulations governing higher education and international requirements. The Academy also applies a flexible staffing policy, attracting experienced practitioners and providing highly qualified academic staff that promotes excellence in study programs.

Study program	*Number of students per academic position*
Digital Visualization Design / Arts	4.5

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 supplement full-time.pdf	Paraugs Diploms un pielikums pilna laika.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	3.1.4. Studējošo skaits uz akadēmiskā gada 01.10_eng.docx	3.1.4. Studējošo skaits uz akadēmiskā gada 01.10.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	3.2.1. Compilation to the national education standard.docx	3.2.1 BSA DS DVD Atbilstība valsts izglītības standartam (3).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)	3.2. PS-174 Communication designer and competence and study courses.docx	3.2. PS-174 Komunikācijas dizainers un kompetences un studiju kursi.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	3.2.1. BSA DS DVD Study course mapping.docx	3.2.1. DVD Studiju kursu kartejums paplasinats.docx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	3.2.1. BSA DS DD Study program plan full_part time.docx	3.2.1. BSA DS DD Studiju programmas plāns pilna_nepilna.docx
Descriptions of the study courses/ modules	3.2. BSA DS DD_Study course description.docx	3.2. BSA DS DD_Studiju kursi.docx
Description of the organisation of the internship of the students (if applicable)	Regulations on Internships at the BIA_06.09.2023.pdf	BSA_Prakses NOLIKUMS_06.09.23.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)		