

## APPLICATION

### Studiju virziena "Law" for assessment

Study field	<i>Law</i>
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**RĪGAS  
JURIDISKĀ  
AUGSTSKOLA**

## **Self-evaluation report**

Study field "Law"

Riga Graduate School of Law

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## I - Information on the Higher Education Institution/College

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

Riga Graduate School of Law” (hereinafter referred to as graduate school or “RGSL”) was founded in 1998. Pursuant to the 2020-2026 development strategy, RGSL vision is to transform HEI in a leading research-intensive centre of legal studies in the Baltic area with a stronger permanent faculty. RGSL has gained over the years a strong academic reputations in fields such as international and European law, human rights as well as related areas such as law and business, financial law and diplomacy. RGSL has 20 years of experience implementing of programmes of legal education through **the study direction “Law”** and currently offers **six accredited master's and two accredited bachelor's study programmes**. All programmes offered by RGSL have been accredited until 31 December 2020. Studies are carried out in English, attracting internationally recognised industry experts and highly qualified teaching staff from Latvia and abroad. In addition to studies, RGSL organizes seminars, conferences, summer schools and continuing legal professional development courses.

In the academic year 2018/2019 RGSL had a total of 372 students. The total number of students decreased slightly in recent years (see Figure 1) – the main reasons for this are the overall negative demographic trends as well as the conclusion of the study programme in “Legal Linguistics”. The RGSL Board decided not to continue this programme due to insufficient student interest.

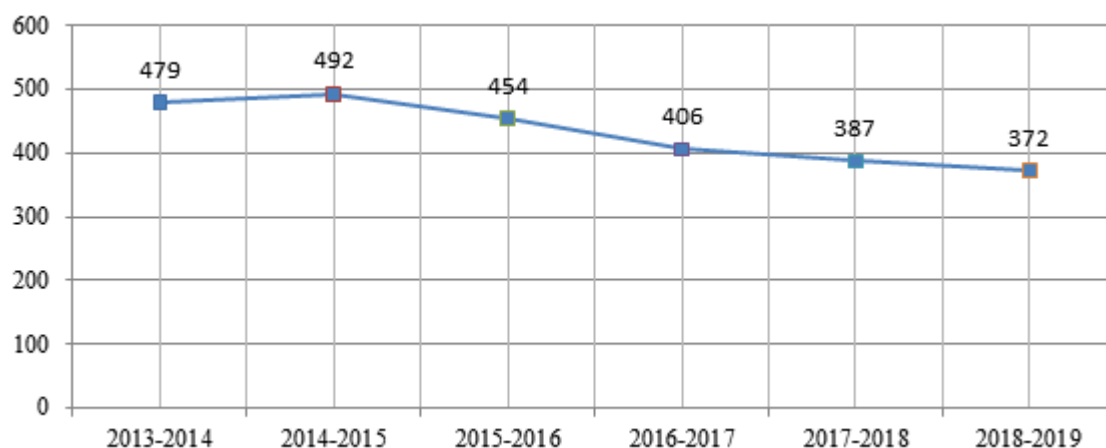


Fig. 1 Total number of students at RGSL 2013/2014-2018/2019

Source: RGSL data

However, the number of students is expected to grow moderately in the coming years, given that a new study programme “Technology Law” has been developed and that targeted measures have been carried out to attract foreign students. In 2019/2020 academic year the number of students accepted in bachelor level programmes increased by 20% in comparison to the previous academic year.

Taking into account the demand of the students and tendencies in the employment market, RGSL Board has set as a priority the development of basic and advanced studies in the academic study programmes. Consequently, RGSL does not continue the professional Master's programme “International and European Law”. RGSL also does not continue the doctoral study programme “International and European Law”.

RGSL Development Strategy defines the following strategic directions:

- The constant increase in student numbers. RGSL plans to reach this goal through educational activities and events aimed for high school pupils, by promoting export of education recruiting high-quality foreign students, by assessing and improving the offered study programmes on a regular basis, constantly assessing and improving the quality of study process, investigating possibilities for opening new study programmes as well as implementing joint programmes with other universities.
- Increase and strengthening of research activities. RGSL plans to reach this goal by promoting and support of research activities and mobility of RGSL academic personnel, ensuring administrative support for the research project applications and attraction of funding as well as by ensuring the control of research activity results and their quality.
- Expansion of knowledge transfer, incl. internationally. RGSL plans to reach this goal by developing the offer of continuous professional development products, by organising summer schools and public lectures on topics important to students and industry professionals, further expansion of development assistance projects.
- Strengthening of RGSL institutional capacity incl. ensuring the financial sustainability of RGSL.

**RGSL Development Strategy is available in Annex 3.**

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

RGSL is an educational and scientific institution founded by legal persons, **the shareholders** of which are the University of Latvia (76% of the capital shares) and the Foundation for an Open Society DOTS (24% of the capital shares). Shareholders are the highest administrative and decision-making body of the School that decide about strategic, financial and operational issues, as well as in matters related to or arising from the strategic, financial and economic matters. The shareholders shall decide the issues relating to the strategic development of the graduate school, determine the tasks to be performed by the RGSL, decide on the reorganisation and liquidation of the graduate school, and other tasks.

The representative, management and decision-making bodies of RGSL shall be:

- Management Board
- Constitutional Assembly;
- Senate;
- Rector;
- Academic arbitration panel.

**The RGSL Management Board** shall be an institution established by the shareholders, whose competencies include:

- Approval of RGSL development strategy;
- Approval of RGSL budget;
- Organisation RGSL operational activities;

- A suggestion of development and implementation of new study programmes or significant changes in the existing programmes, their re-organisation or closure;
- Deciding on the establishment of RGSL structural units, reorganisation or closure;
- The nomination of a candidate for rector's position and suggestion to recall the rector;
- Signing the employment contract with rector for the time of election;
- Suggest to shareholders to convene an extraordinary Constitutional Assembly;
- Definition the wages of RGSL personnel, which is not less than the rates fixed by the Cabinet of Ministers;
- Development of RGSL Constitution and its amendments.

**The RGSL Constitutional Assembly** shall be the highest representative and management body and decision-making body of RGSL's academic and scientific activities. The election of the Constitutional Assembly is organised by the Management Board. Constitutional Assembly's competencies shall include:

- Adoption and amendment of RGSL Constitution, coordinating it with the Board;
- Election of the rector and deciding on recall of the rector in accordance with the prescribed procedure;
- Election of the Senate;
- Election of the Academic arbitration panel;
- Approval of regulations of Constitutional Assembly, Senate and Academic arbitration panel;
- Election of Chairman of the Constitutional Assembly, Deputy Chairman and Secretary;
- Deciding on dismissal of Academic arbitration panel judges based on the initiative of the employer;
- Performance of other duties prescribed by RGSL Constitution.

The operation of the Constitutional Assembly is determined by the Regulations of the Constitutional Assembly. The Constitutional Assembly consists of 6 (six) RGSL academic personnel members, 2 (two) RGSL administrative personnel representatives and 2 (two) RGSL student representatives.

**RGSL Senate** is a collegial management body and decision-making body, which approves the arrangements and rules governing the fields of RGSL fields of activities, in accordance with the competencies of the Senate set out by the Law on Riga Graduate School of Law. Subject to Board's approved budget and other decisions and regulatory documents, the Senate shall:

- Accept Regulations on academic positions and order of their election;
- Elect academic personnel (except professors and associate professors);
- Accept study programmes and regulatory documents of the study process;
- Decide on the establishment of an Advisory Council and approval of the Statute for the Advisory Council;
- Performs functions of scientific institutions scientific council;
- Decide on other issues, which in accordance with RGSL Constitution, Senate Regulations, as well as Law on Riga Graduate School of Law and Law on Higher Education Institutions, falls within the competencies of the Senate.

The composition of the Senate and the procedure for the election of senators are determined in the Senate Regulations, which are approved by the Constitutional Assembly. The Senate consists of 8 (eight) RGSL academic personnel members and 2 (two) RGSL student representatives. The term of office of the members of the Senate is three years.

**RGSL Rector** is the highest official of RGSL, who implements the general administration and represents the RGSL without special authorisation. Within assigned competence rector issues orders and defines the competencies of other RGSL officials, taking into account Law on Riga



Graduate School of Law and RGSL Constitution. Subject to Board`s approved budget and other decisions and orders the rector shall:

- Shall ensure and be responsible for the quality of the educational and scientific activities performed by RGSL;
- Shall ensure conformity of RGSL activities with the regulatory enactments in force;
- Shall promote the development of staff and ensure the academic freedom of academic staff and students;
- Shall ensure the lawful, economic and targeted use of the financial resources allocated to RGSL, as well as its property;
- Shall be responsible for the implementation of RGSL development strategy and ensures preparation of RGSL budget for review by the Management Board;
- Perform other duties of the office of rector specified in regulatory enactments as well as by the decisions of Management Board or shareholders.

As of October 1, 2019 the rector of Riga Graduate School of Law is Dr.Pietro Sullo.

**RGSL Academic Arbitration** Panel performs the duties and tasks specified in the Law on Higher Education Institutions. The Academic arbitration panel operates on the basis of regulations approved by the Constitutional Assembly, consisting of three arbitrators.

**Main duties of the RGSL Director:**

- Management of RGSL activities;
- Business strategy management and business plan development;
- Financial planning, management and control;
- Real estate management;
- Coordination, leadership, motivation, evaluation, of the employee team;
- Participation in the preparation and acceptance of strategically important decisions;
- Preparation of necessary reports to the Management Board;
- Representing RGSL in relations with investors, financial partners, auditors and public administration institutions.

The RGSL management structure is available in Annex 2.

A list with main internal regulatory and planning documents of RGSL is available in Annex 1, whereas the regulatory and planning documents of RGSL in Latvian and English languages are available in Annex 3.

Agreement between the Government of the Republic of Latvia and the Government of the Kingdom of Sweden on RGSL (entered into force on 30 December 2005):

<https://m.likumi.lv/doc.php?id=218755>

Law on Riga Graduate School of Law (entered into force on 21 November 2018) is available in attachment (see below).

RGSL Constitution (approved on 29 November 2016) is available in the attachment.

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

RGSL implements a modern quality development approach in its activities to ensure high quality of study process and research while maintaining RGSL's main principles of excellence in the implementation of higher education. The quality policy is based on the overall values of RGSL and the strategy of providing high-quality legal education in the international environment.

Quality policy shall be implemented by all RGSL departments and their personnel, implementing it at both the department and individual level, in line with standards and guidelines for quality assurance in the European Higher Education Area (ESG) and the EFQM Excellence Model.

The quality policy sets out the following main principles for quality assurance: student-oriented approach, excellence in studies and scientific activity, sustainable and responsible cooperation with society.

The quality assurance system of the study direction "Law" is characterized by the following features:

- Regular screening and analysis of programmes and study courses - RGSL carries out an annual self-assessment of the study programmes, which includes the views of students, graduates and employers on the content of the programmes, implementation and timeliness. The results of the self-assessment of the programmes shall be publicly discussed among RGSL's academic staff, as well as with representatives of the student association and students in this programme.
- Regular analysis of the student evaluation system - one of the elements of the self-assessment is an analysis of the evaluation system for students, assessing whether it is always carried out in accordance with the evaluation criteria published and whether the assessment is carried out objectively and appropriately. A comparative analysis is used based on actual student performance, results of their surveys and other observations.
- Evaluation of academic personnel - the work of academic personnel is assessed in two steps:

1) annual evaluation, which shall include the data from surveyed students and graduates, as well as results of assessment questionnaires on each course on the quality, attitude and approach of the lecturer concerned;

2) regular evaluation, together with the academic personnel's election procedure, in a specified academic position.

- Regular evaluation of learning resources and student support - Assessment of the quality and availability of learning resources and student support is carried out annually using student survey data as a basic resource. If the data shows undesirable deviations, they shall be addressed using the resources available to the school.
- Ensuring the functioning of information systems - RGSL shall make available to each student all the information necessary for the implementation of the study process. The availability and quality of operation of information systems shall be ensured continuously and always at high quality.
- Disclosure of information - RGSL shall make the self-evaluation reports public and make them available to RGSL employees, students, alumni and external quality assurance institutions. Informing the public of the current information in the graduate school shall take place via the home page of RGSL, which shall provide information on the activities of RGSL, including the programmes offered, enrolment criteria and procedures, the academic calendar, etc. The home page also provides information on student mobility and research. In addition, the web page provides general information about RGSL, its faculty, administration, conducted projects

as well as ongoing activities.

RGSL regularly conducts student and alumni surveys as well as individual meetings with employers, in order to obtain the feedback necessary for ensuring the quality of the study process. In addition, RGSL has established a Study Programme Council, whose aim is to promote the quality of higher education, increase the effectiveness of the study process and ensure the development of study programmes.

Collegiate responsibility for RGSL quality policy lies with RGSL decision-making bodies - the Board, the Constitutional Assembly and the Senate, as well as the Study Programme Council, which evaluates the quality of studies and decides on measures to ensure the quality of studies. The RGSL administration is responsible for the functioning of the study quality management system and carries out monitoring and auditing of the study process.

The responsibility for the quality of study programme implementation is assigned to the RGSL Rector, the RGSL Director and the study programme, directors. Each lecturer is responsible for the quality of the content and implementation of the course.

The RGSL quality policy (approved on 4 April 2018) is available at:

<https://www.rgsl.edu.lv/data/pdf-files/quality-policy-eng.pdf>

Regulations of academic and administrative personnel

positions of Riga Graduate School of Law are available at:

<https://www.rgsl.edu.lv/data/pdf-files/regulation-on-academic-positions-2019.pdf>

Self-assessment reports are available at (only in Latvian):

<https://www.rgsl.edu.lv/lv/par-rja/par-rja>

Summary of survey results:

<https://www.rgsl.edu.lv/data/pdf-files/studentu-aptauja-rezultati-eng-1.pdf>

<https://www.rgsl.edu.lv/data/pdf-files/absolventu-aptauja-analize-2019-eng.docx.pdf>

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

1.	The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.	Complies
		The quality policy has been implemented in the RGSL, as well as other internal regulations to ensure the quality of higher education. See Section 1.3.

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.	Complies
		Students, graduates, employers, industry experts and academic personnel are closely involved in the development of study programmes. The description of the procedure for the development, approval and improvement of study programmes is described in RGSL Regulations on Development, Approval, Amendment, Supervision and Closure of Academic Programmes. (Appendix 3).
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.	Complies
		RGSL developed criteria on evaluation, the process of evaluation, evaluation criteria for exams and other assignments are described in RGSL Student Regulations and Regulations of Exams and Grading. (Appendix 3).
4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	Complies
		The RGSL has developed, publicly available, Regulations of academic and administrative personnel positions, which refers to the quality assurance of academic staff. (Appendix 3).

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.	Complies
		<p>RGSL has established a mechanism for feedback from students, alumni and employers. Questionnaires are drawn up for each study course separately, which are completed by students at the end studies. According to the assessment and feedback of students, the programme directors shall take a decision on quality improvement in the study course and also regarding academic personnel. Also, student overall satisfaction surveys on the study programme are conducted. For first- and third-year students of the bachelor's studies programmes, personal interviews with the programme director are organised in order to discuss the satisfaction level of students with the programme, as well as to ensure an individual learning approach. In order to improve the quality of study programmes, graduates of RGSL are also surveyed to follow their employment trends and professional achievements after graduating RGSL.</p> <p>The results of student and alumni surveys are available at RGSL website. Regular meetings are organised with employers to follow the demands of the labour market and consider them during the study programme improvement process. In addition, RGSL web page provides the results of RGSL activities in the annual self-assessment of the school. (Appendix 3).</p>
6.	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study direction whilst implementing their quality assurance systems.	Complies
		<p>RGSL actively includes stakeholders (students, graduates, employers etc.) in the process of development and improvement of RGSL the performance. This is ensured both - by the inclusion of stakeholders in the representative, management and decision-making bodies of the RGSL and by the organising surveys and various events (discussions with employers, conferences, seminars, etc.). Consequently, there is constant feedback from stakeholders, which is the basis for continuous improvement of the study direction, development of the graduate school and its operational effectiveness. (Appendix 3).</p>

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

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

Table 1 analyses the economic and social justification for the establishment of study programmes under the study direction “Law ”.

Table 1

**Economic and social justification for the establishment of RGSL study programmes**

<b>Study programmes</b>	<b>Economic justification</b>	<b>Social justification</b>
Bachelor study programme “Law and Business”	In view of the increasing impact of globalisation, as well as the EU single market, which provides enhanced opportunities for movement of goods, services, capital and human resources, this interdisciplinary programme prepares specialists to successfully focus on legal and business-related issues to contribute to Latvia's economic development integration in the EU markets and internationalisation. The expertise provided to the graduates of this programme enhances the social capital of the Latvian society with a positive impact on the human development index and on Latvian overall competitiveness. Graduates of this programme include also future employers and employees in international export-oriented companies who can improve Latvia's competitiveness in international markets.	The study programmes are implemented in English, which contributes to the successful integration of programme's graduates into the international labour market, providing extensive opportunities for their career development in Latvia and elsewhere in the world. RGSL study programmes are interdisciplinary, contributing to increasing the competitiveness of graduates as future employers or employees in Latvian and international labour market and efficiently adapting to different changes in the external environment. Graduates have sound basic knowledge in Law to promote the development of a fair society based on EU fundamental values and the rule of law. Since the programmes deal with different content issues from an international and regional perspective, graduates can successfully satisfy the employment requirements to join international organisations and represent the interests of Latvia therein.
Bachelor study programme “Law and Diplomacy”	In the context of internationalisation of the Latvian state, specialists are needed to represent the country in various international organisations, particularly the institutions of the EU, Council of Europe and OECD, and to work in the foreign service. The expertise provided to the graduates of this programme enhances the social capital of the Latvian society with a positive impact on the human development index and on Latvian overall competitiveness. This programme prepares specialists who can represent national interests in different international formats, thereby contributing to our national competitiveness.	

Masters study programme "Technology Law"	In a globalized society, there is an increasing demand for specialists in ever-increasing regulatory systems developed around new technologies (e.g. data protection, cybersecurity, intellectual property protection). In line with the expectation of the EU institutions, which have put artificial intelligence at the very heart of their action for the next years, this master programme provides students with sound expertise in a cross-cutting area at the crossroad between law and technology. This sector is crucial for the contemporary global economic regime. Preparing specialists able to meet the growing demand in the global labour market this programme contributes to the strengthening of the Latvian and EU economy. The expertise provided to the graduates of this programme enhances the social capital of the Latvian society with a positive impact on the human development index and on Latvian overall competitiveness.	The study programmes are implemented in English, which contributes to the successful integration of programme's graduates into the international labour market, providing extensive opportunities for their career development in Latvia and elsewhere in the world. Some RGSL masters study programmes (e.g. Law and Finance; Technology Law) are interdisciplinary, contributing to increasing of the competitiveness of graduates as future employers or employees in Latvian and international labour market and efficiently adapting to different changes in the external environment. Graduates have advanced and in-depth knowledge in Law to promote the development of a fair society based on EU fundamental values and the rule of law. Since the programmes deal with different content issues from an international and regional perspective, graduates can successfully satisfy the employment requirements to join international organisations and represent the interests of Latvia therein.
Masters study programme "International and European Law"	The process of the increasing internationalisation of our society and the influence of external regulatory regimes on Latvia are phenomena to be taken into account when developing economic and social policy. The openness of the national borders to the requirements of the single global market also leads to strong demand for international and EU law professionals who could work successfully in governmental institutions, international organisations, NGOs, public, and private institutions and academic centres. The expertise provided to the graduates of this programme enhances the social capital of the Latvian society with a positive impact on the human development index and on Latvian overall competitiveness.	
Masters programme "Law and Finance"	This interdisciplinary programme contributes to the Latvian national economy by preparing specialists able to focus on both law and financial issues, which are currently closely intertwined, particularly in ensuring international financial management. The expertise provided to the graduates of this programme enhances the social capital of the Latvian society with a positive impact on the human development index and on Latvian overall competitiveness.	
Masters study programme "Public International Law and Human rights"	In times of globalisation, it is important to provide specialists to the public sector, as well as to international organisations, NGOs and academic institutions with in-depth knowledge in public international law and human rights. Human rights are the fundamental pillar both of the Latvian democracy and of the EU legal and social order. A human rights-based approach should guide policymakers at every level they act. The former is also crucial when all the concerned stakeholders are involved in the process of planning development and economic policies. The expertise provided to the graduates of this programme enhances the social capital of the Latvian society with a positive impact on the human development index and on Latvian overall competitiveness.	
Masters study programme "EU Law and Policy"	The EU has a strong impact in various sectors of the life of its member states, including their economy. The EU Law and Policy programme satisfies the growing demand for highly qualified specialists in public administration and international institutions, which can contribute to the growth and competitiveness of the national economy. The expertise provided to the graduates of this programme enhances the social capital of the Latvian society with a positive impact on the human development index and on Latvian overall competitiveness.	
Masters study programme "Transborder Commercial Law"	The programme directly contributes to the demand of the market for experts specialised in international trade, arbitration and contract law, thereby promoting the country's successful integration into the single market for goods and services. The expertise provided to the graduates of this programme enhances the social capital of the Latvian society with a positive impact on the human development index and on Latvian overall competitiveness.	

Interlinkage of study programmes: Students who have acquired a bachelor's degree at RGSL can continue their studies in 2 year Masters study programme "Law and Finance" programmes in line with their professional and academic interests.

In order to evaluate the significance and uniqueness of the study programmes in comparison with other similar study programmes in Latvia and the EU, an analysis of each study programme was

performed (see Table 2).

Table 2

Comparison of RGSL study programmes with other similar programmes in Latvia and EU

<b>RGSL study programme</b>	<b>Similar study programmes in Latvia and EU</b>			
Law and Business	University of Latvia bachelor's study programme in <i>Law Science</i>	<i>Law and Business</i> bachelor's study programme at Warwick Law School	<i>Law and Business</i> bachelor's study programme of University College Cork	University of Edinburgh bachelor's studies programme in <i>Law and Business</i>
Law and Diplomacy	University of Latvia bachelor's study programme in <i>Law Science</i>	University of Edinburgh bachelor's study programme <i>Law and International Relations</i>	Queen Mary University of London bachelors study programme <i>Law and Policy</i>	Trinity College Dublin bachelors study programme <i>Law and Political Science</i>
Technology Law	University of Latvia Master's degree programme in <i>Law Science</i>	Leiden University master's study programme in <i>Law and Digital Technologies</i>	Tartu University master's study programme <i>Information Technology Law</i>	University of Edinburgh Law School Master's degree programme <i>Innovation, Technology and Law</i>
International and European Law	University of Latvia Master's degree programme in <i>Law Science</i>	University of Rotterdam Master's degree programme <i>International and European Union law</i>	Ghent Law School Master's degree programme <i>International European Law</i>	Radboud University master's degree programme in <i>International and European Law</i>



International and European Law	University of Latvia Master's degree programme in <i>Law Science</i>	University of Rotterdam Master's degree programme <i>International and European Union law</i>	Ghent Law School Master's degree programme <i>International European Law</i>	Radboud University master's degree programme in <i>International and European Law</i>
Law and Finance	University of Latvia Master's degree programme in <i>Law Science</i>	Goethe University, Institute for Law and Finance master's study programme in <i>Law and Finance</i>	University of Amsterdam master's study programme in <i>Law and Finance</i>	Leiden University master's degree programme in <i>Law and Finance</i>
Public International Law and Human Rights	University of Latvia Master's degree programme in <i>Law Science</i>	Leiden University master's degree programme in <i>Public International Law</i>	Leiden University master's study programme in <i>European and International Human Rights</i>	University of London master's degree programme <i>International Human Rights</i>
EU Law and Policy	University of Latvia Master's degree programme in <i>Law Science</i>	Tilburg University master's degree programme <i>European Law and global risks</i>	University of Edinburgh Master's degree programme <i>European Law</i>	King's College London master's degree programme <i>European Law</i>
Transborder Commercial Law	University of Latvia Master's degree programme in <i>Law Science</i>	University of Groningen master's degree programme <i>International Commercial Law</i>	Leiden University master's study programme <i>European and International Business Law</i>	University of Maastricht master's degree programme <i>Corporate and Commercial Law</i>

The analysis shows that RGSL programmes are unique in Latvia and mostly in the Baltic countries. Similar programmes are mostly in the UK and the Netherlands, with similar study content, degree awarded, and volume and duration of study.

Given that each study programme represents specific sub-disciplines (bachelor and master study programme "Law and Finance") or specific issues of sub-disciplines (master programmes), and that such interdisciplinary programmes are unique at Latvia and mostly also at the Baltic level, study programmes cannot be combined at the respective study levels. Furthermore, "Law and Diplomacy" students specialise in public law, whereas "Law and Business" students – in private law. Master study programmes have a system of modules, which allows students to choose several study courses, cooperation between study programmes takes place, however, students specialise in specific areas according to the chosen study programme.

A detailed comparison of the study programmes as well as conclusions is available in Annex 21.

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

One of the principles of RGSL's activities is the provision of high-quality legal education in an international environment. The development of the study direction is based on RGSL's strategy, which defines RGSL as leading research-intensive centre of legal studies in the Baltic area with a strong permanent faculty. The bachelor's and master's degree programmes implemented by RGSL are in line with this strategy. Highly skilled faculty and experienced industry experts from Latvia and other countries are involved in the implementation of the programmes.

The study programmes implemented have a clear interdisciplinary approach as described in the RGSL strategy. It is highly appreciated by employers of RGSL graduates and students, and it differentiates RGSL's study programmes from the offer of several other higher education institutions in Latvia.

The main target of the study direction "Law" is to prepare highly qualified specialists in the field of Law able to work successfully in law practices, entrepreneurship, public administration and research in the Latvian and international labour market. In order to achieve this objective, several tasks have been identified:

1. Developing a plan on promoting the involvement of academic personnel and students in research;
2. Increasing the share of academic personnel in RGSL;
3. Developing innovative study programmes in line with labour market requirements;
4. Developing a communication plan to promote the study direction;
5. Extending the network of cooperation with foreign partners, employers and other social partners. Ensuring that modern ideas and methods of higher education are propagated;
6. Developing a feedback mechanism with students, graduates and employers in the study direction and its development.

The sustainable development strategy of Latvia until 2030<sup>[1]</sup> provides that "the education system should focus on interdisciplinary collaboration and develop the capacity to think, collaborate and adapt independently, critically and creatively, in particular". The learning content and study methods of the field of study implemented by RGSL are designed to improve the following skills and competences:

- Skills:

1. ability to use theory, methods and problem-solving skills independently and to apply them to address legal challenges, as well as carry out research in the area of law sciences, and to perform highly qualified professional functions;
2. ability to make independent use of the theoretical foundations and practical skills acquired in law theory and research theory and methodologies, as well as in commercial law, public and private law at international and EU level;
3. ability to explain and discuss difficult legal arguments in a reasoned way;
4. ability to independently advance the development and specialisation of their competences, including to follow up the developments in the field of law sciences, to carry out research;

- Competencies:

1. ability to independently formulate and critically analyse complex and professional problems of law;
2. capacity to integrate knowledge in the field of law, to collect analytically and to evaluate information and solutions in legal practice and research, and the ability to track and understand the justification for any conclusions;
3. ability to take and justify decisions, performing an additional analysis where necessary.

Latvia's Sustainable Development Strategy until 2030 [2] also stipulates that “education should focus on interdisciplinary cooperation and skills development, individuality- evolving, imaginative and creative thinking, a talent-developing educational process”. RGSL has historically developed its training programmes at both bachelor's and master's level on an interdisciplinary basis. The graduate school has accumulated 20 years of experience in the development and implementation of such programmes.

The Sustainable Development Strategy also highlights the importance of “technological competence, the capacity to integrate skills and competencies of various areas, creative skills, human and risk management skills and openness to international and intercultural cooperation”. The interdisciplinary model of the study direction implemented by RGSL is fully in line with this objective. RGSL's international faculty and students, as well as English as the language of instruction, provide an opportunity to acquire intercultural communication and cooperation skills at the highest level.

[1] Latvia's Sustainable Development Strategy until 2030. Available:  
[https://www.pkc.gov.lv/sites/default/files/inline-files/LIAS\\_2030\\_en\\_1.pdf](https://www.pkc.gov.lv/sites/default/files/inline-files/LIAS_2030_en_1.pdf)

[2] Latvia's Sustainable Development Strategy until 2030. Available:  
[https://www.pkc.gov.lv/sites/default/files/inline-files/LIAS\\_2030\\_en\\_1.pdf](https://www.pkc.gov.lv/sites/default/files/inline-files/LIAS_2030_en_1.pdf)

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

In assessing the study direction “Law”, it should be noted that its strengths are the originality,

interdisciplinarity and high quality of the implemented study programmes, which are equal with the level of the study programmes offered by the best European higher education institutions. The study process uses the most advanced teaching methods, as well as highly qualified teaching personnel, is attracted. RGSL also offers one of the largest collections of scientific literature in law science in the Baltics.

A relatively small proportion of elected academic personnel, which presents challenges in the planning of the study process, could be a shortcoming. Consequently, national interests have little impact on the research activities of guest lecturers. Also, the limitations of RGSL premises could be an obstacle to a significant increase in student numbers.

The main threats identified were the decline in the number of potential applicants due to the demographic situation and increasing competition. Considering that a significant part of the teaching staff is foreign visiting lecturers, there are possible risks related to the change of the teaching staff and failure to ensure the continuity of the study and research process.

Given the strengths and weaknesses of the study direction, and in order to address identified threats, RGSL has opportunities to develop the study direction “Law” and its programmes as the best in this area in the Baltic Sea region. In order to be able to do this, it would be necessary to increase the proportion of permanent academic personnel and number of researchers, to develop policies promoting the involvement of academic staff and students in research, and to constantly improve and develop existing and new study programmes. It would also be important to develop and implement an effective communication plan for student recruitment and promoting the external image of RGSL. However, in carrying out these activities, it would be necessary to consider the overall negative trends in the higher education sector due to demographic factors, as well as due to inconsistent national policies in education and science.

Detailed SWOT analysis of the study direction, as well as the goals and objectives, are described in the Development Plan for the study direction “Law” for 2019-2025 (approved on 25 November 2019), available in Annex 3.

The faculty and administrative personnel of RGSL, as well as representatives of students and employers participated in the preparation of the Development plan. The Development plan was reviewed and approved during December 4, 2019 meeting of the working group for drafting a self-assessment report concerning the study direction “Law”. The Development plan was approved during 25 November 2019 meeting of the RGSL Senate.

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

Since RGSL is only pursuing the study direction “Law”, and has a relatively small number of academic personnel, there are no separate faculties, academic departments, sections or institutes established.

The function of the head of the study direction shall be performed by the rector of RGSL, who shall ensure the continuous development of this field of study. The Director of bachelor’s study

programmes (Laura Ratniece) and the Director of master's study programmes (Waleed Gumaa) are responsible for the development of the respective study programmes. The responsibilities of the study programme directors within the field of studies are:

- To ensure the control of the implementation of the study programme and its continuous improvement;
- To develop cooperation with faculty;
- To develop new study programmes;
- To provide feedback in working with students;
- To develop cooperation with employers, social partners to ensure the development of study programmes.

To ensure the coherent achievement of RGSL common goals as well as continuity of the study process, study programme directors are actively cooperating with each other, both in their day-to-day work and in strategic development of RGSL such as attracting lecturers, providing professional guidance to the students, organisation of compulsory study courses (Latvian for foreign students, civil protection).

There is also a Study department involved in the implementation of the study direction with the following main tasks:

- To ensure cooperation between students, faculty and administration within the framework of the study process;
- To organise student enrolment process;
- To organise records of the study process;
- To ensure the collection and analysis of statistical data on the study direction.

The implementation of the study direction is also supported by the Legal Library, which ensures the maintenance and renewal of scientific resources, the provision of library resources to students, provides advice and support to students in the use of scientific resources, as well as prepares study materials for the purposes of study courses.

The management of the study direction involves different stakeholders (students, alumni, employers and other social partners) in order to ensure more effective communication links, sound decision-making and the introduction of a student-centred approach in line with the ESG.

The framework for the management of the study direction is included in the Development Plan for the study direction "Law" for 2019-2025, which is available in Annex 3.

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

Criteria determined for admission to RGSL Bachelor degree programmes:

- Certificate of Proficiency in English confirming at least level B2 or higher in the Common European Framework of Reference (CEFR) - official results of IELTS or TOEFL not older than 3 years - the required minimum result is 6.0 for IELTS and 550 points for TOEFL (for a computer

test -213; Internet-based test - 80). Applicants who have acquired education in the English language (or may prove comparable knowledge) are exempted from taking IELTS or TOEFL Proficiency in English.

- The average grade in certificate corresponding to ECTS level of C or higher.
- If there are more applicants than study places, the order of application submission, grade averages, relevant activities, and the result of any interviews and entrance exams are taken into account.

Such admission criteria ensure that the students of RGSL are very motivated to become highly qualified specialists in the local and international labour market. Since teaching is in English, an adequate level of English language proficiency is also important.

Master's programmes are open to students who have received a bachelor's, master's or equivalent degree in law sciences or related fields (provided that the student is able to demonstrate basic knowledge in law and adequate work experience):

- Master of International and European Law (LL.M) academic programme is available to individuals with bachelor or masters degree in law or related fields if basic knowledge in law or corresponding work experience is acquired, obtained in at least four years long studies; second-level professional higher education, professional bachelor or masters degree in law or other related fields, if basic knowledge in law or corresponding work experience is acquired (at least 160 KP = 240 ECTS).
- Public International Law and Human Rights (LL.M) programme is available to individuals with bachelor or masters degree in law or related fields if basic knowledge in law or corresponding work experience is acquired, obtained in at least four years long studies; second-level professional higher education, professional bachelor or masters degree in law or other related fields, if basic knowledge in law or corresponding work experience is acquired (at least 160 KP = 240 ECTS).
- Transborder Commercial Law (LL.M) programme is available to individuals with bachelor or masters degree in law or related fields if basic knowledge in law or corresponding work experience is acquired, obtained in at least four years long studies; second-level professional higher education, professional bachelor or masters degree in law or other related fields, if basic knowledge in law or corresponding work experience is acquired (at least 160 KP = 240 ECTS).
- European Union Law and Policy (LL.M) programme is available to individuals with bachelor or masters degree in law, politics or related fields, if basic knowledge in law or corresponding work experience is acquired, obtained in at least four years long studies; second-level professional higher education, professional bachelor or masters degree in law, politics or other related fields, if basic knowledge in law or corresponding work experience is acquired (at least 160 KP = 240 ECTS).
- Law and Finance (LL.M) programme is available to individuals with bachelor or masters degree in law, economics, finance, management or related fields, obtained in at least three years (120 KP = 180 ECTS) for 2 year programme or four years long studies (160 KP = 240 ECTS) for 1 year programme; second-level professional higher education, professional bachelor or masters degree in law, economics, finance, management or related fields.
- Technology Law (LL.M) programme is available to individuals with the bachelor or masters degree in law or related fields, obtained in at least four years long studies; second-level professional higher education, professional bachelor or masters degree in law or other related fields (at least 160 KP = 240 ECTS).

The English language is also important - Certificate of Proficiency in English - official results of IELTS or TOEFL not older than 3 years - the required minimum result is 6.0 for IELTS and 550 points for

TOEFL (for a computer test -213; Internet-based test - 80). Applicants who have acquired higher education in the English language (or may prove comparable knowledge) are released from taking IELTS or TOEFL.

RGSL develops admission rules for bachelor's and master's degree programmes every year, which are approved by the Senate.

Admission rules and registration procedures for the academic year 2019/2020 are available at:

<https://www.rgsl.edu.lv/data/pdf-files/rules-of-admission-bachelors-eng-19-20-approved.pdf>

<https://www.rgsl.edu.lv/data/pdf-files/rules-of-admission-masters-eng-19-20-approved.pdf>

**RGSL has developed procedures regulating the recognition of external study courses for bachelor and master programmes, as well as guidelines for bachelor and master programmes across study years and selection of study courses (Appendix 3).**

In describing the recognition of previous non-formal education and professional experience, RGSL shall consider the Cabinet Regulation No. 505 of 14 August 2018, Regulations for Recognition of Competences Obtained Outside Formal Education or of Professional Experience, and of Learning Outcomes in Previous Education, as well as the recommendations made by the Ministry of Education and Science in the evaluation and recognition of the results of studies acquired outside the framework of formal education or professional experience (available: [https://www.izm.gov.lv/images/Erasmus/leprieks\\_iegutas\\_izglitibas\\_pielidzinasa/Recommendations.pdf](https://www.izm.gov.lv/images/Erasmus/leprieks_iegutas_izglitibas_pielidzinasa/Recommendations.pdf)). RGSL has developed Regulations on the evaluation and recognition of the results of studies acquired outside the framework of formal education or in professional experience (see Annex 3). Until now, RGSL has not received any requests for recognition of previously acquired non-formal education or professional experience.

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

The study courses have individual evaluation methods taking into account active participation in classes, presentations, term papers and examinations, which are considered when determining the overall assessment of the student performance in the course. Lecturers combine summative assessment methods with frequent formative assessment opportunities.

Study programme directors evaluate the methods and procedures used in student assessment to ensure that they are consistent with study programme objectives and student needs. It is provided during the preparation and updating of study course outlines. The programme directors also keep track of students' assessments of study courses (including assessment methods) and, in cooperation with the responsible lecturers, clarify assessment methods where appropriate.

The principles for evaluating student achievements are set out in RGSL Student Regulations and RGSL Regulations on Exams and Grading (available in Annex 3).

Students are evaluated on a 10-point grade scale approved by the Ministry of Education and Science. The average student performance level is set at "7" constituting the normal distribution with this average score. The marks are given according to the absolute approach and not the

relative approach, where the best student gets a “10” regardless of the quality of the achievement. Students have a chance to appeal within 30 days of posting a mark in the information system. In the event of a dispute regarding the assessments, the final decision shall be taken by the programme director, after hearing the opinion of the teacher and the student. The decision of the programme director may be appealed to the rector.

All these rules and regulations are available on the RGSL Intranet Portal, accessible to all students (access rights for experts will be provided on request).

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

The principles of academic fairness and their compliance mechanism are set out in the RGSL Code of Ethics, as well as the RGSL Student Regulations.

According to the RGSL Code of Ethics, values and principles of RGSL shall be as follows: professionalism, loyalty, fellowship, impartiality, respect and dignity, solidarity, confidentiality, academic honesty. Each RGSL student, faculty member or employee commits to these principles. Of particular value is the academic honesty that is being interpreted as a principle that applies to students and faculty and entails impartiality, responsibility, mutual respect and trust, and excludes false representation and fraud. Academic dishonesty entails any type of fraud, including misrepresentation of work, use of materials of other authors without due references, forging of information, plagiarism and self-plagiarism

RGSL has established a Disciplinary Commission which records all reports received and cases of various breaches of ethical rules. The Disciplinary Commission has the right to impose penalties for failing to comply with ethical norms of behaviour on students, general and academic staff. Decisions of the Disciplinary Commission may be appealed to the Academic Arbitration Panel.

RGSL students submit their papers to the RGSL Intranet Portal (*Moodle* environment), where the anti-plagiarism tool *Turnitin* is available. This tool is used to test all study papers against plagiarism. By using this tool, the faculty member can assess the percentage of other authors’ work in the paper and the precision of references used. If a student is caught in plagiarism, the teacher shall report to the programme director, who shall decide on submitting the case to the Disciplinary Commission. which may decide that the student must repeat a course, take a forced academic leave or expulsion. Most often, students take a course repeatedly if they are caught in plagiarism.

Rules on antiplagiarism are described in more detail in the Code of Ethics, RGSL Student Regulations and the RGSL Regulations on Exams and Grading, as well as Regulations of Disciplinary Commission (available in Annex 3).

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



Information regarding the study direction and study programmes is available in Latvian and English on the home page of RGSL:

<https://www.rgsl.edu.lv/lv/programmas>

During the preparation process of the self-assessment report RGSL is communication with the Ministry of Education and Science in order to conclude an agreement on the best practice applied to the student recruitment process, As soon as this agreement is concluded the information on RGSL study programmes shall be available also in [www.studyinlatvia.eu](http://www.studyinlatvia.eu) website.

The Head of the Marketing and Communication Division shall be responsible for the conformity of the information available on the website with the information available in the official registers.

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

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

Given that RGSL is pursuing a single study direction, a general internal quality assurance mechanism is described in section 1.3. A development plan for the study direction for 2019-2025 has been developed. RGSL regularly holds discussions with various stakeholders to ensure that the objectives and results of the study direction are achieved, as well as to improve and develop study programmes. As a result of such discussions, a new study program – “Technology Law” was launched.

RGSL is actively monitoring the public image of the school, engaging in different promotional activities, for example by organising a variety of professional discussions, public lectures and conferences. Similarly, progress in the development of the study direction is regularly examined in the Senate, which ensures the monitoring of the objectives and achievement of results of the study direction.

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

The development, approval and review of study programmes are described in the f Regulations of

Riga Graduate School of Law on Development, Approval, Amendment, Supervision and Closure of Academic Programmes, available in Annex 3.

Students, graduates and employers and other social partners play an important role in the development and improvement of study programmes. Regular surveys and discussions are organised to listen to the views of these stakeholders. Surveys are organised both after the conclusion of study courses in order to ensure the further improvement of these study courses and the overall study programme. The results of the surveys are used by the programme director in developing the programme. RGSL also organizes annual discussions with employers and social partners to find out if the programmes have been designed in line with labour market requirements. RGSL also has a database of graduates, which is also regularly surveyed to find out which acquired knowledge, skills and competences provided by RGSL have contributed to their career growth.

Also, RGSL has established a Study Programme Council, in order to ensure study programme development in accordance with the newest scientific achievements and requirements of the labour market (available in Appendix 3).

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

At the beginning of each academic year, students are presented with the main RGSL regulations, as well as the arrangements for lodging complaints or proposals. Any student is invited to turn to the Study department, programme director or RGSL director in the event of any confusion about the study process, complaints or proposals.

Most frequently, in the case of complaints or proposals, students refer to the programme director, who addresses the situation further, for example by conducting interviews with lecturer and a student, as well as by taking a decision on the situation. If the involvement of management of higher level is required, the situation shall be discussed with the rector.

The most common complaints faced by program directors and Study Department staff are:

1. Complaints about the final assessment - in this case the student's progress in the subject is analysed together with the student;
2. Complaints about the study schedule, e.g. when the B-courses are planned at the same time or the deadline for submission of the assignment is too short - in this case the study schedule is re-planned as much as possible;
3. Complaints about the faculty, e.g. that they do not respond to emails in a timely manner - in this case, the programme director contacts the faculty to solve the situation.

In case if the complaint cannot be resolved informally, the complainant is invited to formalise the complaint. In such a case, the Director of the RGSL registers the complaint and passes it on to the Program Director or other responsible RGSL staff for resolution. Following the investigation, the decision of the RGSL program director or a RGSL employee responsible, previously agreed with the

RGSL director, was sent electronically to the complainant. This shall be done not later than 30 days after receipt of the complaint.

In the event of complaints about the assessment, students shall prepare a submission addressed to the rector, which shall be further examined by the programme director (the procedure described in RGSL Regulations on Exams and Grading available in Annex 3).

The RGSL Regulations for the review of complaints and proposals are available in Annex 3.

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

The Study department oversees the mechanism for compiling statistical data - it shall regularly compile data on the number of students in the programmes from different aspects, preparing requests for information to the Ministry of Education and Science, the Central Statistical Bureau, the national security institutions. The data are collected according to months, semesters and academic years. Information on the mobility of general and academic personnel and students is also collected. Data on students are available in the LAIS system where data can be retrieved using different queries. Internal reviews are also being prepared to improve the quality of studies, for example, the Study department compiles, and the programme directors analyse the grades obtained in study courses.

The data shall be used further by study programme directors to take decisions on the improvement of study programmes, as well as by RGSL management to justify decisions on the development of the study direction.

For example, the decision to terminate a study programme or to create a new study programme is justified by analysing the dynamics of the number of students. Similarly, taking into account student drop-outs, the number of outstanding study courses and the average student grade, decisions are made regarding the re-scheduling of studies, more active work with the teaching staff in their qualification improvement. An example is the organisation of a seminar for lecturers on the use of the student-centred approach in the process of preparing research papers and theses. The need for such a workshop arose from analysing statistics on how many students had prepared outlines for a research paper or theses, but did not submit it for whatever reason. Therefore, the mechanism of compiling statistics contributes to the improvement of the study direction.

Statistical aggregates are also regularly presented to the Management Board to report on the results of the activities of RGSL.

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

Description and assessment of the integration of standards included in the ESG will be presented

below:

1. **Quality assurance policy:** A quality assurance policy has been established. Both internal and external stakeholders are involved in the implementation of the quality policy.
2. **Programme development and approval—** RGSL has developed a procedure for the development and approval of study programmes. The programmes are implemented in accordance with their objectives and the expected learning outcomes. The programmes are set up in line with the strategic objectives of RGSL, involving students, employers and other social partners in their development and implementation, designed to ensure that students face no obstacles during their studies.
3. **Student-centred learning, teaching and evaluation:** study programmes are implemented in such a way as to encourage students to play an active part in the process of study, for example by regularly organising surveys and discussions. In addition, student performance assessment is transparent, according to publicly available criteria.
4. **Matriculation of students, process of studies, recognition of qualifications and certification-** information regarding various provisions relating to student admissions, process of studies, certification, as well as the graduate school itself and study programmes is available on the web page of RGSL.
5. **Faculty-** RGSL ensures the competence of its faculty by setting high recruitment and work criteria. Procedures for recruitment and development of teaching staff are open and fair.
6. **Study resources and support for students:** RGSL has adequate funding to ensure learning and teaching activities and to guarantee an adequate and easily accessible range of study resources and support for students. The legal library constantly supplements its scientific stocks and offers the most complete selection of scientific literature in law in the Baltic States.
7. **Information management-** RGSL collects, analyses and uses the necessary information for the effective management of study programmes. The process of studies, grades, drop-out rates of students are regularly analysed. It also follows the development of graduate careers by organizing graduate surveys. Students' satisfaction with study courses and the overall curriculum are also analysed by pooling survey data.
8. **Public awareness raising:** RGSL regularly publishes clear, up-to-date, accurate, objective and easily accessible information on its activities, including on provided study programmes. This information is available on RGSL web page in Latvian and English.
9. **Follow-up and regular review of programmes -** RGSL continuously monitors and regularly evaluates its study programmes to ensure that the objectives set are achieved and are in line with the needs of students and society. RGSL shall inform all parties concerned of any intended results or progress made by publishing information on the web page and social media accounts, by organising discussions, in writing or directly communicating with interested parties, depending on the content of the information.
10. **Cyclical external quality assurance-** RGSL, like other institutions of higher education in Latvia, is subject to cyclical external quality assurance, according to the ESG.

Overall, RGSL has successfully integrated all ESG standards. The most challenging standard for RGSL is the "Faculty", given that the majority of RGSL faculty are visiting professors and lecturers. Consequently, increased attention is needed to ensure the professional development of teaching staff, as well as the promotion of scientific activities.

In particular, the RGSL draws attention to the ESG Standard "Follow-up and regular review of programmes" to ensure continuous improvement of study programmes and study paths. To ensure this, RGSL is constantly working on the involvement of various stakeholders in the development of the study direction.

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

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

The financial performance of RGSL, its compliance with applicable laws and regulations, as well as reasonable and efficient use of School's resources is within the competency of RGSL Director, who is subordinated to the Management Board. In order to ensure more efficient budget planning, RGSL has aligned its financial year with the academic year, meaning the financial year starts on July 1 and ends on June 30 of the following year. The budget shall be approved by the Board in September of each year and RGSL rector and Senate acts within the framework of the budget approved by the Management Board and other Board's decisions. In addition, the Management Board carefully evaluates study fees, analyses student recruitment data, drop-off rates, number of guest lecturers etc.

The financial resources necessary for the implementation of the study process shall be provided mainly from study fees, from external funds raised by the graduate school (fund resources, international projects), as well as by leasing real estate owned by RGSL. Bachelor's and master's degree programmes are separated, considering the different costs for these programmes.

The tuition fees in the study programmes in the academic year 2019/2020 are fixed for nationals of all countries:

1. The fee for one academic year in the bachelor's "Law and Business" and "Law and Diplomacy" programmes shall be EUR 3500 or EUR 10 500 for the entire programme;
2. In masters' programmes "International and EU Law", "Public International Law and Human Rights", "Transborder Commercial Law", "EU Law and Policy", full-time studies cost €5500, part-time studies cost €7100;
3. For the master's degree programmes in "Law and Finance" (1-year) and "Technology Law" students pay a full-time study fee of EUR 6500, whereas the fee for part-time studies is EUR 10 000;
4. In the master's study programme "Law and Finance" (2-years) full-time studies cost EUR 11 000 and part-time studies cost EUR 15 000.

Table 10 shows the average calculation of the cost of bachelor's study programmes.

Table 10

### **Cost calculation of bachelor's study programmes**

Expense position	Number of items	Expenses per item	Total EUR	Percentage
<b>1. Wages of teaching staff (incl.taxes paid by employer)</b>			<b>302 240</b>	<b>41%</b>
1.1. Professors (local/foreign)			47 100	6%
1.2. Asociated professors (local/foreign)			13 605	2%
1.3. Docents (local/foreign)			98 225	13%
1.4. Lecturers (local/foreign)			107 470	14%
1.5. Additional expenses of teaching staff during academic year			35 840	5%
<b>2. International travel and accomodation for guest lecturers</b>			<b>18 035</b>	<b>2%</b>
2.1. Transport during academic year			5 000	1%
2.2. Acomodation during academic year			13 035	2%
<b>3. Wages of Administrative personnel (incl.taxes paid by employer)</b>	12 <sup>1</sup>	10 047	<b>120 558</b>	<b>16%</b>
<b>4. Maintenance of premises</b>	12 <sup>1</sup>	4 935	<b>59 225</b>	<b>8%</b>
<b>5. Library expenses</b>	226 <sup>2</sup>	218	<b>49 200</b>	<b>7%</b>
<b>6. Expenses of business trips, services and office maintenance</b>			<b>18 700</b>	<b>3%</b>
6.1. Expenses of business trips	12 <sup>1</sup>	583	7 000	1%
6.2. Service expenses	12 <sup>1</sup>	392	4 700	1%
6.3. Office maintenance expenses	12 <sup>1</sup>	583	7 000	1%
<b>7. Sales expenses</b>	12 <sup>1</sup>	3 817	<b>45 800</b>	<b>6%</b>
<b>Total</b>			<b>613 758</b>	<b>83%</b>
<b>8. Indirect expenses and development 20%</b>			<b>129 500</b>	<b>17%</b>
<b>9. Total expenses of the studu programme</b>			<b>743 258</b>	<b>100%</b>
<b>Per one student (= Total/225)</b>			<b>3 303</b>	

<sup>1</sup> - expenses per month

<sup>2</sup> - expenses per total number of students during academic year

Table 11 shows the average calculation of the costs of a master's degree programme.

Table 11

### Cost calculation of master's degree programmes

Expense position	Number of items	Expenses per item	Total EUR	Percentage
<b>1. Wages of teaching staff (incl.taxes paid by employer) during academic year</b>			<b>173 567</b>	<b>36%</b>
1.1. Professors (local/foreign)			86 800	18%
1.2. Associated professors (local/foreign)			5 510	1%
1.3. Docents (local/foreign)			<b>40 095</b>	8%
1.4. Lecturers (local/foreign)			<b>26 790</b>	
1.5. Additional expenses of teaching staff during academic year			<b>14 372</b>	
<b>2. International travel and accomodation for guest lecturers</b>			<b>30 020</b>	<b>6%</b>
2.1. Transport during academic year			16 660	3%
2.2. Acomodation during academic year			13 360	3%
<b>3. Wages of Administrative personnel (incl.taxes paid by employer)</b>	12 <sup>1</sup>	7 050	<b>84 600</b>	<b>18%</b>
<b>4. Maintenance of premises</b>	12 <sup>1</sup>	2 250	<b>27 000</b>	<b>6%</b>
<b>5. Library expenses</b>	90 <sup>2</sup>	275	<b>24 780</b>	<b>5%</b>
<b>6. Expenses of business trips, services and office maintenance</b>			<b>18 700</b>	<b>4%</b>
6.1. Expenses of business trips	12 <sup>1</sup>	583	7 000	1%
6.2. Service expenses	12 <sup>1</sup>	392	4 700	1%
6.3. Office maintenance expenses	12 <sup>1</sup>	583	7 000	1%
<b>7. Sales expenses</b>	12 <sup>1</sup>	3 167	<b>38 000</b>	<b>8%</b>
<b>Total</b>			<b>396 667</b>	<b>83%</b>
<b>8. Indirect expenses and development 20%</b>			<b>79 335</b>	<b>17%</b>
<b>9. Total expenses of the studu programme</b>			<b>476 002</b>	<b>100%</b>
<b>Per one student (= Total/90)</b>			<b>5 289</b>	

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<sup>1</sup> - expenses per month

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<sup>2</sup> - expenses per total number of students during the academic year

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Table 11 provides a calculation of the average expenses for master study programmes. The calculations were executed taking into account the total expenses related to the master programmes during academic or calendar year, respectively. Master study programmes are designed by study modules and some of the study courses are provided to all master students. The difference in the study fees between various master programmes is made by expenses of academic personnel, especially foreign, in these programmes, which in relation to the student number in the respective programme increases the programme expenses and study fees.

During the annual RGSL budget planning process funding is allocated for research activities, which include participation in scientific conferences by academic personnel, preparation of scientific publications, organisation of research seminars and conferences at RGSL, own financing of research projects as well as supplementation of RGSL Legal library's collections with recent scientific literature. The employment agreements of RGSL academic personnel state also the required research activities. Therefore the indicated wages of academic personnel also partially includes funding for research.

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

The activities of the bachelor's and master's degree programmes take place at RGSL premises in Riga, Strelnieku Street 4, k 2, Latvia. In the RGSL building, five audiences are available for the study process, with the possibility of hosting more than 200 students at the same time. All audiences are in very good technical condition and equipped with multimedia equipment and all other necessary equipment for the implementation of the study process. Wi-fi coverage is available in the RGSL building.

Students, academic and administrative staff may use the study room, computer class, computer class in the library and other rooms.

Each student has an email address and access to RGSL internal network based on *Moodle*. All study materials — course descriptions, lesson schedules, lecture presentations and other study materials — are stored electronically. In the internal network, students have access to all student-related documents, including RGSL internal rules for students, as well as databases available on the Internet. Students can access RGSL *online* database resources through a VPN connection, thereby also having a possibility to learn when outside the RGSL.

**3.3. Provide information on the system and procedures for the improvement and purchase of the methodological and informative provision. Description and assessment of the availability of the library and the databases to the students (including in digital**



**environment) and their compliance with the needs of the study direction by specifying whether the opening times of the library are appropriate for the students, as well as the number/ area of the premises, their suitability for individual studies and research work, the services provided by the library, the available literature for the implementation of the study direction, the databases available for the students in the respective field, the statistical data on their use, the procedures for the replenishment of the library stock, as well as the procedures and options for the subscription to the databases.**

The goal of the Library is to ensure RGSL study process and research with the necessary information resources, improving the Library services and using the newest technologies for the reaching these goals. Besides, the Library, in accordance with founders' expectations, serves anyone interested in law – practising lawyers, students of higher education institutions, judges and others, providing them with opportunity to use a wide offer of legal information.

In compliance with the Statutes of Library, its main goals are:

- Ensure the fulfilment of academic requirements of RGSL faculty, students, researchers and other Library readers, providing high quality Library and information services;
- Specifically focus on quality improvement of Library's collection and usage of the newest achievements of information technologies in Library's operations;
- Cooperate with RGSL academic personnel in renewal of Library's collection and acquire new publications on a regular basis;
- Ensure the organisation, archiving, usage and maintenance of Library's collection in accordance with general regulatory enactments of operation of libraries;
- Collect and maintain the collection of scientific and research publications of RGSL academic personnel and students.

Currently this is the only public library specialising in legal science and accessible to all interested persons. The collection of books, journals, data bases and other materials is specifically developed in the main RGSL research areas, which include international law, international commercial law as well as EU law. Coinciding with the expansion of study programmes also the directions of library's collection have changed, assembling literature also in areas of business, finance, politics, international relations, technology and diplomacy.

RGSL Library is proud of one of the best collections of law science literature in the region. The library provides RGSL's teaching staff and students with the necessary teaching and research literature and databases. The library stock includes more than 8,000 books in all areas of science represented in the graduate school and more than 200 titles of legal journals. A huge amount of information is also available in a variety of databases available to users both in the school and remotely. Currently, RGSL subscribes to the world's largest legal information databases, *Thomson Reuters Westlaw*, *Westlaw UK* and *Hein Online*, as well as *Science Direct*. There is a growing demand for databases offered by major legal publishers - *Oxford University Press* and *Kluwer Law*, which the graduate school began to subscribe to in 2018. The popular *Oxford Scholarly Authorities on International Law* has been joined by *Oxford Handbooks Online* with books in law and politics. Thanks to the co-financing of *Sorainen Law Offices* a possibility was created to access *Kluwer Law* e-logs and e-books. In addition, the library provides access to the databases subscribed by the University of Latvia, including EBSCO, JSTOR, as well as collections of journals by different publishers.

The described data bases ensure access to the most valuable information resources, which are

available in English in areas of law and other areas. The intensity of data base usage is regularly analysed and user training provided. The statistical level of data base usage is very high, for instance during 2018 the HeinOnline data base was accessed 14 423 times. Other data bases are used with a similar activity level, as all of them are available to registered users of RGSL intranet (faculty, students) from any place outside RGSL using the VPN network.

The number of readers in the library is stable, the library served more than 1600 readers in 2018, of which more than 700 were RGSL students and teaching staff. According to the founder's intention, along with RGSL's students and faculty, the library serves any person who is interested in law in Latvia - law students and teachers from other educational institutions, legal practitioners, employees of state institutions, as well as other interested parties. During the year, nearly 7,000 books and magazines have been issued to readers.

In the RGSL Library, 86% of books are in foreign languages, of which 90% are in English. The library's collection is regularly updated according to changes in the study process, in order to ensure the most up-to-date use of study materials in the study process. In 2018, together with the licensing of a new master's degree programme in Technology Law, the collection was supplemented with the latest literature on data protection, information and technology contract law, cyber security and intellectual property rights, as well as with relevant databases.

Library readers can access wide collection of legal journals, which partially is available in electronic format. All articles from journals are catalogued in Library's catalogue's data base RGSL Legal articles, whereas access to them is ensured using EBSCO Full Text Finder platform, which includes direction on data base and chronological framework, in which the full texts of articles are available in RGSL or data bases subscribed by the University of Latvia.

Since its foundation in 1996, the library has been developing with the utmost use of information technology and its capabilities. The library collection from the first unit is catalogued, initially using BIS ALISE, but as of September 2012, the Aleph500 Library Information System, and is part of the Latvian Library joint Catalogue. Using the capabilities of the library system, all operations in the collection (subscription, assembly, and cataloguing) at the Library are automated. Security tapes and barcodes are used to process the collection. Security gateways and barcode readers, meanwhile, provide an efficient way of preserving and tracking the Library's collection.

The electronic catalogue of the library is available to all readers both locally and on the RGSL website, as well as part of the general catalogue of Latvian libraries.

For the qualitative replenishment and planning of the library's collection, the academic personnel is regularly engaged, unmet requests are analysed and the possibility to supplement the collection with high-demand items is considered.

Library staff regularly collaborate with teachers, ensuring that study materials are placed in the *Moodle* e-study environment. In cooperation with the RGSL Study department and course instructors, library staff familiarise themselves with the list of compulsory and recommended literature prior to the start of the course, ensuring access to compulsory literature and, as far as possible, recommended literature. The library keeps up to date with the latest developments in the world of legal literature and keeps up-to-date with the latest trainers. Lecturers and students are regularly sent newsletters, updates on the library's book collection, as well as updates to databases and trials of new databases

The Library is establishing a database of the bachelor's and master's papers defended at RGSL. By 2017, the library kept physical copies of the papers, but from 2018 all master's and bachelor's papers are available on the Open access platform in the Repository of the University of Latvia. Accordingly, these papers are indexed in Google Scholar and available to anyone interested around

the world.

In order to raise students' understanding of the available database information resources, students from both bachelor's and master's degree programmes have a compulsory course in research methods and legal research.

RGSL has a cooperation agreement with the Stockholm School of Economics in Riga (hereinafter –SSE Riga), which allows RGSL students to use the SSE Riga library for free. The SSE Riga Library has more than 20,000 books and more than 100 titles of economic and business journals and annuals, as well as access to necessary databases. RGSL also has a contract with the University of Latvia (hereinafter - LU) that allows RGSL students to use the LU library for free. The LU Library has several million printed publications and extensive collection of journals, databases, and so on.

The RGSL Library is the founder and head of the consortium of Legal Libraries and Information Centres. The consortium currently unites ten legal libraries from the Baltic States and Hungary, uses legal databases jointly, and regularly participates in various training seminars. The Library is also an active member of the Latvian Association of Academic Libraries. The library continues its cooperation with *Sorainen Law Offices*, providing regular training for legal office employees in the use of legal information resources. Library working hours are adjusted to the RGSL Bachelor and Master study program calendar and to the convenience of other users. The library is open 7 days a week for 70 hours and is open weekdays from 8:30 a.m. to 8 p.m., Saturdays and Sundays from 10 a.m. to 5 p.m. The library is accessible to people with reduced mobility - special ramps and an elevator.

The library has 42 workstations, 10 of which are equipped with computers connected to a fixed Internet network. Readers also have the option of using laptops with local area network and RGSL wireless networking.

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

The vacancies of RGSL are advertised on its web page and official state portal Latvijas Vēstnesis, considering the principles of personal data protection and openness (the link is active when vacancies are current):

<https://www.rgsl.edu.lv/lv/par////>

RGSL is also a member of the EURAXESS Latvian network, providing information to foreign researchers on opportunities to work in the graduate school.

The RGSL Regulations on academic and administrative posts describes the procedure for recruitment and election:

<https://www.rgsl.edu.lv/data/pdf-files/regulation-on-academic-positions-2019.pdf>

The RGSL maintains an extensive network consisting of partner institutions across Europe and beyond, Public institutions across Europe, national and multinational law firms, as well as known research centres.

The aforementioned are usually the primary sources for external faculty attraction to the RGSL. A great portion of the external faculty have been teaching at the RGSL consistently for more than 5

years, thus the need to attract new teachers is low, but does happen.

In addition, both the permanent faculty as well as visiting faculty, manage their own network of academic contacts which are suggested or recommended when the need arises. In some cases, given the visibility of the school in the areas of international and European law, potential candidates sometime approach us directly with offers to teach.

For example, for 2019/2020 academic year, the need arose to attract teacher(s) for the International Humanitarian Law and Responsibility course taught on the Public International Law and Human Rights Masters programme. The programme director, contacted a former graduate of the RGSL, and now an Assistant Professor of Human Rights Law and Public International Law at Utrecht University, who teaches another course on the Masters at RGSL, for some experts in the area of International Humanitarian Law and Responsibility. Contacts and recommendations were given and the programme director, contacted the candidates after qualifications were verified and extensive interviews over video conference were conducted.

The 2 candidates who shared the course, delivering lectures on their respective areas of expertise, were both academics; Alexandra Hofer an Assistant Professor at Utrecht University, and the other Dr. León Castellanos-Jankiewicz, a Researcher at T.M.C. Asser Instituut.

In general, the process of recruiting lecturers is based on the principles of openness, objectivity, openness and honesty.

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

The RGSL has established a common procedure for ensuring the qualification and work quality of the academic staff.

In order to promote the improvement of the qualification of the teaching staff, in addition to the annual evaluation, the academic staff elections are held in accordance with the requirements of the 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 RGSL has an opportunity to evaluate, improve and renew the quality of the academic staff, opening new perspectives for development.

In order to improve their qualification, the academic staff regularly participates in research and academic activities as well as training. RGSL, as far as possible, provides financial support to the academic staff for the costs of participation in scientific conferences as well as for the inclusion of scientific papers in internationally recognized and cited publications.

The quality assessment of the academic staff is carried out through regular student surveys. Academic staff and programme directors are required to familiarise themselves with students' assessments of the courses and study programme by taking active steps to address the issues

identified in the assessments.

RGSL is seeking to ensure the highest standards in the implementation of study courses. Academic staff participating in the implementation of the study programme are closely examined regarding their competence, research activities and teaching experience in the relevant field. Since these study courses are conducted in English, teachers must have adequate language skills in order to ensure the quality of the course provided. All study courses are specialised, and RGSL tries to attract field experts from Latvia and abroad through a broad network of cooperation between universities and institutions.

RGSL's academic personnel actively participate in various activities organised by the school, such as scientific conferences, discussions with employers, summer schools, thereby expanding their competences.

For example, prof. Ineta Ziemele organised a panel discussion on the autonomy of EU law and common constitutional traditions within the Erasmus + Jean Monnet Conference "Constitutional Rights and Fundamental Rights" in the framework of a series of four conferences "Fundamental Rights within the European Union" in 25-26 April 2019. RGSL students, who had the opportunity to broaden their knowledge of constitutional law, actively participated in this conference, thus supplementing their knowledge with the study course "Constitutional Law", thus contributing to the bachelor study programme and the study direction in general.

Academic personnel also have the possibility to participate in international projects (e.g. the Nordplus programme project "InnovaEDU" on improving teaching methods in the study environment) and to participate in mobility programmes under ERASMUS + and Nordplus, which contribute to raising the qualifications of teaching staff (for more details see self-evaluation report, sub-section 4.3 of 4 section "Scientific Research and Artistic Creation").

In addition, academic staff have the possibility to participate in research activities with support for participation in international scientific conferences.

Overall, RGSL offers a variety of opportunities for faculty members to improve their qualifications and quality of work. Academic staff are regularly encouraged to take advantage of opportunities to participate in research projects, mobility activities, take responsibility for organising conferences, summer schools and other activities that contribute to the development of teaching staff, thus providing added value in improving the study process. In addition, the employment contract also states that the academic staff shall make every effort to improve their professional knowledge and qualifications.

RGSL Regulations on academic and administrative posts (see Annex 3) describes the requirements for academic staff to be able to work in the graduate school as well as the conditions for the evaluation and qualification of the academic staff and the quality of their work.

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

In view of the uniqueness and interdisciplinarity of study programmes at RGSL, the graduate school needs to attract guest lecturers from both abroad and Latvia, who can ensure a high-quality study process and disseminate the latest knowledge in each field. It is also important to attract industry experts who can create connection with labour market requirements.

Table 17

**Breakdown of RGSL academic personnel in 2013-2019**

Academic year	Academic staff				Total
	lecturers	docents	Associated prof.	Prof.	
2013-2014	7	1	1	1	10
2014-2015	4	1	1	1	7
2015-2016	7	1	0	3	11
2016-2017	6	1	0	0	7
2017-2018	4	1	3	2	10
2018-2019	4	0	3	2	8

Given that RGSL offers unique study programmes in English, a large part of the faculty is from abroad, which provides for the implementation of certain study courses. RGSL is also actively working to increase the number of elected academic personnel, thereby increasing the academic and research capacity of RGSL. As of 2019/2020 academic year RGSL has increased the number of its academic personnel. At the moment of preparation of self-evaluation report RGSL employs three lecturers, two docents, two associated professors and three professors.

Table 18

**Breakdown of visiting faculty in 2013-2019**

Academic year	Visiting teachers in bachelor's study programmes				Visiting teachers in master's study programmes			
	lecturers	docents	Associated professor	Prof.	lecturers	docents	Associated professor	Prof.
2013-2014	48	36	1	18	29	7	3	12
2014-2015	66	22	0	18	40	9	3	18
2015-2016	72	20	0	12	47	4	6	21
2016-2017	30	19	0	19	54	11	6	23
2017-2018	50	31	0	31	32	11	3	13
2018-2019	65	29	3	15	29	11	1	9

From the analysis of the distribution of visiting lecturers by academic positions (see Figure 18), it can be concluded that, in general, the graduate school is seeking to strike a balance between

Academic staff elected by the RGSL have a disclaimer in the employment contract on the academic and research workload, namely, the minimum number of study courses that must be read, the number of published articles, the number of supervised theses, and participation in research and academic activities (on election period). The employment contract also states that the academic staff shall make every effort to improve their professional knowledge and qualifications. This promotes synergies between academic and research activities. Experience has shown that in reality the academic staff exceeds the minimum criteria set out in the contract.

In the Annex:

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

The structural units and administrative personnel providing support to students are summarised in Table 19.

### Functions of RGSL academic staff in providing support to students

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**39**

<b>Study department</b>	<ol style="list-style-type: none"> <li>1. Working with students at the beginning of the study process - welcome activities, individual and group support in organising the process of studies, support for foreign students</li> <li>2. Working with students to ensure a high-quality study process – providing information and consultations, drawing lecture schedules</li> <li>3. Work in the information system LUIS – recording of study plans, evaluations and recognised courses, preparation of guidelines and orders</li> <li>4. Working with student documentation, study programme records</li> <li>5. Working with lecturers and providing information support to RGSL academic personnel and visiting lecturers</li> <li>6. Preparation and reporting of data and reports on the study process</li> <li>7. Student payment Control</li> </ol>
<b>ERASMUS coordinator</b>	Support and coordination of the study process for exchange students
<b>Library</b>	<ol style="list-style-type: none"> <li>1. Provision of study course materials</li> <li>2. Maintenance of available databases for students, purchase of literature</li> <li>3. Provision of copying, printing services</li> </ol>
<b>IT support</b>	<ol style="list-style-type: none"> <li>1. Providing an electronic working environment for students (e-mail, VPN, wi-fi, computer terminals)</li> <li>2. Other technical support for the implementation of the study process</li> </ol>
<b>Real estate manager</b>	Maintenance of classrooms and shared room facilities

RGSL offers its students career guidance, given the university's extensive network of collaborative partners. Career support is mainly provided by the programme directors. Given that RGSL has attracted many prominent industry experts (representing public authorities, international organisations, law firms) as visiting lecturers, very often RGSL students are offered internships and work opportunities. RGSL also invites former graduates and industry professionals to open lectures where they present their careers, thus inspiring students to pursue career planning. Career planning training is also organised for final year bachelor students. Students of master's programmes are mostly employed during their studies.

Psychological support for students is mainly provided by the programme directors, the Study Department and the teaching staff. Mostly, students seek help under the stressful study process, because of the inability to cope with their study schedule, or because of disagreement with one of the lecturers. In this case, the RGSL staff develop solutions to overcome the problem. Bachelor study programmes include the study course "Alternative Dispute Resolution - Mediation", which provides students with knowledge and skills in dealing with a variety of psychological situations. The students approach Ulla Zumente-Steele, course responsible, also privately in the event of any conflict. In acute cases, RGSL staff encourage students to seek professional help. The RGSL is exploring the possibility of employing a part-time in-house psychologist, providing psychological support to students.

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

### **4.1. Description and assessment of the directions of scientific research and/or artistic**



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

In line with the RGSL Development Strategy 2020-2026, the main areas of RGSL scientific research are International Law and Human Rights, as well as European Union law. The academic personnel of RGSL contributes to the development of these research areas and to the development of RGSL as a leading educational and research centre in the Baltics.

For example, starting in 2019, the RGSL is responsible for editing the Baltic Yearbook of International Law, published by Brill publishers. The editorial board is headed by prof. Ineta Ziemele, in turn, Ligita Gjortler, a lecturer of RGSL, is in charge of the Editorial Board. This task is highly valued internationally and the fact that the publication is issued at RGSL contributes to the international recognition of the RGSL.

The RGSL also cooperates with international legal organisations promoting its international image. For example, RGSL professors George Ulrich and Ineta Ziemele participate in the organisation of conferences of the European Society for International Law at the RGSL, preparing proceedings of scientific articles in collaboration with Oxford University Publishing.

The main RGSL research areas are also in line with the study programmes, namely the research field "International law" is in line with the study programmes *International and European Law*, *Public International Law and Human Rights*, the field of research "European Union law", is in line with the study programmes *International and European Law* and *EU Law and Policy*, the field of research in human rights is in line with the study programme *Public International Law and Human Rights*. It should be noted that other study programmes also cover different aspects of international law, thereby ensuring synergy between RGSL research fields and the study direction.

#### **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 2018, RGSL started a publication series "Riga Graduate School of Law Interdisciplinary Studies", which aims to publish evaluated research papers in areas of European and international law. The first book in this series was published by RGSL Professor Ineta Ziemele, titled "Separate Opinions at the European Court of Human Rights". This publication is actively used by RGSL students of master programmes (study course "Introductory-Foundation" are read in all master programmes, study courses "Litigation at the European Court of Human Rights" and "International Law" are read in master programmes "International Law and Human Rights" and "International and European Law").

Currently the next publication is intensively prepared. RGSL announced call for papers until early 2020 to RGSL academic personnel, guest lecturers and students in order to include their research papers in the publication, which would reflect RGSL interdisciplinary approach to study and research activities. Covering constitutional, institutional and substantive legal issues, this series of books will document innovative academic studies of a broad spectrum by the RGSL academic personnel, students and visiting lecturers, thereby ensuring interconnection with the study process.

Since RGSL academic staff carry out their research activities in areas closely linked to the study courses that they are teaching there is a guarantee that their research results are used in the study process. For example, professor George Ulrich teaches “International Human Rights” in all master’s degree programmes, while he is also involved in the *Human Rights Research Methodology: Key Issues and Approaches* project, therefore the professor establishes links between practical research results and the study process.

**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.**

For years RGSL has been cooperating with the European Society of International Law (ESIL). In 2018, for example, the RGSL prepared materials for the ESIL Riga conference “How International Law Works in Times of Crisis”. As the organizer of the 2016 conference, the graduate school was entrusted with the task of preparing the conference materials for publication at *Oxford University Press*. The editors of the publication - RGSL professors George Ulrich and Ineta Ziemele selected the most valuable presentations of the ESIL annual conference and invited the authors to submit articles for publication in the conference book. 19 articles were selected, grouped in four thematic chapters: security, immunity, sustainable development and a philosophical view of the situation in international law. The editors were responsible for cooperation with representatives of the ESIL and reviewers, as well as for creating and implementing the idea of the book. RGSL Lecturer Ligita Gjortlere was involved in the preparation of the book, she oversaw communication with the editors, authors of the articles and representatives of the *Oxford University Press* publishing house.

The book was published in 2019. This is the first Oxford University Press publication in the social sciences, which has gathered so many authors from Latvia. Among the authors there are four Latvian researchers and six RGSL faculty members - RGSL professors Ineta Ziemele, George Ulrich and Ilze Rūse, guest lecturers Irena Nesterova and Ilze Dubava, Kustrim Istrefi.

Similarly, in September 2018, by the decision of RGSL Senate, the graduate school took over the responsibility on the “Baltic Yearbook of International Law” (BYIL) published by *Brill* publishing house. BYIL is co-edited by RGSL Professor Ineta Ziemele, together with Professor Lauri Mälksoo (Tartu University) and Professor Dainius Zalimas (Vilnius University), who jointly sets goals and objectives for the year book and evaluate the submitted papers. RGSL Lecturer Ligita Gjortlere acts as the executive assistant to the editing board. The 17<sup>th</sup>/18<sup>th</sup> edition will be published in 2019, and in future it is planned to publish one edition per year.

RGSL's academic personnel participates in international scientific projects resulting in high-quality research and joint publications. This cooperation also benefits students in general, who gain the opportunity to participate in events organised as a result of these projects, such as students participating actively in the series of conferences “Fundamental Rights at the Frontiers of European Union” (<https://www.rgsl.edu.lv/research/projects/jean-monnet-project>) organised under the Erasmus+ *Jean Monet* project implemented by RGSL in 2018-2019. The articles by conferences’ participants are being prepared for publishing in the next edition of Baltic Yearbook of International Law, thus ensuring the possibility for students and faculty to follow the latest achievements in the respective areas of science.

The activities of the Nordplus project “InnovaEDU” also benefit students of all programmes as best practices in didactic methods are shared. In turn, the ERASMUS + project “International Investment, Legal Problems for Indigenous Rights and the Protection of the Environment” directly contributed to the “Public International Rights and Human Rights” study programme.

Table 20

**Participation of RGSL academic personnel in international projects**

No	Name, surname	Project title, duration	Description of activity
1.	Inese Druviete *	Erasmus+ <i>Jean Monet</i> project “Fundamental rights within the European Union” (2017-2019)	Coordinator
		EU Rule of Law project UNALEX (2015-2017)	Researcher
		EU Rule of Law project BRlaTra (2016-2018)	Researcher
2.	George Ulrich	“Human Rights Research Methodology: Key Issues and Approaches” (2014-2019)	Researcher
		MSCA project DelExPol (2013-2016)	Scientific director of the project
		Horizon 2020 project “Anthropology of Human Security in Africa”	Researcher
3.	Ilze Ruse	MSCA project DelExPol (2013-2016)	Lead researcher
4.	Ineta Ziemele	ERASMUS + project “Legal challenges for international investment, the rights of indigenous peoples and the protection of the environment” (2018-2020) Erasmus+ <i>Jean Monet</i> project “Fundamental rights within the European Union” (2017-2019)	Scientific director of the project
			Researcher

5.	Natalja Tcelovska	Nordplus InnovaEDU project (2019-2020)	Member
6.	Martins Mits	Constitutions and EU integration of Member States of the European Union (2012-2016)	Researcher
7.	Ligita Glotlere	"Judicial EU Competition Network (JEUCON)" (2015)	Researcher
8.	Ieva Miļuna	ERASMUS + project "European Universities on Professionalisation on Humanitarian Action" (EUPRHA) (2011-2014)	Member of the Monitoring Committee
9.	Aleksandrs Fillers	European Union Project JUST/2013/JCIV/AG/4691 "The Court of Justice of the European Union and the impact of its case law in the area of civil justice to national judicial and administrative authorities" (2014-2015)	Researcher
10.	Waleed Gumaa	Erasmus+ <i>Jean Monet</i> project "Fundamental rights within the European Union" (2017-2019)	Coordinator

- term of election expired in 2019

In the future, RGSL's academic staff intends to continue to improve their research capacity by participating in various international projects in line with their competences, such as ERASMUS, Nordplus, Horizon Europe, National Research Programmes, etc.

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

The total number of publications and conferences carried out by RGSL's elected staff is summarised

in Table 21, while a detailed presentation of the publications is set out in Annex 7.

Table 21

**Number of publications and scientific conferences attended by RGSL academic personnel in 2013-2019**

No	First name	Position	Number of publications (2013-2019)	Number of conferences (2013-2019)
1.	Ilze Ruse	Professor	2	5
2.	Natalja Tocolovska	Docent	13	17
3.	George Ulrich	Professor	5	9
4.	Ineta Ziemele	Professor	11	15
5.	Martins Mits	Associate Professor	7	10
6.	Galina Zukova	Associate Professor	12	49
7.	Ieva Mijuna	Lecturer	3	8
8.	Waleed Gumaa	Lecturer		2
9.	Aleksandrs Fillers	Docent	18	17

Several representatives of RGSL's academic staff have been granted the status of expert of the Latvian Council of Science ensuring the right to participate in the Expert Commission for Humanities and Social Sciences (see Table 22).

Table 22

**Status of RGSL academic staff in the Latvian Council of Science expert commissions**

No	First name	Latvian Council of Science expert commission	Period
1.	Ilze Ruse	Commission for Humanities and Social Sciences	23.12.2016. -22.12.2019.
2.	Natalja Tocolovska		22.05.2019. -21.05 .2020.
3.	Ineta Ziemele		21.02.2015. -31.08 .2019.
4.	Martins Mits		22.11.2014. -31.08 .2019.
5.	Galina Zukova		24.12.2014. -31.08 .2019.

In order to facilitate the involvement of the academic staff in research, the employment contracts of academic staff contain a minimum research requirements, which specifies the number of scientific publications to be prepared during the election period and the number of final papers to

be conducted. The employment contract also states that the elected staff must participate in research activities. Practice shows that in reality the academic staff exceeds the minimum requirements specified in the employment contract. RGSL also provides support to academic staff for participation in scientific conferences and the preparation of scientific articles in scientific journals quoted in generally recognized scientific databases.

The academic staff of RGSL carries out intensive research in the fields of study direction. For example, prof. George Ulrich specialises in international law and human rights, producing important scientific publications in the field. In cooperation with prof. Ineta Ziemele, in 2019, they co-authored a scientific publication, "How International Law Works in the Times of Crisis," published by Oxford University Publishing. Assoc.prof. Galina Zukova specializes in International Arbitration, preparing numerous publications on current issues in this field. Assist.prof. Aleksandrs Fillers specialises in Intermediate Private Law - he was a speaker at several scientific conferences and produced highly cited scientific publications on issues in the field.

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

During the study programme, students develop term papers. At the end of the study programmes, students must develop a final paper - a bachelor's or master's thesis. The purpose of drafting the bachelor's or master's thesis is to demonstrate an adequate level of scientific research and theoretical knowledge in accordance with the objectives and tasks pursued by the programme, as well as in line with the results of the studies to be obtained. Each year, the editorial college established by RGSL evaluates the best final papers and prepares a *peer-review* assessment for an independent academic evaluation. Each year, RGSL publishes the best master's papers in the "RGSL Research Papers" series of research articles. Under the leadership of Professor George Ulrich, RGSL's editorial college consists of academic personnel Martins Mits, Ilze Ruse, Ineta Ziemele and Galina Zukova, as well as Ligita Gjortlere in the capacity of an assistant.

As of 2018 all bachelor and master theses are accessible in Open access platform in University of Latvia repository DSpace, which ensures the indexing of these theses in Google Scholar platform. The best theses with authors' permission are available for publication in full.

In 2017, RGSL acquired the Erasmus+ *Jean Monnet* project "Fundamental Rights at the Frontiers of the European Union", within which RGSL organised a series of scientific conferences on law issues, attracting researchers from the Member States of the European Union and neighbouring countries. Students of the master's degree programme can participate in these conferences and get involved in scientific research.

In general, students at both bachelor and master level have the opportunity to engage in scientific research, for example by preparing joint scientific publications and presenting them at international scientific conferences under the guidance of experienced academic staff. For example, assistant professor Natalja Tcelovska has engaged 3rd year student Agne Cakure in the preparation of joint scientific publication "Analysis of the Legal and Regulatory Situation in Corporate Bond Issues in the Baltic States" (currently accepted for publication and soon will be available in WEB OF SCIENCE) to be presented at the international scientific conference at Kaunas Technology University 7-8 May

2020 (ICEP-2020 18th International Conference on European Processes). In addition, Natalja Tcelovska in collaboration with Mikus Freimanis, a master's student, has prepared a scientific publication "Introducing the Concept of a Collateral Agent into a Secured Corporate Bonds in Latvia" (currently accepted for publication and soon will be available in WEB OF SCIENCE). This publication will also be presented at the international scientific conference at Kaunas Technology University 7-8 May 2020 (ICEP-2020 18th International Conference on European Processes).

Students are also offered internships at research organisations, such as the Latvian Institute of International Affairs, where they develop their research skills. Academic staff and guest lecturers encourage students to engage in research practice. For example, Justine Elferte went on an internship at the Latvian Institute of International Affairs under the guidance of RGSL faculty member Karlis Bukovskis and is currently a junior researcher at the Institute.

Through international cooperation opportunities, students are involved in international research projects where they can improve their research skills. For example, as part of the Erasmus + project "Legal Challenges in International Investments, Indigenous Peoples and Environment Protection", 16 RGSL students under a supervision of RGSL and partner institutions teaching staff had the opportunity to attend a winter and summer schools where students analysed legal aspects of international investment, indigenous rights and the environmental protection by writing research papers and presentations. Currently, in collaboration with the project partner institutions, RGSL is looking for opportunities to publish these research papers. In the future, RGSL is planning to engage in similar international research projects, providing opportunities for RGSL students to develop their analytical skills.

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

In the study direction, different innovative didactic techniques are used in the study process. RGSL participates in the *Nordplus InnovaEDU* project, which shares its experience in the development and application of teaching methods and technique and takes on the good practices of other best Northern European universities. These didactic methods implement an individual approach to each student, motivating them to get involved in research activities.

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

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

## **specify the mechanism for the attraction of the employers.**

RGSL has entered into agreements with higher education institutions in Latvia regarding cooperation in the field of education and international cooperation. RGSL has entered into agreements with the University of Latvia and the Stockholm School of Economics in Riga, which allows students of RGSL to use the libraries of these two institutions for free.

RGSL is a member of the ERASMUS + projects and has partnership agreements with 45 higher education institutions in 22 foreign countries, enabling both RGSL students to enrol into courses in foreign universities and foreign students to study in the RGSL for a certain time. Also, as part of this program, RGSL students have an opportunity to go into traineeship abroad. ERASMUS also provides mobility for academic and administrative staff.

RGSL also operates in the Nordplus Law Network, which includes 22 universities. The principle of the Nordplus network is that schools do not have to enter into separate inter-institutional contracts, but mobility is available to all members of the network by common agreement on the number of student places, as well as the exchange of teachers.

Key criteria for selecting partners:

- equivalent high-quality study programmes;
- the international prestige of the school;
- similar fields of research;
- geographical location of universities (located in the priority region).

Full details on cooperation partners are set out in Annex 8.

The RGSL cooperates closely with employers in order to ensure the establishment and development of high-quality study programmes in line with labour market requirements. RJA attracts employers in different ways, for example, many graduates and guest lecturers work in internationally recognised law offices, government agencies, international organisations, thus partnership with the RGSL is productive. Former graduates are happy to take part in career days, enroll students in internships, and provide students with information on the relevance of the acquired knowledge to the demands of the labour market. RGSL also has a tradition of holding an Homecoming party each year, which is a great platform for collaboration with employers.

RGSL organises regular discussions with employers to identify their needs, and to hear their opinions about each of the study programmes. On 6 June 2019, for example, a discussion was organised with employers' representatives from the eight largest law offices in Latvia to evaluate existing study programmes, to receive feedback from programme graduates and to highlight future developments. Employers acknowledged that RGSL graduates are ambitious, with very good knowledge of English and international law, good presentation skills. At the same time, they noted that there was a lack of knowledge about the legal system in Latvia, and that the Latvian legal language skills of graduates were not adequately well-developed. The opinions received in this discussion have been considered in the improvement of study programmes to ensure the accreditation of this study direction. Surveys are also organised to determine whether the skills acquired by students are in accordance with the requirements of the labour market and to see which competences should be developed in students.

In general, established cooperation with Latvian and foreign institutions - universities, research organisations, employers and other stakeholders - has been successful. It ensures the achievement of the goals and results of the study direction "Law" by expanding the possibilities of



internationalisation of RGSL, connecting with the requirements of the labour market and the latest scientific knowledge in the field of law.

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

Since the language of instruction at RGSL is English and because there is a strong emphasis on international and EU law, it is important to ensure that highly qualified foreign lecturers are recruited to provide added value to the study process. In 2018-2019 27 foreign lecturers worked in RGSL. In general, the number of foreign lecturers has decreased during the reporting period due to the establishment of continuous cooperation with certain highly qualified lecturers who are regularly teaching certain courses at RGSL. The number of local academic personnel is also gradually increasing. For more information on the number of foreign lecturers during the reporting period, see Annex 9.

EU-market competitive remuneration and working conditions are offered to foreign lecturers, which makes it possible to attract highly qualified academic staff. The programme director is responsible for recruiting foreign lecturers, considering their academic and scientific achievements, experience in the best universities in the world.

The total number of foreign students in the graduate school is relatively steady, with a slight tendency to increase. In the 2018-2019 academic year there were 55 foreign students at RGSL representing 20 countries. For a more detailed breakdown of the number of foreign students in each programme, see Annex 12, while the total number of foreign students in the RGSL reference period is available in Annex 9.

RGSL is taking targeted measures to attract motivated students from abroad. The target regions for attracting foreign students are the EU, particularly, the Baltic States and the Nordic countries, the Eastern Partnership States and Central Asian countries. RGSL participates in international exhibitions, prepares and publishes information on study prospects in various portals, is working on a network of foreign agents, and uses the opportunities of the Google search engine to advertise actively in the target regions.

RGSL participates in ERASMUS + and Nordplus programmes, which ensure the mobility of both students and teaching staff. The statistics on this are set out in Annex 9.

**5.3. In the event that the study programme entails a traineeship, provide a description of the traineeship options offered to the students, as well as the provision, and work organisation. Specify whether the higher education institution/ college provides assistance in finding traineeships.**  
***(Not applicable)***

**5.4. In the event that joint study programmes are implemented in the study direction, provide the justification of the creation of the joint study programmes and a description and assessment of the selection of the partnering higher education institutions by including information on the principles and the procedures for the creation and**

**implementation of these joint study programmes. In the event that no joint study programmes are implemented in the study direction, provide a description and assessment of the plans of the higher education institution/ college for the creation of such study programmes within the study direction.**

RGSL is evaluating possibilities to implement joint study programmes, incl. a with foreign partner higher education institutions.

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

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

The recommendations made during the previous accreditation period regarding this study direction have been carefully analysed and an action plan was developed for each recommendation. In general, it can be assessed that the implementation of the recommendations made contributed to improving and developing the study direction and study programmes. Based on the recommendations made, the RGSL Development Strategy 2019-2025 and the Development Plan for the study direction "Law" for 2020-2026 have been developed.

The implementation of recommendations such as the dissemination of best practice in teaching methods, increasing library stocks, linking the study process to research, analysis of different law systems of the world has contributed to a significant improvement in the quality of studies.

See Annex 11 for a detailed analysis of the implementation of the recommendations.

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

In 2018, master study programme "Technology Law" was licensed. Recommendations made by the experts are fulfilled - please see detailed analysis of the implementation of the recommendations in Annex 11.

# Annexes

I. Information on the Higher Education Institution/ College		
List of the governing regulatory enactments and regulations of the higher education institution/ college	1_pielikums_galvenie_ieksejie_normative_akti_un_planosanas_dokumenti_LV_ENG.xlsx	1_pielikums_galvenie_ieksejie_normative_akti_un_planosanas_dokumenti_LV_ENG.xlsx
Information on the implementation of the study direction in the branches of the higher education institution/ college (if applicable)		
Management structure of the higher education institution/ college	2_pielikums_RJA_parvaldibas_struktura_ENG.docx	2_pielikums_RJA_parvaldibas_struktura_LV.docx
II. Description of the Study Direction - 1. Management of the Study Direction		
Plan for the development of the study direction (if applicable)	Study_direction_development_plan.docx	studiju_virziena_attistibas_plans.docx
Management structure of the study direction	Management structure of the study direction.docx	Studiju virziena parvaldibas struktura.docx
II. Description of the Study Direction - 3. Resources and Provision of the Study Direction		
Basic information on the teaching staff involved in the implementation of the study direction	4_pielikums_pamatinformacija_par_studiju_virziena_istenosana_iesaistitajiem_macibspekiem.xlsx	4_pielikums_pamatinformacija_par_studiju_virziena_istenosana_iesaistitajiem_macibspekiem.xlsx
Biographies of the teaching staff members (in Europass Curriculum Vitae format)	CVs EUROPASS.zip	CVs EUROPASS.zip
Summary of the statistical data on the incoming and outgoing mobility of the teaching staff over the reporting period	9_piel_stat_dati_par_mobilitati_ENG.docx	9_piel_stat_dati_par_mobilitati_LV.docx
II. Description of the Study Direction - 4. Scientific Research and Artistic Creation		
List of the publications, patents, and artistic creations of the teaching staff over the reporting period	7_pielikums_Macibspeku_publicaciju_saraksts_par_parskata_periodu_LV_ENG.docx	7_pielikums_Macibspeku_publicaciju_saraksts_par_parskata_periodu_LV_ENG.docx
II. Description of the Study Direction - 5. Cooperation and Internationalisation		
List of cooperation agreements	8_pielikums_sadarbibas_ligumu_saraksts.docx	8_pielikums_sadarbibas_ligumu_saraksts.docx
Statistical data on the teaching staff and the students from abroad	12_pielikums_statistikas_dati_par_stud_arv_pasn_parskata_perioda_ENG.docx	12_pielikums_statistikas_dati_par_stud_arv_pasn_parskata_perioda_LV.docx
Statistical data on the mobility of students (by specifying the study programmes)	9_piel_stat_dati_par_mobilitati_ENG.docx	9_piel_stat_dati_par_mobilitati_LV.docx
Description of the organisation of the traineeship of the students		
Information on the agreements and other documents confirming the traineeship of the students in companies		
II. Description of the Study Direction - 6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Overview of the implementation of the provided recommendations	11_pielikums_rekomendaciju_izpildes_parskats_ENG.docx	11_pielikums_rekomendaciju_izpildes_parskats_LV.docx
Description of the Study Programme - Other mandatory attachments		
Confirmation signed by the rector, director or the head of the study programme or the study direction of the higher education institution/ college which states that the official language proficiency of the teaching staff involved in the implementation of the relevant study programmes of the study direction complies with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.	19_pielikums_apliecinajums_par_macibspeku_valodas_prasmem_ENG_parakstits.pdf	19_pielikums_apliecinajums_par_macibspeku_valodas_prasmem_LV_parakstits.pdf
III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period		
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		
Curriculum of the study programme (for each type and form of the implementation of the study programme)		
Descriptions of the study courses/ modules		
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.		
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued		
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme		
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement		
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		
Description of the Study Direction - Other mandatory attachments		
Electronically signed application form for assessment of a study direction	iesniegums_ENG.pdf	iesniegums_LV.pdf

## Other annexes

Name of document	Document
bakalaura_tiesibas_un_business_diploma_pielikums_LV_ENG.pdf	bakalaura_tiesibas_un_business_diploma_pielikums_LV_ENG.pdf
bakalaura_tiesibas_un_diplomatija_diploma_pielikums_LV_ENG.pdf	bakalaura_tiesibas_un_diplomatija_diploma_pielikums_LV_ENG.pdf
magistra_tehnologiju_tiesibas_diploma_pielikums_LV_ENG.docx	magistra_tehnologiju_tiesibas_diploma_pielikums_LV_ENG.docx
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pielikumu_saraksts.docx	pielikumu_saraksts.docx
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21_pielikums_programmu_salidzinajums_lv.docx	21_pielikums_programmu_salidzinajums_lv.docx
RJA Likums_21.11.2018_EN.docx	RJA Likums_21.11.2018_EN.docx
Satversme_EN.docx	Satversme_EN.docx

# Law and Diplomacy

Title of the higher education institution	<i>Law</i>
ProcedureStudyProgram.Name	<i>Law and Diplomacy</i>
Education classification code	<i>43380</i>
Type of the study programme	<i>Academic bachelor study programme</i>
Name of the study programme director	<i>Laura</i>
Surname of the study programme director	<i>Ratniece</i>
E-mail of the study programme director	<i>laura.ratniece@rgsl.edu.lv</i>
Title of the study programme director	<i>LLM</i>
Phone of the study programme director	
Goal of the study programme	<i>To provide training of skilled young law and diplomacy professionals who are able to carry out cross-disciplinary research internationally in the field of law and diplomacy and to work in international companies and organisations, law offices and public administration in the member states of the European Union and elsewhere in the world.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <li><i>1. Provide the students in the programme with good theoretical knowledge in the fields of law and diplomacy, so that they can understand both these areas and the interaction between them.</i></li> <li><i>2. Develop student research skills needed to carry out academic research and the capacity to carry out independent cross-disciplinary studies in the law and diplomacy sectors.</i></li> <li><i>3. Show students how research skills can be applied when performing practical tasks that students will face when starting their professional career.</i></li> <li><i>4. Develop the skills of students (e.g. the ability to independently acquire, select, collect, analyse and use information, the ability to take decisions, to participate in a socially responsible environment, etc.) that will be necessary to enable them to work successfully and to the best standards in international companies and organisations, lawyers' offices, public administration.</i></li> <li><i>5. Develop general skills in students, such as presentation, polemics and time-planning skills, communication skills and the ability to work on a team.</i></li> <li><i>6. Motivate students to continue their studies and perform research activities in master and doctoral programmes. Provide students with adequate knowledge to enable them to continue their studies in masters' programmes.</i></li> </ol>

Results of the study programme	<p><i>In completing the bachelor's programme in Law and Diplomacy, the student:</i></p> <ol style="list-style-type: none"> <li><i>1. Has gained good knowledge in the fields of law and diplomacy, as well as in the interaction between them; show basic and expert knowledge in law and diplomacy and apply critical thinking regarding this knowledge. Besides part of this knowledge corresponds to the highest level of achievement.</i></li> <li><i>2. Has acquired the skills to prepare working papers in the areas of law and diplomacy.</i></li> <li><i>3. Has developed the skills of good verbal and written communication, presentation and polemic, the ability to operate and manage the team.</i></li> <li><i>4. Has obtained good knowledge of research methods and their use. The student can apply these methods independently.</i></li> </ol>
Final examination upon the completion of the study programme	<i>Bachelor thesis</i>

## Study programme forms

### Full time studies - 3 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>3</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>122</i>
Admission requirements (in English)	<p><i>1. Proficiency in English confirming at least level B2 or higher in accordance with the Common European Framework of Reference (CEFR): - IELTS Academic Test (not older than 2 years) - the required score is at least 6.0; - TOEFL (not older than 2 years) - the required score is at least 550 points (for a computer test - 213; Internet based test - 80); - State Centralized English Examination (applicants from Latvia) - minimum attainable requirement - 70%; - Applicants who have acquired previous education in English or are native English speakers are exempted from taking Proficiency tests in English. 2. The average grade in diploma supplement corresponding to ECTS level of C or higher. 3. State Centralized Examination results of the Secondary General Education from candidates from Latvia; 4. If there are more applicants than study places, the order of application submission, grade averages, results of centralized examinations, relevant activities, and the result of any interviews and entrance exams are taken into account.</i></p>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor of Laws (LL.B.)</i>
Qualification to be obtained (in english)	

### Places of implementation

Place name	City	Address
Riga Graduate School of Law	RĪGA	STRĒLNIEKU IELA 4 k-2, RĪGA, LV-1010

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

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

No significant changes in the study programme parameters have taken place, the title of the degree to be awarded has been specified according to the actual regulation (see study programme parameters).

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

An analysis of the statistical data on the programme is available in Annex 12.

In general, the total number of students in bachelor programmes, including programme "Law and Diplomacy", is stable. Although it has slightly decreased in the past years, the overall admission results are satisfactory. The number of students is mainly affected by the general demographic situation in Latvia. One of the priorities of RGSL is put even more effort in attracting potential students, e.g. using Excellence school for secondary school pupils, promotion campaigns, Open Days, etc. Thereby, the number of students in the programme could slightly increase during the next accreditation period.

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

The title of the bachelor's study programme in "Law and Diplomacy" corresponds to the degree to be obtained after the completion of studies, i.e. a Bachelor of Laws (LL.B.), indicating in the supplement of the diploma main fields of studies "Law and Diplomacy". There is also a direct interlinking between the aim, objectives and results of the study programme, namely the aim of the study programme is to form highly qualified young specialists able to carry out inter-disciplinary research in the international environment in the area of law and diplomacy. In order to achieve this, adequate theoretical knowledge in the fields of law and diplomacy is provided, research skills are

developed, capacity to work professionally pursuant to the highest standards as well as general skills will be strengthened. The studies will result in a competitive knowledge in the fields of law and diplomacy, knowledge and skills to apply research methodologies and methods, as well as improved general skills and competences. Given that the programme is implemented in English and places a lot of attention on international issues relevant to law and diplomacy, it is important that students have adequate English language proficiency. As the programme aims to ensure the training of highly qualified new specialists, it is important that students are motivated to learn, and therefore the average mark must correspond to the level C according to the ECTS.

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

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

The development of the study programme ensured active involvement of employers and other social partners to guarantee that the study programme is developed in line with the needs of the labour market. Since professionals from the industry are also involved in the study process (e.g. consultant of the Constitutional Court Kristaps Tamužs, a sworn lawyer Edvijs Zandars), it is ensured that the content of study courses is updated in line with the latest developments. Teaching staff with significant research experience (e.g. Prof. Janis Ikstens, associate Prof. Toms Rostoks) are also involved in providing the study process, which also ensures that the content of study courses is consistent with the scientific achievements.

Discussions with employers and social partners are also regularly organised to ensure the development of the study programme. For example, in June 2019, a discussion was organized with employers to discuss the content of the programme. A survey of graduates is also being conducted to find out how the study programme ensured compliance with labour market requirements, what knowledge, skills and competencies should be developed (results of the survey see in RGSL website <https://www.rgsl.edu.lv/data/pdf-files/absolventu-aptauja-analize-2019-eng.docx.pdf>).

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



The results of study courses are closely linked to the results of the study programme (see the study course mapping in Annex 14). When developing study course descriptions, the aims, objectives and outcomes of the study program are taken into account, to which the study course outcomes are applied. The study programme director shall regularly remind all teaching staff of the aims, objectives and outcomes of the programme, thereby ensuring that the study process is organised in such a way as to achieve the results of the study programme. The need to ensure that students acquire the necessary knowledge and skills to become high-quality experts in the field of law and diplomacy is emphasised. The settings of the study programmes are clarified at the beginning of the academic year by organising a workshop for lecturers.

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

At RGSL the study process is implemented through a plurality of teaching activities the goal of which is to provide both sound theoretical knowledge and deep insight into the daily challenges that working in the legal field implies. Study courses are articulated in the form of academic presentations as well as individual and group work, including also use of internet in during the research activities. Lecture courses are designed in the form of lectures, seminars and practical workshops. Lecturers are encouraged to perform an assessment of the needs of the students at the beginning of the courses aimed, among others, at verifying their level of knowledge, skills and motivation. This allows lecturers to better tailor the courses according to the actual needs and expectations of the students. Classes adopt interactive teaching techniques, including individual work, group work, project presentations, plenary discussions and encourage the development of independent research skills. In addition, case analyses and moot courts are used, simulating various situations and scenarios. E-education methods will also be used in some study courses. The teaching methods have been selected depending on the specific characteristics of each study course.

The study process promotes the development of problem solving and communication skills, leadership skills, management and team-building skills and encourages the development of critical thinking and critical evaluation skills. The subjects covered reflect the current dynamics of each area to allow students to apply the accrued knowledge in practice. This contributes to the achievement of the outcomes of the study programme, which involves the development of different knowledge, skills and competences.

The study courses have individual evaluation methods taking into account active participation in classes, presentations, term papers and examinations, which are considered when determining the overall assessment of the student performance in the course. Lecturers combine summative assessment methods with frequent formative assessment opportunities. The principles for evaluating student achievements are set out in RGSL Student Regulations and RGSL Regulations on exams and grading.

The implementation of the study process is based on the principles underpinning student-centred education, enabling students to participate actively in the development of the study process. A

plurality of pedagogical methods is used in the study process, ranging from the traditional Socratic method to the constructivist approach. The pedagogical methods applied during the study process are regularly assessed by organising student surveys following the conclusion of each course. RGSL has also developed procedure for dealing with student complaints. Additionally, workshops for lecturers is organised at the beginning of the academic year focusing on the implementation of the principles of student-centred education in the study process, for example, examining different teaching methods to promote students' willingness independent work, how to respect students' needs. A clear evaluation system has also been developed and published by RGSL, consistent with a student-centred educational approach.

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

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

Students in the development of bachelor's thesis are encouraged to carry out research on issues of national importance, bringing together issues related to law and diplomacy, including a wide range of challenges in the area of economics, political science and humanities, leading to new interdisciplinary knowledge.

At the end of the study programme students present high quality bachelor's theses, the topics of which are relevant to the sector, including the labour market. For example, students are working on research subjects such as relations between Ukraine and Russia, protection of the environment during warfare, genocide in different African countries, international relations of Russia. In 2018/2019 academic year, special attention was paid to Russia's foreign policy, thus ensuring that the current events in research show the relevance of the study programme. All final theses are viewed from an international perspective, comparing the legal aspects of different countries in the field of diplomacy.

The average grade of bachelor theses is 7, and that complies with the expected distribution of grades.

In the Annex:

- a table on the compliance of the study programme with the national education standard (Annex 13);
- mapping of study courses to achieve the results of studies in the study programme (Annex 14);
- study programme plan (for each type and form of implementation of the study programme) (Annex 10);

- descriptions of study courses (modules) of the study programme (Annex 6).

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

RGSL has developed a mechanism to ensure the involvement of students, alumni and employers in the improvement and development of study programmes. The results of surveys have been carefully evaluated and presented to the Riga Graduate School of Law Working Group Meeting on Preparation of Self-Assessment Report for Study Direction “Law” and Management Board together with an action plan considering the views of different stakeholders in order to improve the study programme. Surveys of each course after its conclusion are considered crucial at RGSL. They provide feedback on lecturers, their teaching and, evaluation methods and organisation. Based on the results of these surveys, the study director, together with the lecturers, discusses about specific problems in the organisation of study courses and identifies solutions to improve students’ satisfaction. In some cases, the study director has taken a decision to change the teaching staff.

One of the employers' suggestions which has been implemented, is a professional Latvian-language course for local students. Employers had pointed out that RGSL graduates did not possess the same level of proficiency in professional Latvian language as, for example, graduates of the University of Latvia, therefore a course was introduced in which local students can improve their professional Latvian language as needed when working in the Latvian labour market.

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

Students have ample opportunities to take advantage of the opportunities of the ERASMUS + programme to enter mobility. However, some students admit that they are reluctant to use the ERASMUS programme because of the following main reasons:

- 1) many students have already found work and they are afraid to lose it;
- 2) students would like to stay connected to their friends and family;
- 3) students are not sure if the time spent abroad would not negatively impact their studies (e.g. create academic debt at RGSL).

RGSL is an attractive choice for students from other ERASMUS partner universities (mainly due to the fact that all courses are taught in English).

Statistical data and analysis on outbound and incoming mobility are available in Annex 9.

Rules on the recognition of study courses have been established in RGSL, inter alia setting out the recognition procedure (see page Annex 3).

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

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

All necessary infrastructure and resources (study base, information base, material and technical base and financial base) are available for the study programme as described under resources and provision for the course (see Part II “Characteristics of study course” Chapter 3. “Resources and provision for the study course”). For the purposes of this programme the latest literature in diplomacy, political science and international relations is regularly purchased in order to provide the most advanced scientific and study literature.

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

### **III - DESCRIPTION OF THE STUDY PROGRAMME (4. Teaching Staff)**

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

During the reporting period, RGSL has managed to find a good balance between industry representatives and academic personnel. It has also succeeded in attracting high-profile foreign lecturers who complement the local faculty by providing a more efficient and attractive study process for students. It has succeeded to attract foreign lecturers who are internationally recognised specialists in their field and are prepared to provide guest lectures at courses under the responsibility of local teaching staff. This allows RGSL to deliver high quality study - students can acquire knowledge from different specialists who apply diverse study methods. In line with students’ expectations emerging from surveys, teaching is improved to ensure the quality of the study process and the relaunch of the student-centred approach. Student feedback is taken into consideration also when replenishing the teaching staff.

### Distribution of teaching staff in RGSL bachelor programmes

Academic Year	Visiting Lecturers				Internal Staff				Total
	lectors	assist.prof.	assoc.prof.	prof.	lectors	assist.prof.	assoc.prof.	prof.	
2013-2014	48	36	1	18	7	1	1	1	113
2014-2015	66	22	0	18	4	1	1	1	113
2015-2016	72	20	0	12	7	1	3	2	117
2016-2017	30	19	0	19	7	1	2	3	81
2017-2018	50	31	0	31	4	1	3	2	122
2018-2019	65	29	3	15	4	0	3	2	121

\* Due to the number of optional study courses, it is not possible to distribute unique data by programme

Over the last year, a targeted effort has been made to attract academic personnel. These efforts will be continued to ensure a balance between elected academic personnel and guest lecturers. For example, in the academic year 2019/2020, Aleksandrs Fillers and Natalja Tcelovska have been elected as assistant professors who have taken several study courses in bachelor study programmes. During the accreditation process, the work is being done to create more academic staff positions, thus the number of academic staff could increase in the academic year 2020/2021 (it is planned to attract one professor, two associate professors).

During the last academic year (2018/2019) RGSL started actively attracting guest lecturers under the ERASMUS exchange programme and Fulbright programme. Invitations were sent to individual partner universities, which included a specific list of courses in which RGSL would willingly host guest lecturers. E.g. Elizabeth Sheppard from François Rabelais University is teaching several topics in the study course "International Security" on regular basis.

In order to supplement teaching staff with experienced researchers, in the academic year 2019/2020, RGSL has hired, for example, Dr. Jānis Ikstens (Dr. Ikstens teaches the course "Introduction to politics"), and Dr. Inga Jēkabsone (Dr. Jēkabsone teaches selected topics in the course "Legal Research Methods").

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

In order to ensure the election of high-quality academic personnel, strict application criteria are set for each academic post (see RGSL Regulations for academic and administrative positions). In the procedure of attracting visiting academic staff, a thorough screening of their qualifications is being carried out. Primarily, RGSL attracts teaching staff who can present a high-level English language proficiency (level C2 or C1, as the language of instruction is English), a PhD degree, as well as international experience in teaching and research. However, in view of the importance of attracting legal practitioners in the area of law, highly skilled professionals who do not have significant academic experience are also accepted as candidates.

The qualifications of teaching staff directly contribute to the achievement of the results of the study programme, namely that they have all the necessary qualifications, knowledge, competencies and skills to ensure that students acquire competitive knowledge in law and business, as well as knowledge and skills on research methodology and methods, as well as general skills to cooperate, present, discuss and work on the team.

The list of teaching staff is available in Appendix 4. In total, 48 lecturers are involved in the implementation of the programme, of which 2 lecturers, 1 assistant professor, 3 associate professors, 2 professors. The rest are guest lecturers.

**4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of the doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals may be additionally specified (if applicable).**

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

**4.5. Provide examples of the involvement of the academic staff in the scientific research and/or artistic creation activities both at national and at international level (in the fields related to the content of the study programme), as well as the use of the obtained information in the study process.**

Academic staff is also actively involved in research activities, for example in research projects. For instance, Ligita Gjortlere participated in the “Judicial EU Competition Network” (JEUCON) project, which contributed to improving the study process in competition law.

Activities in the InnovaEDU project contribute to improving the study process for the involved RGSL teaching staff (e.g. Ulla Zumente — Steele, Natalja Tocelovska), i.e. the project provides an opportunity to try out different pedagogical methods, thereby improving the quality of education.

An example of the involvement of the academic staff involved in scientific research is assistant professor Natalja Tohelovska who is conducting a study “Ex-ante Evaluation of Market Failures in Support of the European Union Structural and Cohesion Funds Programming Period 2021-2027 in the form of Financial Instruments”, thus extending her competences and research results in the course “Financial Economics”.

The doc. Alexander Filler is preparing three scientific articles in English during the accreditation process, which will be published in international journals. The relevant articles investigate the following legal issues: 1) the effect of the recent practice of the CJEU on free movement of companies in Europe; 2) the application of international conventions on transportation of goods in Latvia; c) the validity of open-price contracts in international commerce. In addition, the assistant professor prepares several publications in Latvian, aimed specifically at Latvian researchers and practitioners. Currently, A.Fillers focuses on the critical evaluation of Latvian case law in civil and EU private law. Some of the results of these studies will be presented by A. Fillers in February 2020, speaking at the 78th International Scientific Conference of the University of Latvia.

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

In general, it should be stressed that cooperation between teaching staff is successful. For example, guest lecturers are actively attracted, which supplement local lecturers by lecturing on a specific issue within the course. The sequence of study courses has also been established in such a way as to ensure connection and a logical sequence between study courses. Joint coordination and cooperation sessions are also being developed for teaching personnel. For instance, at the beginning of the academic year, a workshop for lecturers is organised to introduce with the RGSL teaching standards, to present the objectives, tasks and planned outcomes of the study programme, mutual communication and to discuss cooperation between teaching staff.

Ratio of the number of students and teaching staff in 2018/2019 academic year: 125 students against 41 teachers = 3.0

# Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	12_pielikums_statistikas_dati_par_studējosajiem_parskata_ENG.docx	12_pielikums_statistikas_dati_par_studējosajiem_parskata_LV.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	13_pielikums_studiju_programmu_atbilstiba_valsts_izglitiba_standartam_ENG_LD.docx	13_pielikums_studiju_programmu_atbilstiba_valsts_izglitiba_standartam_LV_LD.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	kartejums_tiesibas_un_diplomatija.xls	kartejums_tiesibas_un_diplomatija.xls
Curriculum of the study programme (for each type and form of the implementation of the study programme)	studiju_plans_tiesibas_un_diplomatija.xlsx	studiju_plans_tiesibas_un_diplomatija.xlsx
Descriptions of the study courses/ modules	Bachelor.zip	Bachelor.zip
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	tiesibas_un_diplomatija_diploms_pielikums_ENG.pdf	tiesibas_un_diplomatija_diploms_pielikums_LV.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	ligums_RJA_LU_programmu_parmesana_2019_EN.docx	RJA_LU_vienosanas_bak_mag_programmas_08112019.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	18_pielikums_apliecinajums_par_zaudējumu_kompensaciju_studejosajiem_ENG_parakstits.pdf	18_pielikums_apliecinajums_par_zaudējumu_kompensaciju_studejosajiem_LV_parakstits.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	19_pielikums_apliecinajums_par_macibspeku_valodas_prasmem_ENG_parakstits.pdf	19_pielikums_apliecinajums_par_macibspeku_valodas_prasmem_LV_parakstits.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education	AIP_atzinums_tiesibas_un_diplomatija_EN.docx	AIP_atzinums_tiesibas_un_diplomatija.pdf
Sample (or samples) of the study agreement	ligums_tiesibas_un_diplomatija_abas_valodas.pdf	ligums_tiesibas_un_diplomatija_abas_valodas.pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.	AIP_atzinums_tiesibas_un_diplomatija_EN.docx	AIP_atzinums_tiesibas_un_diplomatija.pdf



# Law and Business

Title of the higher education institution	Law
ProcedureStudyProgram.Name	Law and Business
Education classification code	43380
Type of the study programme	Academic bachelor study programme
Name of the study programme director	Laura
Surname of the study programme director	Ratniece
E-mail of the study programme director	<i>laura.ratniece@rgsl.edu.lv</i>
Title of the study programme director	LLM
Phone of the study programme director	29732837
Goal of the study programme	<i>To provide training of skilled young law and business professionals who are able to carry out cross-disciplinary research internationally in the field of law and business and to work in international companies and organisations, law offices and public administration in the member states of the European Union and elsewhere in the world.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <li><i>1. To provide the students with good theoretical knowledge in the fields of law and business, so that they can understand both areas and the interaction between them.</i></li> <li><i>2. Develop research skills of the students needed to carry out academic research which in the future can be easily transferred to the relevant work field, as well as their capacity to carry out independent cross-disciplinary research in the law and business sectors.</i></li> <li><i>3. To show the students how research skills can be applied when performing practical tasks that the students will face when starting their professional career.</i></li> <li><i>4. To develop the skills of students (e.g. the ability to independently acquire, select, collect, analyse and use information, the ability to take decisions, manage workload, to participate in a socially responsible environment, etc.) that will be necessary in order to enable them to work successfully and to the best standards in international companies and organisations, lawyers' offices, public administration.</i></li> <li><i>5. Develop general skills in students, such as presentation, polemic and time-planning skills, communication capabilities and the ability to work in a team.</i></li> <li><i>6. To motivate students to continue their studies and perform research activities in master and doctoral programmes. Provide students with adequate knowledge to enable them to continue their studies in masters' programmes.</i></li> </ol>

Results of the study programme	<p><i>Upon successful completion of the bachelor's degree programme in Law and Business, the student:</i></p> <p><i>1. Has gained good knowledge in the fields of law and business, as well as of the interaction between them. The student can show basic and expert knowledge in law and business and can apply critical thinking regarding this knowledge. Besides part of this knowledge corresponds to the highest level of achievement.</i></p> <p><i>2. Has acquired skills for preparing working documents in the fields of law and business.</i></p> <p><i>3. Has developed good verbal and written communication skills, presentation and polemic skills, the ability to operate in a team, to manage teamwork and abide by deadlines.</i></p> <p><i>4. Has obtained good knowledge of legal and interdisciplinary research methodology and methods and their use. The student can apply these methods independently beyond the academic environment.</i></p>
Final examination upon the completion of the study programme	<i>Bachelor Thesis</i>

## Study programme forms

### Full time studies - 3 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>3</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>122</i>
Admission requirements (in English)	<p><i>1. Proficiency in English confirming at least level B2 or higher in accordance with the Common European Framework of Reference (CEFR): - IELTS Academic Test (not older than 2 years) - the required score is at least 6.0; - TOEFL (not older than 2 years) - the required score is at least 550 points (for a computer test - 213; Internet based test - 80); - State Centralized English Examination (applicants from Latvia) - minimum attainable requirement - 70%; - Applicants who have acquired previous education in English or are native English speakers are exempted from taking Proficiency tests in English. 2. The average grade in diploma supplement corresponding to ECTS level of C or higher. 3. State Centralized Examination results of the Secondary General Education from candidates from Latvia; 4. If there are more applicants than study places, the order of application submission, grade averages, results of centralized examinations, relevant activities, and the result of any interviews and entrance exams are taken into account.</i></p>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor of Laws (LL.B.)</i>
Qualification to be obtained (in english)	

### Places of implementation

Place name	City	Address
Riga Graduate School of Law	RĪGA	STRĒLNIEKU IELA 4 k-2, RĪGA, LV-1010

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

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

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Title of study programme: Law and business

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Title of study programme in Latvian: *Tiesības un bizness*

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Study programme code according to the Latvian education classification: 43380

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Type and level of study programme	Academic bachelor's study programme
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Level of qualification to be obtained (GNI/ENI): LKI 6

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Volume of study programme (credit points (CP), also ECTS recommended): 122 CP or 183 ECTS

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Form, type, duration (if less than one year, indication in months) and language of implementation: full-time presence, 3 years, English

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Place of implementation	<i>Rīgā, Strēlnieku iela 4, k.2, LV-1010</i>
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Director of the study programme	Laura Ratniece, LL. M
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Enrolment criteria:

- 1 Certificate of Proficiency in English confirming at least level B2 or higher in the Common European Framework of Reference (CEFR) - official results of IELTS or TOEFL not older than 3 years - the required minimum result is 6.0 for IELTS and 550 points for TOEFL (for a computer test -213; Internet based test - 80). Applicants who have acquired education in the English language (or may prove comparable knowledge) are exempted from taking IELTS or TOEFL Proficiency in English.
- 2 The average grade in certificate corresponding to ECTS level of C or higher.
- 3 If there are more applicants than study places, the order of application submission, grade averages, relevant activities, and the result of any interviews and entrance exams are taken into account.

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Degree to be granted, professional qualification or degree and professional qualification: Bachelor of Social Sciences degree in law and business

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Aim of the Bachelor's Programme: to provide training of skilled young law and business professionals who are able to carry out inter-disciplinary research in international environment in the field of law and business and to work in international companies and organisations, law offices and public administration in the member states of the European Union and elsewhere in the world.

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Objectives of the study programme:

1. To provide the students of the study programme with good theoretical knowledge in the fields of law and business, so that they can understand both areas and the interaction between them.
2. Develop research skills of the students needed to carry out academic research, as well as their capacity to carry out independent cross-disciplinary research in the law and business areas.
3. To show the students how research skills can be applied when performing practical tasks that the students will face when starting their professional career.
4. To develop the skills of students (e.g. the ability to independently acquire, select, collect, analyse and use information, the ability to take decisions, manage workload, to participate in a socially responsible environment, etc.) that will be necessary in order to enable them to work successfully and to the best standards in international companies and organisations, lawyers' offices, public administration.
5. Develop general skills in students, such as presentation, polemic and time-planning skills, communication capabilities and the ability to work in a team.
6. To motivate students to continue their studies and perform research activities in master and doctoral study programmes. Provide students with adequate knowledge to enable them to continue their studies in masters' programmes.

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Study outcomes to be achieved:

Upon successful completion of the bachelor's degree programme "Law and Business", the student:

1. Has gained good knowledge in the fields of law and business, as well as of the interaction between them. The student can show basic and expert knowledge in law and business and can apply critical thinking regarding this knowledge. Besides, part of this knowledge corresponds to the highest level of achievement.
2. Has acquired skills for preparing working documents in the fields of law and business.
3. Has developed good verbal and written communication skills, presentation and polemic skills, the ability to work in a team, to manage a team.
4. Has obtained good knowledge of legal and interdisciplinary research methods and their use. The student can apply these methods independently beyond the academic environment.

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Final examination at the end of the study programme

Bachelor's theses

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

Analysis of statistical data: see Annex 12.

In general, the total number of students in bachelor programmes, including programme "Law and Business", is stable. Although it has slightly decreased in the past years, the overall admission results are satisfactory. The number of students is mainly affected by the general demographic situation in Latvia. One of the priorities of RGSL is put even more effort in attracting potential students, e.g. using Excellence school for secondary school pupils, promotion campaigns, Open Days, etc. Thereby, the number of students in the programme could slightly increase during the next accreditation period.

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

The title of the bachelor's study programme "*Law and Business*" corresponds to the degree to be obtained after the end of the study, i.e. a Bachelor of Laws (LL.B.), indicating in the supplement of the diploma main fields of studies "Law and Business". There is also a direct interlinking between the aims, objectives and outcomes of the study programme, as the aim of the study programme is to educate highly qualified young professionals able to carry out inter-disciplinary research and work in an international environment in the area of law and business. To achieve this, adequate theoretical knowledge in the fields of law and business is provided, research skills developed, the capacity to work according to the highest standards in companies, international organisations, public administration, NGOs and general skills is provided. Moreover, studies will result in competitive knowledge in law and business, proficiency in the use of research methods, as well as improved general skills and competences. Given that the programme is implemented in English and focuses significant attention on international issues, it is important that students have adequate English language proficiency. As the programme aims to ensure the training of highly qualified young specialists, it is important that students are motivated to learn, and therefore the average mark must correspond to the level C according to the ECTS.

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

**2.1. Assessment of the relevance of the content of the study course/ module and the compliance with the needs of the relevant industry and labour market and with the trends in science. Provide information on how and whether the content of the study course/**

**module is updated in line with the development trends of the relevant industry, labour market, and science. In case of master's and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation.**

The development of the study programme was based on the active involvement of employers and other social partners to guarantee that the study programme is in line with the needs of the prospective students and the labour market. Since professionals from the industry are also involved in the study process (e.g. a sworn lawyer Edvijs Zandars, sworn lawyer Julija Jerneva), it is ensured that the content of study courses is updated in line with the latest developments in the labour market. Lecturers with significant research experience (e.g. Prof. Janis Priede, doc. Natalja Tocelovska) are also involved in provision of the study process, which also ensures that the content of study courses is consistent with scientific best practice and trends.

Discussions with employers and social partners are also regularly organised to ensure the development of the study programme. For example, in June 2019, a discussion was organized with employers to discuss the content of the programme. A survey of graduates is also being conducted to find out how the study programme ensured compliance with labour market requirements and what knowledge, skills and competencies should be developed (see results of the survey in RGSL website <https://www.rgsl.edu.lv/data/pdf-files/absolventu-aptauja-analize-2019-eng.docx.pdf>).

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

The results of study courses are closely linked to the results of the study programme (see the study course mapping in Annex 14). When developing study course descriptions, the aims, objectives and outcomes of the study program are taken into account, to which the study course outcomes are applied. The study programme director shall regularly remind all teaching staff of the aims, objectives and outcomes of the programme, thereby ensuring that the study process is organised in such a way as to achieve the results of the study programme. The need to ensure that students acquire the necessary knowledge and skills to become high-quality experts in the field of law and business is emphasised. The settings of the study programmes are clarified at the beginning of the academic year by organising a workshop for lecturers.

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

At RGSL the study process is implemented through a plurality of teaching activities the goal of which is to provide both sound theoretical knowledge and deep insight into the daily challenges that working in the legal field implies. Study courses are articulated in the form of academic presentations as well as individual and group work, including also use of internet in during the research activities. Lecture courses are designed in the form of lectures, seminars and practical workshops. Lecturers are encouraged to perform an assessment of the needs of the students at the beginning of the courses aimed, among others, at verifying their level of knowledge, skills and motivation. This allows lecturers to better tailor the courses according to the actual needs and expectations of the students. Classes adopt interactive teaching techniques, including individual work, group work, project presentations, plenary discussions and encourage the development of independent research skills. In addition case analyses and moot courts are used, simulating various situations and scenarios. E-education methods will also be used in some study courses. The teaching methods have been selected depending on the specific characteristics of each study course.

The study process promotes the development of problem solving and communication skills, leadership skills, management and team-building skills and encourages the development of critical thinking and critical evaluation skills. The subjects covered reflect the current dynamics of each area to allow students to apply the accrued knowledge in practice. This contributes to the achievement of the outcomes of the study programme, which involves the development of different knowledge, skills and competences.

The study courses have individual evaluation methods taking into account active participation in classes, presentations, term papers and examinations, which are considered when determining the overall assessment of the student performance in the course. Lecturers combine summative assessment methods with frequent formative assessment opportunities. The principles for evaluating student achievements are set out in RGSL Student Regulations and RGSL Regulations on exams and grading.

The implementation of the study process is based on the principles underpinning student-centred education, enabling students to participate actively in the development of the study process. A plurality of pedagogical methods is used in the study process, ranging from the traditional Socratic method to the constructivist approach. The pedagogical methods applied during the study process are regularly assessed by organising student surveys following the conclusion of each course. RGSL has also developed procedure for dealing with student complaints. Additionally, workshops for lecturers is organised at the beginning of the academic year focusing on the implementation of the principles of student-centred education in the study process, for example, examining different teaching methods to promote students' willingness independent work, how to respect students' needs. A clear evaluation system has also been developed and published by RGSL, consistent with a student-centred educational approach.

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

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

At the end of the study programme, high quality bachelor's theses are prepared, the topics of which are relevant to the law and business sector and the respective labour market. Students work on research topics such as the impact of the data protection regulation on different objects, brand protection, digital market regulation, monetary transactions, media market control, tax and state aid mechanisms. In the academic year 2018/2019, special attention was paid to the potential impact of the data protection regulation on the various business processes, which indicates the topicality of the research. The theses adopt an international and comparative perspective, comparing the legal aspects of different countries in the field of business (in particular, comparisons between the Baltic States and other EU Member States).

The average grade of bachelor theses is 7, and that complies with the expected distribution of grades.

The following are added in the Annex:

- a table on the compliance of the study programme with the national education standard (Annex 13);
- the mapping of study courses for the achievement of the results of studies (Annex 14);
- a study programme plan (for each type and form of implementation of the study programme) (Annex 10);
- descriptions of study courses (modules) of the study programme (Annex 6).

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

RGSL has developed a mechanism to ensure the involvement of students, alumni and employers in the improvement and development of study programmes. The results of surveys have been carefully evaluated and presented to the Riga Graduate School of Law Working Group Meeting on Preparation of Self-Assessment Report for Study Direction "Law" and Management Board together with an action plan considering the views of different stakeholders in order to improve the study programme. Surveys of each course after its conclusion are considered crucial at RGSL. They provide feedback on lecturers, their teaching and, evaluation methods and organisation. Based on the results of these surveys, the study director, together with the lecturers, discusses about specific problems in the organisation of study courses and identifies solutions to improve students' satisfaction. In some cases, the study director has taken a decision to change the teaching staff.

One of the employers' suggestions which has been implemented, is a professional Latvian-language course for local students. Employers had pointed out that RGSL graduates did not possess the same level of proficiency in professional Latvian language as, for example, graduates of the University of Latvia, therefore a course was introduced in which local students can improve their professional Latvian language as needed when working in the Latvian labour market.



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

Students have ample opportunities to take advantage of the opportunities of the ERASMUS + programme to enter mobility.

However, some students admit that they are reluctant to use the ERASMUS programme because of the following main reasons:

- 1) many students have already found work and they are afraid to lose it;
- 2) students would like to stay connected to their friends and family;
- 3) students are not sure if the time spent abroad would not negatively impact their studies (e.g. create academic debt at RGSL).

RGSL is an attractive choice for students from other ERASMUS partner universities (mainly due to the fact that all courses are taught in English).

Statistical data and analysis on outbound and incoming mobility are available in Annex 9.

Rules on the recognition of study courses have been established in RGSL, inter alia setting out the recognition procedure (see Annex 3).

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

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

All necessary infrastructure and resources (study base, information base, material and technical base and financial base) are available for the study programme as described under resources and provision for the course (see Part II “Characteristics of study course” Chapter 3. “Resources and provision for the study course”). For the purposes of this programme the latest business literature is regularly purchased in order to provide the most advanced scientific and educational literature on different business aspects.

**3.2. Assessment of the study provision and scientific support, including the resources**

provided within the cooperation with other science institutes and institutions of higher education (applicable to the doctoral study programmes).

### III - DESCRIPTION OF THE STUDY PROGRAMME (4. Teaching Staff)

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

During the reporting period, RGSL has managed to find a good balance between industry representatives (practising lawyers and representatives of business environment) and academic personnel. It has also succeeded in attracting high-profile foreign lecturers who complement the local faculty by providing a more efficient and attractive study process for students. It has succeeded to attract foreign lecturers who are internationally recognised specialists in their field and are prepared to provide guest lectures at courses under the responsibility of local teaching staff. This allows RGSL to deliver high quality study - students can acquire knowledge from different specialists who apply diverse study methods. In line with students' expectations emerging from surveys, teaching is improved to ensure the quality of the study process and the relaunch of the student-centred approach. Student feedback is taken into consideration also when replenishing the teaching staff.

Distribution of teaching staff in RGSL bachelor programmes

Academic Year	Visiting Lecturers				Internal Staff				Total
	lectors	assist.prof.	assoc.prof.	prof.	lectors	assist.prof.	assoc.prof.	prof.	
2013-2014	48	36	1	18	7	1	1	1	113
2014-2015	66	22	0	18	4	1	1	1	113
2015-2016	72	20	0	12	7	1	3	2	117
2016-2017	30	19	0	19	7	1	2	3	81
2017-2018	50	31	0	31	4	1	3	2	122
2018-2019	65	29	3	15	4	0	3	2	121

\* Due to the number of optional study courses, it is not possible to distribute unique data by programme

Over the last year, a targeted effort has been made to attract academic personnel. These efforts will be continued to ensure a balance between elected academic personnel and guest lecturers. For example, in the academic year 2019/2020, Aleksandrs Fillers and Natalja Tocolovska have been elected as assistant professors who have taken several studycourses in bachelor study

programmes. During the accreditation process, the work is being done to create more academic staff positions, thus the number of academic staff could increase in the academic year 2020/2021 (it is planned to attract one professor, two associate professors).

During the last academic year (2018/2019) RGSL started actively attracting guest lecturers under the ERASMUS exchange programme and Fulbright programme. Invitations were sent to individual partner universities, which included a specific list of courses in which RGSL would willingly host guest lecturers. E.g. Elizabeth Sheppard from François Rabelais University is teaching several topics in the study course "International Security" on regular basis.

In order to supplement teaching staff with experienced researchers, in the academic year 2019/2020, RGSL has hired, for example, Dr. Jānis Ikstens (Dr. Ikstens teaches the course "Introduction to politics"), and Dr. Inga Jēkabsone (Dr. Jēkabsone teaches selected topics in the course "Legal Research Methods").

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

In order to ensure the election of high-quality academic personnel, strict application criteria are set for each academic post (see RGSL Regulations for academic and administrative positions). In the procedure of attracting visiting academic staff, a thorough screening of their qualifications is being carried out. Primarily, RGSL attracts teaching staff who can present a high-level English language proficiency (level C2 or C1, as the language of instruction is English), a PhD degree, as well as international experience in teaching and research. However, in view of the importance of attracting legal practitioners in the area of law, highly skilled professionals who do not have significant academic experience are also accepted as candidates.

The qualifications of teaching staff directly contribute to the achievement of the results of the study programme, namely that they have all the necessary qualifications, knowledge, competencies and skills to ensure that students acquire competitive knowledge in law and business, as well as knowledge and skills on research methodology and methods, as well as general skills to cooperate, present, discuss and work on the team.

The list of teaching staff is available in Appendix 4. In total, 45 lecturers are involved in the implementation of the programme, of which 2 lecturers, 2 assistant professors, 3 associate professors, 2 professors. The rest are guest lecturers.

**4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of the doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals may be**

**additionally specified (if applicable).**

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

**4.5. Provide examples of the involvement of the academic staff in the scientific research and/or artistic creation activities both at national and at international level (in the fields related to the content of the study programme), as well as the use of the obtained information in the study process.**

Academic staff is also actively involved in research activities, for example in research projects.

Activities in the InnovaEDU project contribute to improving the study process for the involved RGSL teaching staff (e.g. Ulla Zumente — Steele, Natalja Tocelovska), i.e. the project provides an opportunity to try out different pedagogical methods, thereby improving the quality of education.

An example of the involvement of the academic staff involved in scientific research is assistant professor Natalja Tohelovska who is conducting a study “Ex-ante Evaluation of Market Failures in Support of the European Union Structural and Cohesion Funds Programming Period 2021-2027 in the form of Financial Instruments”, thus extending her competences and research results in the course “Financial Economics” “.

The doc. Alexander Filler is preparing three scientific articles in English during the accreditation process, which will be published in international journals. The relevant articles investigate the following legal issues: 1) the effect of the recent practice of the CJEU on free movement of companies in Europe; 2) the application of international conventions on transportation of goods in Latvia; c) the validity of open-price contracts in international commerce. In addition, the assistant professor prepares several publications in Latvian, aimed specifically at Latvian researchers and practitioners. Currently, A.Fillers focuses on the critical evaluation of Latvian case law in civil and EU private law. Some of the results of these studies will be presented by A. Fillers in February 2020, speaking at the 78th International Scientific Conference of the University of Latvia

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

In general, it should be stressed that cooperation between teaching staff is successful. For example, guest lecturers are actively attracted, which supplement local lecturers by lecturing on a specific issue within the course. The sequence of study courses has also been established in such a way as to ensure connection and a logical sequence between study courses. Joint coordination and cooperation sessions are also being developed for teaching personnel. For instance, at the beginning of the academic year, a workshop for lecturers is organised to introduce with the RGSL teaching standards, to present the objectives, tasks and planned outcomes of the study programme, mutual communication and to discuss cooperation between teaching staff.

Ratio of the number of students and teaching staff in 2018/2019 academic year: 123 students against 36 teachers = 3.4

# Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	12_pielikums_statistikas_dati_par_studejosajiem_parskata_ENG.docx	12_pielikums_statistikas_dati_par_studejosajiem_parskata_LV.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	13_pielikums_studiju_programmu_atbilstiba_valsts_izglitiba_standartam_ENG_LB.docx	13_pielikums_studiju_programmu_atbilstiba_valsts_izglitiba_standartam_LV_LB.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	kartejums_tiesibas_un_bizness.xls	kartejums_tiesibas_un_bizness.xls
Curriculum of the study programme (for each type and form of the implementation of the study programme)	studiju_plans_tiesibas_un_bizness.xlsx	studiju_plans_tiesibas_un_bizness.xlsx
Descriptions of the study courses/ modules	Bachelor.zip	Bachelor.zip
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	tiesibas_un_bizness_diploms_pielikums_ENG.pdf	tiesibas_un_bizness_diploms_pielikums_LV.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	ligums_RJA_LU_programmu_parmemšana_2019_EN.docx	RJA_LU_vienosanas_bak_mag_programmas_08112019.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	18_pielikums_apliecinajums_par_zaudējumu_kompensāciju_studejosajiem_ENG_paraksts.pdf	18_pielikums_apliecinajums_par_zaudējumu_kompensāciju_studejosajiem_LV_paraksts.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	19_pielikums_apliecinajums_par_macibspeku_valodas_pasmem_ENG_paraksts.pdf	19_pielikums_apliecinajums_par_macibspeku_valodas_pasmem_LV_paraksts.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education	AIP_atzinums_tiesibas_un_bizness_EN.docx	AIP_atzinums_tiesibas_un_bizness.pdf
Sample (or samples) of the study agreement	ligums_tiesibas_un_bizness_abas_valodas.pdf	ligums_tiesibas_un_bizness_abas_valodas.pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.	AIP_atzinums_tiesibas_un_bizness_EN.docx	AIP_atzinums_tiesibas_un_bizness.pdf

# Law and Technology

Title of the higher education institution	Law
ProcedureStudyProgram.Name	Law and Technology
Education classification code	45380
Type of the study programme	Academic master study programme
Name of the study programme director	Valīds
Surname of the study programme director	Džumā
E-mail of the study programme director	waleed.gumaa@rgsl.edu.lv
Title of the study programme director	MBA
Phone of the study programme director	26469318
Goal of the study programme	<i>Aim of the study programme: to provide an in-depth understanding of major developments in the field of public and private law regarding the regulation of emerging technologies in the European Union Member States and beyond, by providing students with a comprehensive theoretical and practical understanding of the interplay between law and technology at local and international level, in order to prepare highly qualified professionals who understand how law interacts with technologies and how technologies may impact existing regulatory frameworks.</i>
Tasks of the study programme	<p><i>Objectives of the study programme:</i></p> <ol style="list-style-type: none"> <li><i>1. To provide students with an in-depth understanding and theoretical knowledge of law and in particular domestic and international technology law in order to understand and be able to follow developments in these fields.</i></li> <li><i>2. To ensure that studies provide graduates adequate academic and practical capacity to carry out research independently and effectively and to address innovative issues in different areas of law and technology.</i></li> <li><i>3. To ensure that students acquire such skills (including 'soft skills') that enable them to be successful and competitive, as well as to work in the legal field related to technology, both in the private and public sphere, in line with the highest standards (for example, the ability to independently improve their competencies, take responsibility for team work's results, perform professional duties, understand ethical responsibility for their work's (both academic and professional) potential impact on the environment and society).</i></li> <li><i>4. To develop students' skills to independently formulate and critically analyse complex scientific and professional problems, justify decisions, and, if necessary, perform additional analysis.</i></li> <li><i>5. To ensure that students have adequate knowledge to continue their studies and research activities in doctoral programmes and/or lifelong learning.</i></li> </ol>

Results of the study programme	<p><i>Upon completion of the study programme:</i></p> <p><i>1. Students have acquired sound theoretical and practical knowledge in the fields related to technology law which employers, in the legal industry, public administration, NGOs and private and public organisations in Latvia and elsewhere demand. Students have obtained competitive academic knowledge enabling them to undertake doctoral studies. Students have acquired knowledge that allows them to work competitively and successfully in an international and local environment related to technology law.</i></p> <p><i>2. Students have acquired knowledge of research methodology and methods and their feasibility and are able to use them in practical ways to successfully analyse legal issues and produce documents in related areas. Moreover, students are able to transfer the research and problem-solving skills accrued from the academic study process to the practical work field.</i></p> <p><i>3. Students are able to formulate and critically analyse problems in the law and technology sphere as well as policy implications and trends in an academic and professional format as well as evaluating the impact on society and to participate in the development of law and technology praxis.</i></p> <p><i>4. Students have developed skills to independently formulate and critically analyse complex scientific and professional problems, justify decisions, and, if necessary, perform additional analysis.</i></p>
Final examination upon the completion of the study programme	<i>Master Thesis</i>

## Study programme forms

### Full time studies - 1 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>1</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>40</i>
Admission requirements (in English)	<i>Technnology Law (LL.M) programme is available to individuals with bachelor or masters degree in law or related fields, obtained in at least four years long studies; second level professional higher education, professional bachelor or masters degree in law or other related fields (at least 160 KP = 240 ECTS). Certificate of Proficiency in English - official results of IELTS or TOEFL not older than 3 years - the required minimum result is 6.0 for IELTS and 550 points for TOEFL (for a computer test -213; Internet based test - 80). Applicants who have acquired higher education in the English language (or may prove comparable knowledge) are released from taking IELTS or TOEFL.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master of Laws (LL.M.)</i>
Qualification to be obtained (in english)	



**Places of implementation**

Place name	City	Address
Riga Graduate School of Law	RĪGA	STRĒLNIEKU IELA 4 k-2, RĪGA, LV-1010

**Part time studies - 2 years - english**

Study type and form	<i>Part time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>40</i>
Admission requirements (in English)	<i>Technnology Law (LL.M) programme is available to individuals with bachelor or masters degree in law or related fields, obtained in at least four years long studies; second level professional higher education, professional bachelor or masters degree in law or other related fields (at least 160 KP = 240 ECTS). Certificate of Proficiency in English - official results of IELTS or TOEFL not older than 3 years – the required minimum result is 6.0 for IELTS and 550 points for TOEFL (for a computer test -213; Internet based test - 80). Applicants who have acquired higher education in the English language (or may prove comparable knowledge) are released from taking IELTS or TOEFL.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master of Laws (LL.M.)</i>
Qualification to be obtained (in english)	

**Places of implementation**

Place name	City	Address
Riga Graduate School of Law	RĪGA	STRĒLNIEKU IELA 4 k-2, RĪGA, LV-1010

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

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

1.1. Title of study programme: Technology Law

Title of study programme in Latvian: *Tehnoloģiju tiesības*

Study programme code according to the Latvian education classification: 45380

Type and level of study programme *Academic Master's degree programme*

Level of qualification to be obtained (GNI/ENI): LNI 7

Volume of study programme (CP, also ECTS recommended): 40 CP or 60 ECTS

Form, type, duration of implementation (if less than one year, indication in months) and language of implementation: full-time presence, 1 year, English

Place of implementation *Rīgā, Strēlnieku iela 4, k.2, LV-1010*

Study Programme Director Waleed Gumaa, MBA, lecturer

Enrolment criteria:

Technology Law (LL.M) programme is available to individuals with bachelor or masters degree in law or related fields, obtained in at least four years long studies; second level professional higher education, professional bachelor or masters degree in law or other related fields (at least 160 KP = 240 ECTS).

Certificate of Proficiency in English - official results of IELTS or TOEFL not older than 3 years - the required minimum result is 6.0 for IELTS and 550 points for TOEFL (for a computer test -213; Internet based test - 80).

Applicants who have acquired higher education in the English language (or may prove comparable knowledge) are released from taking IELTS or TOEFL.

Degree to be awarded, professional qualification or degree and professional qualification: Master of Social Sciences degree in technology law

Aim of the study programme: to provide an in-depth understanding of major developments in the field of public and private law regarding the regulation of emerging technologies in the European Union Member States and beyond, by providing students with a comprehensive theoretical and practical understanding of the interplay between law and technology at local and international level, in order to prepare highly qualified professionals who understand how law interacts with technologies and how technologies may impact existing regulatory frameworks.

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Objectives of the study programme:

1. To provide students with an in-depth understanding and theoretical knowledge of law and in particular domestic and international technology law in order to understand and be able to follow developments in these fields.
  2. To ensure that studies provide graduates adequate academic and practical capacity to carry out research independently and effectively and to address innovative issues in different areas of law and technology.
  3. To ensure that students acquire such skills (including 'soft skills') that enable them to be successful and competitive, as well as to work in the legal field related to technology, both in the private and public sphere, in line with the highest standards (for example, the ability to independently improve their competencies, take responsibility for team work's results, perform professional duties, understand ethical responsibility for their work's (both academic and professional) potential impact on the environment and society).
  4. To develop students' skills to independently formulate and critically analyse complex scientific and professional problems, justify decisions, and, if necessary, perform additional analysis.
  5. To ensure that students have adequate knowledge to continue their studies and research activities in doctoral programmes and/or lifelong learning.
- 

Outcomes to be achieved

Upon completion of the study programme:

1. Students have acquired sound theoretical and practical knowledge in the fields related to technology law which employers, in the legal industry, public administration, NGOs and private and public organisations in Latvia and elsewhere demand. Students have obtained competitive academic knowledge enabling them to undertake doctoral studies. Students have acquired knowledge that allows them to work competitively and successfully in an international and local environment related to technology law.
  2. Students have acquired knowledge of research methodology and methods and their feasibility and are able to use them in practical ways to successfully analyse legal issues and produce documents in related areas. Moreover, students are able to transfer the research and problem-solving skills accrued from the academic study process to the practical work field.
  3. Students are able to formulate and critically analyse problems in the law and technology sphere as well as policy implications and trends in an academic and professional format as well as evaluating the impact on society and to participate in the development of law and technology praxis.
  4. Students have developed skills to independently formulate and critically analyse complex scientific and professional problems, justify decisions, and, if necessary, perform additional analysis.
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Final examination at the end of the study programme

Master's thesis

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

Given that enrolment in this master's degree programme only started in 2019/2020 academic year, there are no statistics on previous periods. In 2019/2020, 13 students from which 2 students are foreign nationals were admitted (states represented: Russia, Turkey).

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

The title of the “Technology Law” study programme corresponds to the degree to be obtained, namely, the Master of Laws (LL.M.), indicating in the supplement of the diploma main field of studies “Technology Law”. Because studies are conducted in English, it is necessary to have a very good command of the English language to successfully acquire the content of study programme, therefore the enrolment criteria include a certain level of language proficiency. There is also a direct interlinking between the aims, objectives and outcomes of the study programme. Objectives and learning outcomes are directly deduced and consistently developed on the basis of the general aim of the programme, namely to form highly qualified professionals able to carry out cross-disciplinary research and a multitude of work-related tasks in the area of technology law. To achieve this, in-depth theoretical knowledge in the cross-disciplinary fields relating to law and technology is provided, research skills developed, as well as the capacity to work according to the highest standards in companies, law firms, local administrations and NGOs. Moreover, studies will result in competitive knowledge of the intersection between law and technology, proficiency in the use of research methodology and different methods, as well as improved general skills and competences.

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

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

Based also on a careful evaluation of similar study programmes at other universities and developed in multiple consultations with industry in the fields of law and technology, the content of the master’s study programme developed at RGSL includes fundamental basic courses common to similar study programmes in Europe. The RGSL study programme also provides added value by offering in-depth law courses relating also to recent technological developments, as well as by paying additional attention to academic research and transferable skills. These features make the RGSL’s programme unique in the Baltic area. Taking into account the qualifications and experience of the teaching staff, the most topical industry trends, key lessons learnt will be offered in all courses.

The master programme includes also a course covering *Disruptive Technologies* which provides knowledge about technological trends highlighting their future developments. In assessing existing trends in technological developments, students will be able to evaluate their compatibility with existing national, EU and international regulatory frameworks.

In the light of the above it is ensured that the master programme in technology law is based on the experience gathered and lessons learnt not only of the most qualified representatives of the

academic world but also of practitioners working in the crosscutting areas between law and technologies.

The content of study courses, like that of other RGSL study programmes, will be updated on a regular basis in cooperation with teaching staff and practitioners, in line with the latest developments in the field of technology law, as well as with feedback from employers, alumni and students.

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

The results of study courses are closely linked to the results of the study programme (see the study course mapping in Annex 14). When drawing up the description of study courses, the aims, objectives, and learning outcomes of the study programme are considered for which the results of study courses are applied. The study programme director regularly reminds all teaching staff of the aims, objectives, and learning outcomes of the programme, thereby ensuring that the study process is organised in such a way as to achieve the overall aims of the study programme. The need to ensure that students acquire the necessary knowledge and skills to become high-quality experts in the field of law and business is emphasised. The settings of the study programme are clarified at the beginning of the academic year by organising a workshop for lecturers.

The academic calendar of the study programme consists of three modules. Students of the study programme must complete ten study courses in three modules. In addition, there are the Compulsory Component courses in Foundation and Legal Research. The master programme has six specialised courses, which are compulsory. More detailed information on the modular system is available in the RGSL guidelines for the study process for masters programmes, available in Appendix 3.

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

At RGSL the studies are implemented through a plurality of teaching activities the goal of which is to provide both in-depth theoretical knowledge and deep insight into the daily challenges that working in the legal field implies. Courses in the master's programme in technology law are articulated in the form of lectures, seminars and practical workshops. Lecturers are strongly encouraged to perform an assessment of the needs of the students at the beginning of the courses aimed, among others, at verifying their level of knowledge, skills and motivation. This allows

lecturers to better tailor the courses according to the actual needs and expectations of the students. Classes adopt interactive teaching techniques and encourage the development of independent research skills. Courses include independent work of students, group work, presentations, case studies, simulations and plenary discussions. Lecturers in particular are encouraged to use case analyses and simulations of different situations and scenarios. E-education methods will also be used in some study courses. The teaching methods have been selected depending on the specific characteristics of each study course.

The study process promotes the development in the students of communication skills, leadership skills, management and team-building skills and encourages the development of critical thinking and critical evaluation skills. The subjects covered reflect the current dynamics of each area to allow students to apply the knowledge accrued to analyse and interpret facts of the daily life. This contributes to the achievement of the results of the study programme, which involves the development of different knowledge, skills and competences.

The study courses encompass different assessment techniques. Evaluation methods take account of active participation in classes, oral presentations, term papers and examinations. Lecturers are strongly encouraged to combine summative assessment methods with frequent formative assessment opportunities. Students are assessed according to the evaluation criteria and methods which are clarified in advance and published in the Student Regulations. The criteria for evaluating courses are set out in the description of each course. The appeal procedure for the assessment received by students is also specified in the Student Regulation.

The studies are based on the principles underpinning student-centred education. Consequently, teaching and research activities enable students to participate actively in the process of study becoming active in the outline of the learning objectives, problem solving and assessment process. A plurality of pedagogical methods is used in the study process, ranging from the traditional Socratic method to the constructivist approach. The results of the teaching activities are regularly assessed by organising student surveys following the conclusion of each course. RGSL has also developed arrangements for dealing with student complaints. Workshops for lecturers at the beginning of the academic year focused on the implementation of the principles of student-centred education examining different teaching methods to promote students' willingness to work independently and to respect students' needs are also organized. A clear evaluation system consistent with a student-centred pedagogic approach has also been developed, shared and made available for the RGSL faculty.

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

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

Given that the first students have been enrolled in the programme in the academic year 2019/2020, it is not possible to analyse the topics and evaluations of the final papers.

Students are expected to be able to develop their final papers on various aspects of technology law, such as cybercrime, intellectual property, data protection, e-commerce, and other topics relevant also for the labour market.

Final theses of this program are also expected to be available electronically in the *DSpace Open Access* repository. The best masters' thesis will be published in the series *RGSL Research Papers* and placed in the internationally recognized full-text database EBSCO.

In the Annex:

- a table on the compliance of the study programme with the national education standard (Annex 13);
- mapping of study courses to achieve the results of studies in the study programme (Annex 14);
- study programme plan (Annex 10);
- descriptions of study courses (modules) of the study programme (Annex 6).

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

During the development stage the study programme was discussed with RGSL students in the Senate, where the director of the master's programme delivered a presentation regarding the key feature of the programme and listened to recommendations from Senate members, including student representatives.

In accordance with the procedures in place at RGSL, at the end of each study course students fill in a questionnaire in order to provide their input in the improvement of study programmes. Students are to assess the content, timeliness and quality of the curriculum as well as teaching methods applied. The results of the questionnaire are evaluated by the programme director, providing the necessary recommendations to the teaching staff and other parties involved in the study process (administration, library, IT). A regular survey of students has been carried out in October 2019.

Close cooperation between the Student Association and the programme director has played an important role in the involvement of students. The involvement of the Student Association in the implementation, development and quality control of the study programme is continuous, since students' representatives participate in the Senate, for example by expressing opinions on the examination procedures and lecturers. Students organise a variety of events aimed at developing professional skills, such as case study simulations. It is essential that the Student Association is in regular contact with the programme director and draws the attention of the academic and administrative personnel involved on possible improvements in the study programme (results of the survey are available <https://www.rgsl.edu.lv/data/pdf-files/studentu-aptauja-rezultati-eng-1.pdf>). In general, students are satisfied with the chosen study programme, especially students' expectations have been confirmed by the administration support in the study process, library resources. RGSL must continue to work diligently to attract high-quality guest lecturers, which students find very

important.

In setting up the study programme, RGSL consulted with employers' representatives and industry organisations, assessing the competences needed for lawyers to successfully support the growth of the ICT industry and the creation of new, innovative products and services. During the implementation of the Technology Law programme RGSL will continue to work closely with employers. First, it is planned to attract industry practitioners as guest lecturers in the framework of courses offered. RGSL's events and masterclasses are also open to the public – to students from other universities, representatives of the public administration, private sector and to NGOs. Secondly, as part of quality assurance, RGSL will conduct regular surveys on the knowledge and skills of graduates after completion of the programme.

RGSL is conducting an annual survey of graduates to keep track on their careers and to get feedback on the usefulness of the knowledge acquired. It is also planned to survey the graduates of this programme.

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

Like in other study programmes, students from this programme will also be able to participate in the ERASMUS mobility programme. The procedure for student participation in the exchange programme is laid down in the ERASMUS regulations (see Annex 3), while the rules for the academic recognition of study courses (see Annex 3) shall ensure the possibility for students to have the knowledge acquired outside the graduate school programme recognised.

Mobility opportunities are usually used by students in the second semester, and students take up mobility opportunities immediately after graduation.

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

### **3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples. Whilst carrying out the assessment, it is possible to refer to the information provided for in the criteria set forth in Part II, Chapter 3, sub-paragraphs 3.1 to 3.3.**

All necessary infrastructure and resources (study base, information base, material and technical base and financial base) are available for the study programme as described under resources and provision for the course (see Part II “Characteristics of study course” Chapter 3. “Resources and



provision for the study course”). For the purposes of this programme the latest literature in technology law is regularly purchased in order to provide the most advanced scientific and educational literature.

In 2018, the library supplemented its stock with several databases (both from Kluwer Law and Oxford University Press), through which users have access to highly specialised multidisciplinary academic sources relevant for the overall purpose of the programme.

RGSL has the necessary financial sources to ensure high-quality study process within the programme. The costs of the study programme are available under Part II Characteristics of the study programme Section 3.1 “Resources and provision for the study programme”.

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

## **III - DESCRIPTION OF THE STUDY PROGRAMME (4. Teaching Staff)**

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

Given that students are only enrolled in the study programme only in 2019/2020, it is not possible to carry out an analysis of changes in the composition of teaching staff.

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

RGSL is fully aware of the crucial role that the teaching staff plays in ensuring the success of the study process in which students are involved. Taking this into account, RGSL promotes and implements a fair and transparent recruitment and development process for its teaching staff. Academic staff participating in the implementation of the study programme are closely examined by assessing their competence, research activities and teaching experience in the relevant field. Moreover, RGSL is responsible for an environment which promotes the professional development of the teaching staff. Simultaneously, RGSL stimulates academic initiatives to allow that its teaching

staff develops research initiatives and links their outputs to the study process.

Since these study courses are held in English, the lecturers must have high-level English language proficiency in order to ensure the quality of the course provided. All study courses are specialised, and RGSL attracts field experts from Latvia and abroad through a broad network of cooperation between universities and other research institutions. A few examples will shed light on the high standards adopted in the selection of the teaching staff at RGSL.

The introductory 'Foundation course' was set up and directed by Ineta Ziemele, RGSL Professor and President of the Constitutional Court. The aim of the course is to ensure that all students have equivalent basic knowledge in law, given that students would come from different countries and jurisdictions. Dr Artis Svece from the University of Latvia contributes to the course at the beginning, and introduces the philosophical aspects of the concept of the nation state and covers topics including "natural law and natural rights". Kristaps Tamuzs, a legal adviser from the Constitutional Court of Latvia and lecturer, covers topics on "unwritten legal norms" and "sources of law". Professor Ineta Ziemele tutors in the history of international law covering important aspects such as "state consent" and Dr. Zaneta Mikosa, visiting lecturer follows, covering "EU law and new developments in legal theory" which highlights the evolution of laws.

The course in legal research is directed by research fellow, Bard Tuseth of the University of Oslo, Norway. The course aims to provide students with knowledge and skills in legal research methods and approaches so that students can develop legal writing skills, understand and use legal and other sources available at their disposal. The course will also enable students to carry out independent research in selected fields, including the preparation of a research plan and management skills required for completing their thesis as well as written assignments and papers. The course is delivered throughout the academic year.

Ingrida Karina-Berzina is a partner in one of the leading Latvian law offices, she leads an intellectual property and information technology practice group and is a licensed lawyer for Latvian and European trademarks and design. She is specialised in law and technology also teaches other courses related to intellectual property in other accredited programmes of the RGSL and SSE Riga.

**4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of the doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals may be additionally specified (if applicable).**

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

**4.5. Provide examples of the involvement of the academic staff in the scientific research and/or artistic creation activities both at national and at international level (in the fields related to the content of the study programme), as well as the use of the obtained information in the study process.**

RGSL academic staff is deeply involved in research activities and projects, the results of which are used in the teaching process. Professor Ineta Ziemele together with professor George Ulrich, among others, have recently edited the book entitled *“How International Law Works in Times of Crisis”* based on articles presented at the European Society of International Law Annual Conference held in Riga in 2016 and published by Oxford University Press. In the book, Professor Ulrich and Professor Ziemele bring together an expert group of scholars to address the question of how international law confronts crises today in terms of legal thought, rule-making, and rule-application. The editors characterize international law and crisis discourse as one of a dialectical nature, and have grouped the chapters contained in the volume under four main themes: security, immunities, sustainable development, and philosophical perspectives. Each theme pertains to an area of international law which is subject to notable challenges and confrontations from developments in human society.

Professor George Ulrich is involved in a study which will result in a book *„Human Rights Research Methodology: Key Issues and Approaches”* published by Oxford University Press (Editors: Bård A. Andreassen, Hans-Otto Sano, and Siobhán McInerney-Lankford).

Taking into account that methodological discussion has been neglected in human rights research, the aim of the study is to provide a hands-on text which introduces and critically discusses various approaches to human rights research, and discusses relevant choices of methods in particular social contexts. The book should guide human rights students and researchers to the choices available and to better research practices. The book is also intended to raise awareness about methods selection.

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

In general, it should be assessed that cooperation between teaching staff is successful. For example, guest lecturers are actively attracted, which supplement the local lecturers by lecturing on a specific issue within the study course. The sequence of study courses has also been established in such a way as to ensure additionally a logical sequence between the study courses. Joint activities are also being developed for teaching staff, for example, at the beginning of the academic year, a workshop for lecturers is organised to present the objectives, tasks and planned results of the study programme and to discuss cooperation between teaching staff.

Ratio of the number of students and teaching staff in 2019/2020: 13 students against 41 teachers.

# Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	12_pielikums_statistikas_dati_par_studējosajiem_parskata_ENG.docx	12_pielikums_statistikas_dati_par_studējosajiem_parskata_LV.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	13_pielikums_studiju_programmu_atbilstiba_valsts_izglitibas_standartam_ENG_TL.docx	13_pielikums_studiju_programmu_atbilstiba_valsts_izglitibas_standartam_LV_TL.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	magistra_programmas_kartejums_ENG.xlsx	magistra_programmas_kartejums_LV.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	studiju_plans_Tehnologiju_tiesibas.xlsx	studiju_plans_Tehnologiju_tiesibas.xlsx
Descriptions of the study courses/ modules	Masters.zip	Masters.zip
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	TL_diploms_pielikums_ENG.pdf	TL_diploms_pielikums_LV.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	ligums_RJA_LU_tehology_law_2019_EN.docx	RJA_LU_vienosanas_tehnologiju_tiesibas_08032018.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	18_pielikums_apliecinajums_par_zaudējumu_kompensaciju_studejosajiem_ENG_parakstits.pdf	18_pielikums_apliecinajums_par_zaudējumu_kompensaciju_studejosajiem_LV_parakstits.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	19_pielikums_apliecinajums_par_macibspeku_valodas_prasmem_ENG_parakstits.pdf	19_pielikums_apliecinajums_par_macibspeku_valodas_prasmem_LV_parakstits.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education	AIP_atzinums_tehnologiju_tiesibas_EN.docx	AIP_atzinums_tehnologiju_tiesibas.pdf
Sample (or samples) of the study agreement	ligums_tehnologiju_tiesibas_abas_valodas.pdf	ligums_tehnologiju_tiesibas_abas_valodas.pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.	AIP_atzinums_tehnologiju_tiesibas_EN.docx	AIP_atzinums_tehnologiju_tiesibas.pdf

# EU Law and Policy

Title of the higher education institution	Law
ProcedureStudyProgram.Name	EU Law and Policy
Education classification code	45380
Type of the study programme	Academic master study programme
Name of the study programme director	Valīds
Surname of the study programme director	Džumā
E-mail of the study programme director	waleed.gumaa@rgsl.edu.lv
Title of the study programme director	MBA
Phone of the study programme director	26469318
Goal of the study programme	<i>Aim of the study programme: to provide students with an in-depth understanding and knowledge in the field of EU law and policy by equipping students with advanced theoretical and practical understanding of the interplay between EU law and policies at local and international level. The study programme prepares high-level specialists in these fields who understand how EU law shapes EU policies and how the latter may impact existing regulatory frameworks and are able to work in law firms, public administration, international organizations, NGOs, academic and research centres in Latvia and worldwide.</i>
Tasks of the study programme	<p><i>Objectives of the study programme:</i></p> <ol style="list-style-type: none"> <li><i>1. To provide students with in-depth theoretical knowledge of EU law and policy in order to ensure their ability to understand relevant legal issues and to follow developments in these fields, and to provide basis for further research.</i></li> <li><i>2. To develop scientific research skills, enabling the students to conduct independent research in the field of EU law and policy (these skills can be transferred and used in non-academic settings such as the work environment).</i></li> <li><i>3. To ensure that students acquire skills (including 'soft skills') that enable them to be successful and competitive in the field of EU law and policy, both in the private and public sector, in line with the highest standards (for example, the ability to independently improve their competencies, take responsibility for team work's results, perform professional duties, understand ethical responsibility for their work's (both academic and professional) potential impact on the environment and society).</i></li> <li><i>4. To develop students' skills to independently formulate and critically analyse complex scientific and professional problems, justify decisions, and, if necessary, perform additional analysis.</i></li> <li><i>5. Provide students with sufficient knowledge to conduct further studies and research in doctoral and life-long learning programs.</i></li> </ol>

Results of the study programme	<p><i>Upon completion of the study programme:</i></p> <p><i>1. Students acquire an in-depth understanding and knowledge of EU law and policy. Some of this knowledge relates to the latest developments in EU law and policy and provides basis for further research (including interdisciplinary research). Students have obtained competitive academic knowledge enabling them to undertake doctoral studies. Students have acquired knowledge that allows them to work competitively and successfully in an international and local environment related to EU law and policy.</i></p> <p><i>2. Students have acquired knowledge of research methodology and methods and their feasibility and are able to use them independently, in order to do an academic research or perform highly qualified professional duties. Moreover, students are able to transfer the research and problem-solving skills accrued from the academic study process to the practical work field, in order to successfully analyse legal issues and prepare documents in related areas.</i></p> <p><i>3. Able to provide arguments when explaining or discussing complex or systemic aspects of European Union law and policy.</i></p> <p><i>4. Students have developed skills to independently formulate and critically analyse complex scientific and professional problems, justify decisions, and, if necessary, perform additional analysis.</i></p>
Final examination upon the completion of the study programme	<i>Master Thesis</i>

## Study programme forms

### Full time studies - 1 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>1</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>40</i>
Admission requirements (in English)	<p><i>European Union Law and Policy (LL.M) programme is available to individuals with bachelor or masters degree in law, politics or related fields, if basic knowledge in law or corresponding work experience is acquired, obtained in at least four years long studies; second level professional higher education, professional bachelor or masters degree in law, politics or other related fields, if basic knowledge in law or corresponding work experience is acquired (at least 160 KP = 240 ECTS). Certificate of Proficiency in English - official results of IELTS or TOEFL not older than 3 years - the required minimum result is 6.0 for IELTS and 550 points for TOEFL (for a computer test -213; Internet based test - 80). Applicants who have acquired higher education in the English language (or may prove comparable knowledge) are released from taking IELTS or TOEFL.</i></p>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master of Laws (LL.M.)</i>

Qualification to be obtained (in english)	
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### Places of implementation

Place name	City	Address
Riga Graduate School of Law	RĪGA	STRĒLNIEKU IELA 4 k-2, RĪGA, LV-1010

### Part time studies - 2 years - english

Study type and form	<i>Part time studies</i>
Duration in full years	2
Duration in month	0
Language	<i>english</i>
Amount (CP)	40
Admission requirements (in English)	<i>European Union Law and Policy (LL.M) programme is available to individuals with bachelor or masters degree in law, politics or related fields, if basic knowledge in law or corresponding work experience is acquired, obtained in at least four years long studies; second level professional higher education, professional bachelor or masters degree in law, politics or other related fields, if basic knowledge in law or corresponding work experience is acquired (at least 160 KP = 240 ECTS). Certificate of Proficiency in English - official results of IELTS or TOEFL not older than 3 years – the required minimum result is 6.0 for IELTS and 550 points for TOEFL (for a computer test -213; Internet based test - 80). Applicants who have acquired higher education in the English language (or may prove comparable knowledge) are released from taking IELTS or TOEFL.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master of Laws (LL.M.)</i>
Qualification to be obtained (in english)	

### Places of implementation

Place name	City	Address
Riga Graduate School of Law	RĪGA	STRĒLNIEKU IELA 4 k-2, RĪGA, LV-1010

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

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

Title of study programme: EU Law and Policy	
Name of study programme in Latvian: <i>Eiropas Savienības tiesības un politika</i>	
Type and level of study programme	Academic Master's degree programme
Level of qualification to be obtained (GNI/ENI): LNI 7	
Volume of study programme (credit points (CP), ECTS recommended): 40 CP or 60 ECTS	
Form, type, duration of implementation (if less than one year, indicate in months) and language of implementation: Full-time presence (1 year) or part-time presence (2 years), English	
Place of implementation	<i>Rīgā, Strēlnieku iela 4, k.2, LV-1010</i>
Study Programme Director	Waleed Gumaa, MBA, lecturer
Enrolment criteria: European Union Law and Policy (LL.M) programme is available to individuals with bachelor or masters degree in law, politics or related fields, if basic knowledge in law or corresponding work experience is acquired, obtained in at least four years long studies; second level professional higher education, professional bachelor or masters degree in law, politics or other related fields, if basic knowledge in law or corresponding work experience is acquired (at least 160 KP = 240 ECTS). Certificate of Proficiency in English - official results of IELTS or TOEFL not older than 3 years – the required minimum result is 6.0 for IELTS and 550 points for TOEFL (for a computer test -213; Internet based test - 80). Applicants who have acquired higher education in the English language (or may prove comparable knowledge) are released from taking IELTS or TOEFL.	
Degree to be granted: Master of Social Sciences in law with a specialisation in EU law and policy	
Aim of the study programme: to provide students with an in-depth understanding and knowledge in the field of EU law and policy by equipping students with advanced theoretical and practical understanding of the interplay between EU law and policies at local and international level. The study programme prepares high-level specialists in these fields who understand how EU law shapes EU policies and how the latter may impact existing regulatory frameworks and are able to work in law firms, public administration, international organizations, NGOs, academic and research centres in Latvia and worldwide.	



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Objectives of the study programme:

1. To provide students with in-depth theoretical knowledge of EU law and policy in order to ensure their ability to understand relevant legal issues and to follow developments in these fields, and to provide basis for further research.
2. To develop scientific research skills, enabling the students to conduct independent research in the field of EU law and policy (these skills can be transferred and used in non-academic settings such as the work environment).
3. To ensure that students acquire skills (including 'soft skills') that enable them to be successful and competitive in the field of EU law and policy, both in the private and public sector, in line with the highest standards (for example, the ability to independently improve their competencies, take responsibility for team work's results, perform professional duties, understand ethical responsibility for their work's (both academic and professional) potential impact on the environment and society).
4. To develop students' skills to independently formulate and critically analyse complex scientific and professional problems, justify decisions, and, if necessary, perform additional analysis.
5. Provide students with sufficient knowledge to conduct further studies and research in doctoral and life-long learning programs.

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Outcomes to be achieved

Upon completion of the study programme:

1. Students acquire an in-depth understanding and knowledge of EU law and policy. Some of this knowledge relates to the latest developments in EU law and policy and provides basis for further research (including interdisciplinary research). Students have obtained competitive academic knowledge enabling them to undertake doctoral studies. Students have acquired knowledge that allows them to work competitively and successfully in an international and local environment related to EU law and policy.
2. Students have acquired knowledge of research methodology and methods and their feasibility and are able to use them independently, in order to do an academic research or perform highly qualified professional duties. Moreover, students are able to transfer the research and problem-solving skills accrued from the academic study process to the practical work field, in order to successfully analyse legal issues and prepare documents in related areas.
3. Able to provide arguments when explaining or discussing complex or systemic aspects of European Union law and policy.
4. Students have developed skills to independently formulate and critically analyse complex scientific and professional problems, justify decisions, and, if necessary, perform additional analysis.

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Final examination at the end of the study programme

Master's thesis

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

In general, the dynamics of enrollment in the study programme has been moderately increasing. This trend is expected to continue. The average number of students during the reporting period is 12. The number of foreign students tends to increase in the study programme, in 2018/2019 academic year 9 foreign students studied in this programme. Most students come from the USA, Azerbaijan and Georgia. The number of students is influenced by several factors, such as negative demographic trends, tuition fees, programme specialisation.

Analysis of the statistical data is available in Annex 12.

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

The title of the study programme “EU Law and Policy” corresponds to the degree to be obtained: the degree of a Master of Laws (LL.M.), indicating in the supplement of the diploma main fields of studies “EU Law and Policy”. Because studies are conducted in English, it is necessary to have a very good command of the English language to successfully acquire the study programme, therefore the enrolment criteria include a certain level of language proficiency. Since this is an interdisciplinary programme, the applicants must have a degree in law science or related fields, but in such a case it is conditional on the applicant to demonstrate basic knowledge of law or relevant work experience.

There is also a direct interlinking between the aims, objectives and outcomes of the study programme. Objectives and learning outcomes are directly deduced and consistently developed on the basis of the general aim of the programme, namely to form highly qualified professionals able to carry out cross-disciplinary research and a multitude of work-related tasks in the area of EU law and policy. To achieve this, in-depth theoretical knowledge in the cross-disciplinary fields relating to EU law and policy is provided, research skills developed, as well as the capacity to work according to the highest standards in companies, law firms, government, academic institutions, international organizations and NGOs. Moreover, studies will result in competitive knowledge of the intersection between EU law and policy, proficiency in the use of research methodology and different methods, as well as improved general skills and competences.

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

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

Based also on a careful evaluation of similar study programmes at other EU universities and developed in multiple consultations with relevant stakeholders in the fields of EU law and policy, the content of the master’s study programme developed at RGSL includes fundamental basic courses common to similar study programmes in Europe. The RGSL study programme also provides added

value by offering in-depth law courses relating also to recent relevant legal and policy developments, as well as by paying additional attention to academic research and transferable skills. These features make the RGSL's programme unique in the Baltic area. Thanks to the qualifications and experience of the teaching staff, and taking into account the most topical sectorial trends, key lessons learnt will be offered in all courses within this programme to RGSL students.

In assessing existing developments in the area of international EU law and policy, students will be able to evaluate their compatibility with existing national and international regulatory frameworks.

In the light of the above it is ensured that the master programme in EU law and policy is based on the experience gathered and lessons learnt not only of the most qualified representatives of the academic world but also of practitioners working in the relevant crosscutting areas.

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

The results of study courses are closely linked to the results of the study programme (see the study course mapping in Annex 14). When drawing up the description of study courses, the aims, objectives, and learning outcomes of the study programme are duly taken into account. The study programme director regularly reminds all teaching staff of the aims, objectives, and learning outcomes of the programme, thereby ensuring that the study process is organised in such a way as to achieve the overall aims of the study programme. The need to ensure that students acquire the necessary knowledge and skills to become high-quality experts in the field of EU law and policy is emphasised. The settings of the study programme are clarified at the beginning of the academic year by organising a workshop for lecturers.

The academic calendar of the study programme consists of three modules. Students of the study programme must complete ten study courses in three modules. In addition, there are the Compulsory Component courses in Foundation and Legal Research. The master programme has six specialised courses, which are compulsory. More detailed information on the modular system is available in the RGSL guidelines for the study process for masters programmes, available in Appendix 3.

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

At RGSL the studies are implemented through a plurality of teaching activities the goal of which is to provide both sound theoretical knowledge and deep insight into the daily challenges that working in the legal field implies. Courses in the master's programme in EU law and policy are articulated in the form of lectures, seminars and practical workshops. Lecturers are strongly encouraged to perform an assessment of the needs of the students at the beginning of the courses aimed, among others, at verifying their level of knowledge, skills and motivation. This allows lecturers to better tailor the courses according to the actual needs and expectations of the students. Classes adopt interactive teaching techniques and encourage the development of independent research skills. Courses include independent work of students, group work, presentations, case studies, simulations and plenary discussions. Lecturers in particular are encouraged to use case analyses and simulations of different situations and scenarios. E-education methods will also be used in some study courses. The teaching methods have been selected depending on the specific characteristics of each study course.

The study process promotes the development in the students of communication skills, leadership skills, management and team-building skills and encourages the development of critical thinking and critical evaluation skills. The subjects covered reflect the current dynamics of each relevant area to allow students to apply the knowledge accrued to analyse and interpret facts of the daily life. This contributes to the achievement of the results of the study programme, which involves the development of different knowledge, skills and competences.

The study courses encompass different assessment techniques. Evaluation methods take account of active participation in classes, oral presentations, term papers and in class examinations. Lecturers are strongly encouraged to combine summative assessment methods with frequent formative assessment opportunities. Students are assessed according to the evaluation criteria and methods which are clarified in advance and published in the Student Regulations. The criteria for evaluating courses are set out in the description of each course. The appeal procedure for the assessment received by students is also specified in the Student Regulation.

The studies are based on the principles underpinning student-centred education. Consequently, teaching and research activities enable students to participate actively in the process of study becoming active in the outline of the learning objectives, problem solving and assessment process. A plurality of pedagogical methods is used in the study process, ranging from the traditional Socratic method to the constructivist approach. The results of the teaching activities are regularly assessed by organising student surveys following the conclusion of each course. RGSL has also developed arrangements for dealing with student complaints.

Workshops for lecturers at the beginning of the academic year focused on the implementation of the principles of student-centred education examining different teaching methods to promote students' willingness to work independently and to respect students' needs are also organized. A clear evaluation system consistent with a student-centred pedagogic approach has also been developed, shared and made available for the RGSL teaching body.

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

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

For their master's thesis students are encouraged to carry out research on issues of national relevance in the relevant field of research, creating new interdisciplinary knowledge.

At the end of the study programme, high-quality master's thesis should be prepared, the topics of which are relevant to the specific sectors and labour market. For example, students work on research subjects such as the impact of political and economic instruments on international trade and the Anti-Counterfeiting Trade Agreement. In the academic year 2018/2019, special attention was paid to international trade issues. All final papers are viewed from an international and/or comparative perspective.

The overall rating of master's papers corresponds to the regular breakdown, with an average mark of "7" (given that there is a small number of graduates in each master's program, assessment results were analysed based on all master's programmes).

In the Annex:

- a table on the compliance of the study programme with the national education standard (Annex 13);
- mapping of study courses to achieve the results of studies in the study programme (Annex 14);
- study programme plan (Annex 10);
- descriptions of study courses (modules) of the study programme (Annex 6).

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

In accordance with the procedures in place at RGSL, at the end of each course students are expected to complete an exit survey in order to provide input for the improvement of study programmes. Students are to assess the contents, – timeliness and quality of the curriculum as well as the teaching methods applied. The results of the survey are evaluated by the programme director, providing the necessary recommendations to the teaching staff and other parties involved in the learning process (management of the administration, library, IT departments).

Close cooperation between the Student Association and the programme director has played an important role in the involvement of students in the implementation, development and quality control of the programme. Students' representatives participate in the RGSL Senate meetings as members. Consequently, they can express their opinions on all academic matters.

Students also organise a variety of professional skills-related workshops. It is essential that the student bodies are in regular contact with the programme director and recommend suggestions on improvements to the study programme or to certain courses.

In addition to that, as part of quality assurance, RGSL conducts regular surveys on the knowledge and skills of graduates after completion of the programme and holds discussions with employers and other relevant stakeholders.

Discussions with employers (last held on 6 June 2019) highlight that graduates have very good English language skills, are focused, ambitious, well-versed on contemporary legal issues and have highly developed general and social competences.

However, graduates lack sound knowledge in specific areas of Latvian domestic law. The results of the aforementioned discussions were considered by the study programme director for the purpose of improving the programmes. For example, the need to include topics relating to the legal system of Latvia in the study programme has been underlined. In the seminar held with teaching staff, which takes place at the beginning of the new academic year, these problems have been highlighted, thereby ensuring that employers' recommendations are considered.

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

Given that this is a one-year programme, students prefer to spend the entire academic year at RGSL without using the advantage of mobility opportunities. It is not possible to assess incoming mobility at the programme level, because incoming students choose courses of interest from the joint catalogue of courses provided by RGSL.

The procedure for student participation in the exchange programme is laid down in the ERASMUS regulations (see Annex 3), while the rules for the academic recognition of study courses (see Annex 3) shall ensure the possibility for students to have the knowledge acquired outside the graduate school programme recognised.

Mobility opportunities are usually used by students in the second semester, and students take up mobility opportunities immediately after graduation.

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

### **3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples. Whilst carrying out the assessment, it is possible to refer to the information provided for in the criteria set forth in Part II, Chapter 3, sub-paragraphs 3.1 to 3.3.**

All necessary infrastructure and resources (study base, information base, material and technical

base and financial base) are available for the study programme as described under resources and provision for the course (see Part II “Characteristics of the study course” Chapter 3. “Resources and provision for the study course”). For the purposes of this programme, the latest literature in the field of EU law and policy is regularly acquired in order to provide the most up-to-date scientific and educational material on various aspects of the subject.

RGSL has the necessary financial base to ensure a high-quality study process in the programme. The costs of the study programme are available under Part II Characteristics of the study programme Section 3.1 “Resources and provision for the study programme”.

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

## **III - DESCRIPTION OF THE STUDY PROGRAMME (4. Teaching Staff)**

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

During the reporting period, the graduate school has managed to find a good balance in the teaching staff composition, which includes both external lecturers active as practitioners in the field of EU law and policy and RGSL faculty members. It has also succeeded in attracting high-profile foreign lecturers who complement the expertise of local lecturers. It has succeeded to attract foreign lecturers who are internationally recognised specialists in their field and are prepared to provide guest lectures within RGSL courses. This allows RGSL to deliver high quality study allowing students to acquire knowledge from different specialists who apply diverse teaching methods. In line with students’ expectations emerging from surveys, teaching is improved to ensure the highest quality of the study process and the further development of a student-centred approach. Students’ feedback is taken into consideration also when assessing the teaching staff. Over the last year, a targeted effort has been made to attract new academic personnel. These efforts will continue to ensure a balance between elected academic personnel and guest lecturers.

Total number of teaching staff in master study programmes 2013/2014-2018/2019 academic year

Academic Year	Visiting Lecturers				Internal Staff				Total
	lectors	assist.prof.	assoc.prof.	prof.	lectors	assist.prof.	assoc.prof.	prof.	
2013-2014	29	7	3	12	7	1	1	1	61
2014-2015	40	9	3	18	4	1	1	1	77
2015-2016	47	4	6	21	7	1	3	2	91

2016-2017	54	11	6	23	7	1	2	3	107
2017-2018	32	11	3	13	4	1	3	2	69
2018-2019	29	11	1	9	4	0	3	2	59

\* It is not possible to distribute this data by study programmes, taking into account the modular system

As can be seen in the table, the number of students has decreased in recent years due to the constant cooperation with certain teachers. The number of lecturers is predominant in view of attracting recognised specialists in the field. At the same time, teachers with high scientific capacity and reputation are also attracted. It is predicted that a similar distribution could be maintained with a slight increase in the number of assoc.professors and professors.

During the last academic year (2018/2019), RGSL actively started attracting guest lecturers under the ERASMUS and Fulbright exchange programme. Invitations were sent to individual partner schools, which included a specific list of courses in which RGSL would willingly host guest lecturers.

For 2019/2020 academic year, the need arose to attract teacher(s) for the International Humanitarian Law and Responsibility course. The programme director, contacted a former graduate of the RGSL, and now an Assistant Professor of Human Rights Law and Public International Law at Utrecht University, who teaches another course on the Masters at RGSL, for some experts in the area of International Humanitarian Law and Responsibility. Contacts and recommendations were given and the programme director, contacted the candidates after qualifications were verified and extensive interviews over video conference were conducted.

The 2 candidates who shared the course, delivering lectures on their respective areas of expertise, were both academics; Alexandra Hofer an Assistant Professor at Utrecht University, and the other Dr. León Castellanos-Jankiewicz, a Researcher at T.M.C. Asser Instituut.

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

A total of 42 lecturers will participate in the implementation of the study programme: 1 lecturer, 2 assistant professors, 2 associate professors, 3 professors and 34 guest lecturers.

RGSL is fully aware of the crucial role that the teaching staff plays in ensuring the success of the study process in which students are involved. Taking this into account, RGSL promotes and implements a fair and transparent recruitment and development process for its teaching staff. Academic staff participating in the implementation of the study programme are closely examined by assessing their competence, research activities and teaching experience in the relevant field. Moreover, RGSL is responsible for an environment which promotes the professional development of



the teaching staff. Simultaneously, RGSL stimulates academic initiatives to allow that its teaching staff develops research initiatives and links their outputs to the study process.

Since these study courses are held in English, the lecturers must have high-level English language proficiency in order to ensure the quality of the course provided. All study courses are specialised, and RGSL attracts field experts from Latvia and abroad through a broad network of cooperation between universities and other research institutions. A few examples will shed light on the high standards adopted in the selection of the teaching staff at RGSL.

The introductory 'Foundation course' was set up and directed by Ineta Ziemele, RGSL Professor and President of the Constitutional Court. The aim of the course is to ensure that all students have equivalent basic knowledge in law, given that students would come from different countries and jurisdictions. Dr Artis Svece from the University of Latvia contributes to the course at the beginning, and introduces the philosophical aspects of the concept of the nation state and covers topics including "natural law and natural rights". Kristaps Tamuzs, a legal adviser from the Constitutional Court of Latvia and lecturer, covers topics on "unwritten legal norms" and "sources of law". Professor Ineta Ziemele tutors in the history of international law covering important aspects such as "state consent" and Dr. Zaneta Mikosa, visiting lecturer follows, covering "EU law and new developments in legal theory" which highlights the evolution of laws.

The course in legal research is directed by research fellow, Bard Tuseth of the University of Oslo, Norway. The course aims to provide students with knowledge and skills in legal research methods and approaches so that students can develop legal writing skills, understand and use legal and other sources available at their disposal. The course will also enable students to carry out independent research in selected fields, including the preparation of a research plan and management skills required for completing their thesis as well as written assignments and papers. The course is delivered throughout the academic year.

**4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of the doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals may be additionally specified (if applicable).**

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

**4.5. Provide examples of the involvement of the academic staff in the scientific research and/or artistic creation activities both at national and at international level (in the fields**

**related to the content of the study programme), as well as the use of the obtained information in the study process.**

Academic staff shall be involved in research projects, the resulting knowledge of which is used in the study process.

Professor Ineta Ziemele together with professor George Ulrich, among others, have recently edited the book entitled "How International Law Works in Times of Crisis" based on articles presented at the European Society of International Law Annual Conference held in Riga in 2016 and published by Oxford University Press. In the book, Professor Ulrich and Professor Ziemele bring together an expert group of scholars to address the question of how international law confronts crises today in terms of legal thought, rule-making, and rule-application. The editors characterize international law and crisis discourse as one of a dialectical nature, and have grouped the chapters contained in the volume under four main themes: security, immunities, sustainable development, and philosophical perspectives. Each theme pertains to an area of international law which is subject to notable challenges and confrontations from developments in human society.

Professor George Ulrich is involved in a study which will result in a book „Human Rights Research Methodology: Key Issues and Approaches" published by Oxford University Press (Editors: Bård A. Andreassen, Hans-Otto Sano, and Siobhán McInerney-Lankford).

Taking into account that methodological discussion has been neglected in human rights research, the aim of the study is to provide a hands-on text which introduces and critically discusses various approaches to human rights research, and discusses relevant choices of methods in particular social contexts. The book should guide human rights students and researchers to the choices available and to better research practices. The book is also intended to raise awareness about methods selection.

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

In general, it should be stressed that cooperation between teaching staff is successful. Guest lecturers are actively recruited, to complement the expertise of local lecturers on specific legal issues faced within the course. The sequence of study courses has also been established in such a way as to ensure connection and a logical sequence between study courses. Joint coordination and cooperation sessions are also developed for teaching staff. For instance, at the beginning of the academic year, a workshop for teachers is organised to raise awareness regarding the RGSL teaching standards and modalities, aims, objectives and outcomes of the study programme, internal communication and communication with the students and to discuss cooperation between teaching staff.

Ratio of the number of students and teaching staff in 2019/2020: 1 students against 41 teachers.



# Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	12_pielikums_statistikas_dati_par_studējosajiem_parskata_ENG.docx	12_pielikums_statistikas_dati_par_studējosajiem_parskata_LV.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	13_pielikums_studiju_programmu_atbilstiba_valsts_izglitiba_standartam_ENG.docx	13_pielikums_studiju_programmu_atbilstiba_valsts_izglitiba_standartam_LV.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	magistra_programmas_kartejums_ENG.xlsx	magistra_programmas_kartejums_LV.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	studiju_plans_ES_tiesibas_un_politika.xlsx	studiju_plans_ES_tiesibas_un_politika.xlsx
Descriptions of the study courses/ modules	Masters.zip	Masters.zip
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	EULP_diploms_pielikums_ENG.pdf	EULP_diploms_pielikums_LV.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	RJA_LU_vienosanas_bak_mag_programmas_08112019.pdf	RJA_LU_vienosanas_bak_mag_programmas_08112019.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	18_pielikums_apliecinajums_par_zaudējumu_kompensāciju_studejosajiem_ENG_parakstīts.pdf	18_pielikums_apliecinajums_par_zaudējumu_kompensāciju_studejosajiem_LV_parakstīts.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	19_pielikums_apliecinajums_par_macibspeku_valodas_prasmem_ENG_parakstīts.pdf	19_pielikums_apliecinajums_par_macibspeku_valodas_prasmem_LV_parakstīts.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education	AIP_atzinums_Eiropas_Savienibas_tiesibas_un_politika.pdf	AIP_atzinums_Eiropas_Savienibas_tiesibas_un_politika.pdf
Sample (or samples) of the study agreement	ligums_eiropas_savienibas_tiesibas_un_politika_abas_valodas.pdf	ligums_eiropas_savienibas_tiesibas_un_politika_abas_valodas.pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.	AIP_atzinums_Eiropas_Savienibas_tiesibas_un_politika.pdf	AIP_atzinums_Eiropas_Savienibas_tiesibas_un_politika.pdf

# Law and Finance

Title of the higher education institution	Law
ProcedureStudyProgram.Name	Law and Finance
Education classification code	45380
Type of the study programme	Academic master study programme
Name of the study programme director	Valīds
Surname of the study programme director	Džumā
E-mail of the study programme director	waleed.gumaa@rgsl.edu.lv
Title of the study programme director	MBA
Phone of the study programme director	26469318
Goal of the study programme	<p><i>Aim of the study programme:</i>  to provide an in-depth understanding of major developments in the field of law and finance in the European Union Member States and beyond, by providing students with a comprehensive theoretical and practical understanding of the interplay between law and finance at local and international level, in order to prepare highly qualified professionals who understand how law interacts with finance and how the latter may impact existing regulatory frameworks. The programme prepares highly qualified professionals in this cross-cutting field able to work in law firms, public administration, international organisations, NGOs and academic institutions in Latvia and worldwide.</p>
Tasks of the study programme	<p><i>Objectives of the study programme:</i></p> <ol style="list-style-type: none"> <li>1. To provide students with an in-depth understanding and theoretical knowledge of law and finance in order to understand and be able to follow developments in these fields.</li> <li>2. To ensure that studies provide graduates adequate academic and practical capacity to carry out research independently and effectively and to address innovative issues in different areas of law and finance.</li> <li>3. To ensure that students acquire such skills (including 'soft skills') that enable them to be successful and competitive, as well as to work in the legal field related to finance, both in the private and public sphere, in line with the highest standards (for example, the ability to independently improve their competencies, take responsibility for team work's results, perform professional duties, understand ethical responsibility for their work's (both academic and professional) potential impact on the environment and society).</li> <li>4. To develop students' skills to independently formulate and critically analyse complex scientific and professional problems, justify decisions, and, if necessary, perform additional analysis.</li> <li>5. To ensure that students have adequate knowledge to continue their studies and research activities in doctoral programmes and/or lifelong learning.</li> </ol>

Results of the study programme	<p><i>Upon completion of the study programme:</i></p> <p><i>1. Students have acquired sound theoretical and practical knowledge in the fields related to law and finance which employers, in legal industry, public administration, NGOs and private and public organisations in Latvia and elsewhere demand. Students have obtained competitive academic knowledge enabling them to undertake doctoral studies. Students have acquired knowledge that allows them to work competitively and successfully in an international and local environment related to law and finance.</i></p> <p><i>2. Students have acquired knowledge of research methodology and methods and their feasibility and are able to use them in practical ways to successfully analyse legal issues and produce documents in related areas. Moreover, students are able to transfer the research and problem-solving skills accrued from the academic study process to the practical work field.</i></p> <p><i>3. Able to provide arguments when explaining or discussing complex or systemic aspects of Law and Finance.</i></p> <p><i>4. Students have developed skills to independently formulate and critically analyse complex scientific and professional problems, justify decisions, and, if necessary, perform additional analysis.</i></p>
Final examination upon the completion of the study programme	<i>Master Thesis</i>

## Study programme forms

### Full time studies - 1 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>1</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>40</i>
Admission requirements (in English)	<p><i>Law and Finance (LL.M) programme is available to individuals with bachelor or masters degree in law, economics, finance, management or related fields, obtained in at four years long studies (160 KP = 240 ECTS) for 1 year programme; second level professional higher education, professional bachelor or masters degree in law, economics, finance, management or related fields. Certificate of Proficiency in English - official results of IELTS or TOEFL not older than 2 years - the required minimum result is 6.0 for IELTS and 550 points for TOEFL (for a computer test - 213; Internet based test - 80). Applicants who have acquired higher education in the English language (or may prove comparable knowledge) are released from taking IELTS or TOEFL.</i></p>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master of Laws (LL.M.)</i>
Qualification to be obtained (in english)	

### Places of implementation

Place name	City	Address
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Riga Graduate School of Law	RĪGA	STRĒLNIEKU IELA 4 k-2, RĪGA, LV-1010
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### Part time studies - 2 years - english

Study type and form	<i>Part time studies</i>
Duration in full years	2
Duration in month	0
Language	<i>english</i>
Amount (CP)	40
Admission requirements (in English)	<i>Law and Finance (LL.M) programme is available to individuals with bachelor or masters degree in law, economics, finance, management or related fields, obtained in at four years long studies (160 KP = 240 ECTS) for 1 year programme; second level professional higher education, professional bachelor or masters degree in law, economics, finance, management or related fields. Certificate of Proficiency in English - official results of IELTS or TOEFL not older than 2 years - the required minimum result is 6.0 for IELTS and 550 points for TOEFL (for a computer test - 213; Internet based test - 80). Applicants who have acquired higher education in the English language (or may prove comparable knowledge) are released from taking IELTS or TOEFL.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master of Laws (LL.M.)</i>
Qualification to be obtained (in english)	

### Places of implementation

Place name	City	Address
Riga Graduate School of Law	RĪGA	STRĒLNIEKU IELA 4 k-2, RĪGA, LV-1010

### Full time studies - 2 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	2
Duration in month	0
Language	<i>english</i>
Amount (CP)	80
Admission requirements (in English)	<i>Law and Finance (LL.M) programme is available to individuals with bachelor or masters degree in law, economics, finance, management or related fields, obtained in at least three years (120 KP = 180 ECTS) for 2 year programme; second level professional higher education, professional bachelor or masters degree in law, economics, finance, management or related fields. Certificate of Proficiency in English - official results of IELTS or TOEFL not older than 2 years - the required minimum result is 6.0 for IELTS and 550 points for TOEFL (for a computer test - 213; Internet based test - 80). Applicants who have acquired higher education in the English language (or may prove comparable knowledge) are released from taking IELTS or TOEFL.</i>

Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master of Laws (LL.M.)</i>
Qualification to be obtained (in english)	

### Places of implementation

Place name	City	Address
Riga Graduate School of Law	RĪGA	STRĒLNIEKU IELA 4 k-2, RĪGA, LV-1010

### Part time studies - 4 years - english

Study type and form	<i>Part time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>80</i>
Admission requirements (in English)	<i>Law and Finance (LL.M) programme is available to individuals with bachelor or masters degree in law, economics, finance, management or related fields, obtained in at least three years (120 KP = 180 ECTS) for 2 year programme; second level professional higher education, professional bachelor or masters degree in law, economics, finance, management or related fields. Certificate of Proficiency in English - official results of IELTS or TOEFL not older than 2 years - the required minimum result is 6.0 for IELTS and 550 points for TOEFL (for a computer test - 213; Internet based test - 80). Applicants who have acquired higher education in the English language (or may prove comparable knowledge) are released from taking IELTS or TOEFL.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master of Laws (LL.M.)</i>
Qualification to be obtained (in english)	

### Places of implementation

Place name	City	Address
Riga Graduate School of Law	RĪGA	STRĒLNIEKU IELA 4 k-2, RĪGA, LV-1010



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

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

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Title of study programme: Law and Finance

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Title of study program in Latvian: *Tiesības un finanses*

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Study programme code according to the Latvian education classification: 45380

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Type and level of study programme	Academic Master's degree programme
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Level of qualification to be obtained (GNI/ENI): LNI 7

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Volume of study programme (credit points (CP), ECTS recommended): Annual programme 40 CP or 60 ECTS, 2-year programme 80 CP or 120 ECTS

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Form, type, duration of implementation (if less than one year, indicate in months) and language of implementation:

1-year programme

full-time presence (1 year) or part-time presence (2 years), English

2-year programme

full-time presence (2 years) or part-time presence (4 years), English

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Place of implementation	<i>Rīgā, Strēlnieku iela 4, k.2, LV-1010</i>
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Study Programme Director	Waleed Gumaa, MBA, lecturer
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Enrolment criteria:

Law and Finance (LL.M) programme is available to individuals with bachelor or masters degree in law, economics, finance, management or related fields, obtained in at least three years (120 KP = 180 ECTS) for 2 year programme or four years long studies (160 KP = 240 ECTS) for 1 year programme; second level professional higher education, professional bachelor or masters degree in law, economics, finance, management or related fields.

Certificate of Proficiency in English - official results of IELTS or TOEFL not older than 3 years - the required minimum result is 6.0 for IELTS and 550 points for TOEFL (for a computer test -213; Internet based test - 80).

Applicants who have acquired higher education in the English language (or may prove comparable knowledge) are released from taking IELTS or TOEFL.

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Degree to be awarded: Master of Social Sciences in law and finance

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Aim of the study programme:

to provide an in-depth understanding of major developments in the field of law and finance in the European Union Member States and beyond, by providing students with a comprehensive theoretical and practical understanding of the interplay between law and finance at local and international level, in order to prepare highly qualified professionals who understand how law interacts with finance and how the latter may impact existing regulatory frameworks. The programme prepares highly qualified professionals in this cross-cutting field able to work in law firms, public administration, international organisations, NGOs and academic institutions in Latvia and worldwide.

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Objectives of the study programme:

1. To provide students with an in-depth understanding and theoretical knowledge of law and finance in order to understand and be able to follow developments in these fields.
  2. To ensure that studies provide graduates adequate academic and practical capacity to carry out research independently and effectively and to address innovative issues in different areas of law and finance.
  3. To ensure that students acquire such skills (including 'soft skills') that enable them to be successful and competitive, as well as to work in the legal field related to finance, both in the private and public sphere, in line with the highest standards (for example, the ability to independently improve their competencies, take responsibility for team work's results, perform professional duties, understand ethical responsibility for their work's (both academic and professional) potential impact on the environment and society).
  4. To develop students' skills to independently formulate and critically analyse complex scientific and professional problems, justify decisions, and, if necessary, perform additional analysis.
  5. To ensure that students have adequate knowledge to continue their studies and research activities in doctoral programmes and/or lifelong learning.
- 

Outcomes to be achieved

Upon completion of the study programme:

1. Students have acquired sound theoretical and practical knowledge in the fields related to law and finance which employers, in legal industry, public administration, NGOs and private and public organisations in Latvia and elsewhere demand. Students have obtained competitive academic knowledge enabling them to undertake doctoral studies. Students have acquired knowledge that allows them to work competitively and successfully in an international and local environment related to law and finance.
  2. Students have acquired knowledge of research methodology and methods and their feasibility and are able to use them in practical ways to successfully analyse legal issues and produce documents in related areas. Moreover, students are able to transfer the research and problem-solving skills accrued from the academic study process to the practical work field.
  3. Able to provide arguments when explaining or discussing complex or systemic aspects of Law and Finance.
  4. Students have developed skills to independently formulate and critically analyse complex scientific and professional problems, justify decisions, and, if necessary, perform additional analysis.
- 

Final examination at the end of the study programme

Master's thesis

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

In general, the dynamics of enrollment in the study programme has been steady, while the one-year programme has tended to decrease in the number of students. This trend is expected to continue. In the academic year 2018/2019, 13 students studied in the one-year programme and 17 students in the two-year study programme (only full time studies). Overall, the number of foreign students tends to increase in the study programme. In the academic year 2018/2019, 3 foreign

students studied in this programme. Most students come from the USA, Bosnia and Herzegovina and Germany. The number of students is influenced by a number of factors, such as negative demographic trends, tuition fees, program specialisation.

An analysis of the statistical data is available in Annex 12.

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

The title of the study programme "Law and Finance" corresponds to the degree to be obtained, the degree of the Master of Laws (LL.M.), indicating in the supplement of the diploma main fields of studies "Law and finance". Because studies are conducted in English, it is necessary to have a very good command of the English language to successfully acquire the study programme. Since this is an interdisciplinary programme, applicants must have a degree in economy, finance, management or related fields.

The programme is implemented both as a one-year programme (2 years for part-time studies) and as a two-year programme (4 years for part-time studies). Thereby, in this programme, both applicants who have previously completed the 3-year bachelor study programme and those who have studied four years may enrol, therefore this programme is open to a broader range of applicants, considering the educational opportunities previously used. In both one-year and two-year programmes, students earn the same degree. In the case of a two-year study programme, students take additional courses in law as well as courses in financial law, thus coping with a lack of knowledge and skills not acquired at the previous level of study.

There is also a direct interlinking between the aims, objectives and outcomes of the study programme at all study forms. Objectives and learning outcomes are directly deduced and consistently developed on the basis of the general aim of the study programme, namely to form highly qualified professionals able to carry out cross-disciplinary research and a multitude of work-related tasks in the area of law and finance. To achieve this, in-depth theoretical knowledge in the cross-disciplinary fields relating to law and finance is provided, research skills developed, as well as the capacity to work according to the highest standards in companies, law firms, local administrations and NGOs. Moreover, studies will result in competitive knowledge of the intersection between law and finance, proficiency in the use of research methodology and different methods, as well as improved general skills and competences.

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

### **2.1. Assessment of the relevance of the content of the study course/ module and the compliance with the needs of the relevant industry and labour market and with the trends in science. Provide information on how and whether the content of the study course/ module is updated in line with the development trends of the relevant industry, labour**

**market, and science. In case of master's and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation.**

Based also on a careful evaluation of similar study programmes at other EU universities and developed in multiple consultations with relevant stakeholders in the fields of law and finance, the content of the master's study programme developed at RGSL includes fundamental basic courses common to similar study programmes in Europe. The RGSL study programme also provides added value by offering in-depth law courses relating also to recent relevant legal developments, as well as by paying additional attention to academic research and transferable skills. These features make the RGSL's programme unique in the Baltic area. Thanks to the qualifications and experience of the teaching staff, and taking into account the most topical industry trends, key lessons learnt will be offered in all courses to RGSL students.

In assessing existing development in the sectors of law and finance, students will be able to evaluate their compatibility with existing national and international regulatory frameworks.

In the light of the above it is ensured that the master programme in law and finance is based on the experience gathered and lessons learnt not only of the most qualified representatives of the academic world but also of practitioners working in the relevant crosscutting areas.

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

The results of study courses are closely linked to the results of the study programme (see the study course mapping in Annex 14). When drawing up the description of study courses, the aims, objectives, and learning outcomes of the study programme are duly taken into account. The study programme director regularly reminds all teaching staff of the aims, objectives, and learning outcomes of the programme, thereby ensuring that the study process is organised in such a way as to achieve the overall aims of the study programme. The need to ensure that students acquire the necessary knowledge and skills to become high-quality experts in the field of law and finance is emphasised. The settings of the study programme are clarified at the beginning of the academic year by organising a workshop for lecturers.

The academic calendar of the study programme consists of three modules. Students of the study programme must complete ten study courses in three modules. In addition, there are the Compulsory Component courses in Foundation and Legal Research. The master programme has six specialised courses, which are compulsory. In the two-year study programme, the academic calendar consists of four modules - the fourth module consists of elective subjects. More detailed information on the modular system is available in the RGSL guidelines for the study process for masters programmes, available in Appendix 3.

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

At RGSL the studies are implemented through a plurality of teaching activities the goal of which is to provide both sound theoretical knowledge and deep insight into the daily challenges that working in the legal field implies. Courses in the master's programme in law and finance are articulated in the form of lectures, seminars and practical workshops. Lecturers are strongly encouraged to perform an assessment of the needs of the students at the beginning of the courses aimed, among others, at verifying their level of knowledge, skills and motivation. This allows lecturers to better tailor the courses according to the actual needs and expectations of the students. Classes adopt interactive teaching techniques and encourage the development of independent research skills. Courses include independent work of students, group work, presentations, case studies, simulations and plenary discussions. Lecturers in particular are encouraged to use case analyses and simulations of different situations and scenarios. E-education methods will also be used in some study courses. The teaching methods have been selected depending on the specific characteristics of each study course.

The study process promotes the development in the students of communication skills, leadership skills, management and team-building skills and encourages the development of critical thinking and critical evaluation skills. The subjects covered reflect the current dynamics of each area to allow students to apply the knowledge accrued to analyse and interpret facts of the daily life. This contributes to the achievement of the results of the study programme, which involves the development of different knowledge, skills and competences.

The study courses encompass different assessment techniques. The teaching activities promote self-evaluation of the students and discourage learning-by-rote dynamics. Evaluation methods take account of active participation in classes, oral presentations, term papers and in class examinations. Lecturers are strongly encouraged to combine summative assessment methods with frequent formative assessment opportunities. Students are assessed according to the evaluation criteria and methods which are clarified in advance and published in the Student Regulations. The criteria for evaluating courses are set out in the description of each course. The appeal procedure for the assessment received by students is also specified in the Student Regulation.

The studies are based on the principles underpinning student-centred education. Consequently, teaching and research activities enable students to participate actively in the process of study becoming active in the outline of the learning objectives, problem solving and assessment process. A plurality of pedagogical methods is used in the study process, ranging from the traditional Socratic method to the constructivist approach. The results of the teaching activities are regularly assessed by organising student surveys following the conclusion of each course. RGSL has also developed arrangements for dealing with student complaints.

Workshops for lecturers at the beginning of the academic year focused on the implementation of the principles of student-centred education examining different teaching methods to promote students' willingness to work independently and to respect students' needs are also organized. A clear evaluation system consistent with a student-centred pedagogic approach has also been developed, shared and made available for the RGSL teaching body.

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

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

For their master's thesis students are encouraged to carry out research on topical issues in their relevant field of investigation, creating, when possible, new interdisciplinary knowledge.

At the end of the study programme, a high-quality master's thesis should be prepared, the topic of which is relevant to the respective programme, topicality in the area including employment market. For example, students are working on research subjects such as crowd finance regulation, international commercial fairness regulation, public procurement in the EU. In the academic year 2018/2019, attention was paid to the impact of EU money laundering regulation, the European Commission's anti-cartel regulation on corporate financial indicators, the regulation of airport charges. This demonstrates the topicality of the studies and of the interconnected research fields. Master's theses are viewed from an international and comparative perspective.

The overall rating of master's papers ratings corresponds to the regular breakdown, with an average mark of "7" (given that there is a small number of graduates in each master's program, assessment results were analysed based on all master's programmes).

In the Annex:

- a table on the compliance of the study programme with the national education standard (Annex 13);
- the mapping of study courses for the achievement of the results of studies (Annex 14);
- a study programme plan (Annex 10);
- descriptions of study courses (modules) of the study programme (Annex 6).

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

In accordance with the procedures in place at RGSL, at the end of each course students are expected to complete an exit survey in order to provide input for the improvement of study programmes. Students are to assess the contents, – timeliness and quality of the curriculum as well as the teaching methods applied. The results of the survey are evaluated by the programme

director, providing the necessary recommendations to the teaching staff and other parties involved in the learning process (management of the administration, library, IT departments).

Close cooperation between the Student Association and the programme director has played an important role in the involvement of students in the implementation, development and quality control of the programme. Students' representatives participate in the RGSL Senate meetings as members. Consequently, they can express their opinions on all academic matters.

Students also organise a variety of professional skills-related workshops. It is essential that the student bodies are in regular contact with the programme director and recommend suggestions on improvements to the study programme or to certain courses.

In addition to that, as part of quality assurance, RGSL conducts regular surveys on the knowledge and skills of graduates after completion of the programme and holds discussions with employers and other social partners.

Discussions with employers (last held on 6 June 2019) highlight that graduates have very good English language skills, are focused, ambitious, well-versed on contemporary legal issues and have highly developed general and social competences.

However, graduates lack sound knowledge in specific areas of Latvian domestic law. The results of the aforementioned discussions were considered by the study programme director for the purpose of improving the programmes. For example, the need to include topics relating to the legal system of Latvia in the study programme has been underlined. In the seminar held with teaching staff, which takes place at the beginning of the new academic year, these problems have been highlighted, thereby ensuring that employers' recommendations are considered.

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

Students from the one-year programme and from the 2-year programme prefer to spend the entire academic year on the site without using the advantage of mobility opportunities. It is not possible to assess incoming mobility at the programme level, because incoming students choose courses of interest from the joint catalogue of courses provided by RGSL.

The procedure for student participation in the exchange programme is laid down in the ERASMUS Regulations (see Annex 3), while the rules for the academic recognition of study courses (see Annex 3) shall ensure the possibility for students to have the knowledge acquired outside the graduate school programme recognised.

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

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

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

All necessary infrastructure and resources (study base, information base, material and technical base and financial base) are available for the study programme as described under resources and provision for the course (see Part II “Characteristics of the study course” Chapter 3. “Resources and provision for the study course”). For the purposes of this programme, the latest literature in the field of law and finance is regularly updated in order to provide the most up-to-date scientific and educational material.

RGSL has the necessary financial base to ensure a high-quality study process in the programme. The costs of the study programme are available under Part II Characteristics of the study programme Section 3.1 “Resources and provision for the study programme”.

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

## **III - DESCRIPTION OF THE STUDY PROGRAMME (4. Teaching Staff)**

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

During the reporting period, the graduate school has managed to find a good balance in the teaching staff composition, which includes both external lecturers active as practitioners in the field of law and finance (including members of the Latvian Bar Association) and RGSL faculty members. It has also succeeded in attracting high-profile foreign lecturers who complement local lecturers. It has succeeded to attract foreign lecturers who are internationally recognised specialists in their field and are prepared to provide guest lectures within RGSL courses. This allows RGSL to deliver high quality study allowing students to acquire knowledge from different specialists who apply diverse teaching methods. In line with students’ expectations emerging from surveys, teaching is improved to ensure the highest quality of the study process and the further development of a student-centred approach. Students’ feedback is taken into consideration also when assessing the teaching staff. Over the last year, a targeted effort has been made to attract new academic personnel. These efforts will be continued to ensure a balance between elected academic personnel and guest lecturers.



Total number of teaching staff in master study programmes 2013/2014-2018/2019 academic year

Academic Year	Visiting Lecturers				Internal Staff				Total
	lectors	assist.prof.	assoc.prof.	prof.	lectors	assist.prof.	assoc.prof.	prof.	
2013-2014	29	7	3	12	7	1	1	1	61
2014-2015	40	9	3	18	4	1	1	1	77
2015-2016	47	4	6	21	7	1	3	2	91
2016-2017	54	11	6	23	7	1	2	3	107
2017-2018	32	11	3	13	4	1	3	2	69
2018-2019	29	11	1	9	4	0	3	2	59

\* It is not possible to distribute this data by study programmes, taking into account the modular system

As can be seen in the table, the number of students has decreased in recent years due to the constant cooperation with certain teachers. The number of lecturers is predominant in view of attracting recognised specialists in the field. At the same time, teachers with high scientific capacity and reputation are also attracted. It is predicted that a similar distribution could be maintained with a slight increase in the number of assoc.professors and professors.

During the last academic year (2018/2019), RGSL actively started attracting guest lecturers under the ERASMUS and Fulbright exchange programme. Invitations were sent to individual partner schools, which included a specific list of courses in which RGSL would willingly host guest lecturers.

For 2019/2020 academic year, the need arose to attract teacher(s) for the International Humanitarian Law and Responsibility course. The programme director, contacted a former graduate of the RGSL, and now an Assistant Professor of Human Rights Law and Public International Law at Utrecht University, who teaches another course on the Masters at RGSL, for some experts in the area of International Humanitarian Law and Responsibility. Contacts and recommendations were given and the programme director, contacted the candidates after qualifications were verified and extensive interviews over video conference were conducted.

The 2 candidates who shared the course, delivering lectures on their respective areas of expertise, were both academics; Alexandra Hofer an Assistant Professor at Utrecht University, and the other Dr. León Castellanos-Jankiewicz, a Researcher at T.M.C. Asser Instituut.

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

A total of 42 lecturers will participate in the implementation of the study programme: 1 lecturer, 2 assistant professors, 2 associate professors, 3 professors and 34 guest lecturers.

RGSL is fully aware of the crucial role that the teaching staff plays in ensuring the success of the study process in which students are involved. Taking this into account, RGSL promotes and implements a fair and transparent recruitment and development process for its teaching staff. Academic staff participating in the implementation of the study programme are closely examined by assessing their competence, research activities and teaching experience in the relevant field. Moreover, RGSL is responsible for an environment which promotes the professional development of the teaching staff. Simultaneously, RGSL stimulates academic initiatives to allow that its teaching staff develops research initiatives and links their outputs to the study process.

Since these study courses are held in English, the lecturers must have high-level English language proficiency in order to ensure the quality of the course provided. All study courses are specialised, and RGSL attracts field experts from Latvia and abroad through a broad network of cooperation between universities and other research institutions. A few examples will shed light on the high standards adopted in the selection of the teaching staff at RGSL.

The introductory 'Foundation course' was set up and directed by Ineta Ziemele, RGSL Professor and President of the Constitutional Court. The aim of the course is to ensure that all students have equivalent basic knowledge in law, given that students would come from different countries and jurisdictions. Dr Artis Svece from the University of Latvia contributes to the course at the beginning, and introduces the philosophical aspects of the concept of the nation state and covers topics including "natural law and natural rights". Kristaps Tamuzs, a legal adviser from the Constitutional Court of Latvia and lecturer, covers topics on "unwritten legal norms" and "sources of law". Professor Ineta Ziemele tutors in the history of international law covering important aspects such as "state consent" and Dr. Zaneta Mikosa, visiting lecturer follows, covering "EU law and new developments in legal theory" which highlights the evolution of laws.

The course in legal research is directed by research fellow, Bard Tuseth of the University of Oslo, Norway. The course aims to provide students with knowledge and skills in legal research methods and approaches so that students can develop legal writing skills, understand and use legal and other sources available at their disposal. The course will also enable students to carry out independent research in selected fields, including the preparation of a research plan and management skills required for completing their thesis as well as written assignments and papers. The course is delivered throughout the academic year.

**4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of the doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals may be additionally specified (if applicable).**

**4.4. Information on the participation of the academic staff, involved in the implementation of the doctoral study programme, in scientific projects as project managers or prime contractors/ subproject managers/ leading researchers by specifying the name of the**

**relevant project, as well as the source and the amount of the funding. Provide information on the reporting period (if applicable).**

**4.5. Provide examples of the involvement of the academic staff in the scientific research and/or artistic creation activities both at national and at international level (in the fields related to the content of the study programme), as well as the use of the obtained information in the study process.**

The academic staff is actively involved in research projects, the results of which are applied in the study process.

Professor Ineta Ziemele together with professor George Ulrich, among others, have recently edited the book entitled "How International Law Works in Times of Crisis" based on articles presented at the European Society of International Law Annual Conference held in Riga in 2016 and published by Oxford University Press. In the book, Professor Ulrich and Professor Ziemele bring together an expert group of scholars to address the question of how international law confronts crises today in terms of legal thought, rule-making, and rule-application. The editors characterize international law and crisis discourse as one of a dialectical nature, and have grouped the chapters contained in the volume under four main themes: security, immunities, sustainable development, and philosophical perspectives. Each theme pertains to an area of international law which is subject to notable challenges and confrontations from developments in human society.

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

In general, it should be stressed that cooperation between teaching staff is successful. For example, guest teachers are actively recruited, to complement the expertise of local lecturers on specific legal issues faced within the course. The sequence of study courses has also been established in such a way as to ensure connection and a logical sequence between study courses. Joint coordination and cooperation sessions are also being developed for teaching staff. For instance, at the beginning of the academic year, a workshop for teachers is organised to raise awareness regarding the RGSL teaching standards and modalities, internal communication and communication with the students, the possibility offered by RGSL virtual learning environment and to discuss cooperation between teaching staff.

Ratio of the number of students and teaching staff in 2019/2020: 8 students against 41 teachers.

# Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	12_pielikums_statistikas_dati_par_studējosajiem_parskata_ENG.docx	12_pielikums_statistikas_dati_par_studējosajiem_parskata_LV.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	13_pielikums_studiju_programmu_atbilstiba_valsts_izglitiba_standartam_ENG.docx	13_pielikums_studiju_programmu_atbilstiba_valsts_izglitiba_standartam_LV.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	magistra_programmas_kartejums_ENG.xlsx	magistra_programmas_kartejums_LV.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	studiju_plans_tiesibas_un_finanses.xlsx	studiju_plans_tiesibas_un_finanses.xlsx
Descriptions of the study courses/ modules	Masters.zip	Masters.zip
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	LF_diploms_pielikums_ENG.pdf	LF_Diploms_pielikums_LV.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	ligums_RJA_LU_programmu_parmemšana_2019_EN.docx	RJA_LU_vienosanas_bak_mag_programmas_08112019.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	18_pielikums_apliecinajums_par_zaudējumu_kompensāciju_studejosajiem_ENG_parakstīts.pdf	18_pielikums_apliecinajums_par_zaudējumu_kompensāciju_studejosajiem_LV_parakstīts.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	19_pielikums_apliecinajums_par_macibspeku_valodas_prasmem_ENG_parakstīts.pdf	19_pielikums_apliecinajums_par_macibspeku_valodas_prasmem_LV_parakstīts.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education	AIP_atzinums_tiesibas_un_finanses_EN.docx	AIP_atzinums_tiesibas_un_finanses.pdf
Sample (or samples) of the study agreement	ligums_tiesibas_un_finanses_2_gadi_abas_valodas.pdf	ligums_tiesibas_un_finanses_1_gads_abas_valodas.pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.	AIP_atzinums_tiesibas_un_finanses_EN.docx	AIP_atzinums_tiesibas_un_finanses.pdf

# Transborder Commercial Law

Title of the higher education institution	Law
ProcedureStudyProgram.Name	<i>Transborder Commercial Law</i>
Education classification code	45380
Type of the study programme	<i>Academic master study programme</i>
Name of the study programme director	<i>Valīds</i>
Surname of the study programme director	<i>Džumā</i>
E-mail of the study programme director	<i>waleed.gumaa@rgsl.edu.lv</i>
Title of the study programme director	<i>MBA</i>
Phone of the study programme director	<i>26469318</i>
Goal of the study programme	<p><i>Aim of the study programme:</i></p> <p><i>to provide an in-depth understanding of major developments in the field transborder commercial law by equipping students with a comprehensive theoretical and practical understanding of the interplay between commercial law and policies at local and international level, in order to prepare highly qualified professionals who understand how law shapes commercial policies and how the latter may impact existing regulatory frameworks. The programme prepares high-level specialists in this cross-cutting field able to work in law firms, public administration, international organisations, NGOs and academic institutions in Latvia and worldwide.</i></p>
Tasks of the study programme	<p><i>Objectives of the study programme:</i></p> <ol style="list-style-type: none"> <li><i>1.To provide students with in-depth theoretical knowledge of transborder commercial law in order to ensure their ability to understand relevant legal issues and to follow developments in these fields, and to provide basis for further research.</i></li> <li><i>2. To develop scientific research skills, enabling the students to conduct independent research in the field of transborder commercial law (these skills can be transferred and used in non-academic settings such as the work environment).</i></li> <li><i>3. To ensure that students acquire skills (including 'soft skills') that enable them to be successful and competitive in the field of transborder commercial law, both in the private and public sector, in line with the highest standards (for example, the ability to independently improve their competencies, take responsibility for team work's results, perform professional duties, understand ethical responsibility for their work's (both academic and professional) potential impact on the environment and society).</i></li> <li><i>4. To develop students' skills to independently formulate and critically analyse complex scientific and professional problems, justify decisions, and, if necessary, perform additional analysis.</i></li> <li><i>5. Provide students with sufficient knowledge to conduct further studies and research in doctoral and life-long learning programs.</i></li> </ol>

Results of the study programme	<p><i>Upon completion of the study programme:</i></p> <p>1. Students acquire an in-depth understanding and knowledge of transborder commercial law. Some of this knowledge relates to the latest developments in transborder commercial law and provides basis for further research (including interdisciplinary research). Students have obtained competitive academic knowledge enabling them to undertake doctoral studies. Students have acquired knowledge that allows them to work competitively and successfully in an international and local environment related to transborder commercial law.</p> <p>2. Students have acquired knowledge of research methodology and methods and their feasibility and are able to use them independently, in order to do an academic research or perform highly qualified professional duties. Moreover, students are able to transfer the research and problem-solving skills accrued from the academic study process to the practical work field, in order to successfully analyse legal issues and prepare documents in related areas.</p> <p>3. Able to provide arguments when explaining or discussing complex or systemic aspects of Transborder commercial law.</p> <p>4. Students have developed skills to independently formulate and critically analyse complex scientific and professional problems, justify decisions, and, if necessary, perform additional analysis.</p>
Final examination upon the completion of the study programme	<i>Master Thesis</i>

## Study programme forms

### Full time studies - 1 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>1</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>40</i>
Admission requirements (in English)	<p><i>Transborder Commercial Law (LL.M) programme is available to individuals with bachelor or masters degree in law or related fields, if basic knowledge in law or corresponding work experience is acquired, obtained in at least four years long studies; second level professional higher education, professional bachelor or masters degree in law or other related fields, if basic knowledge in law or corresponding work experience is acquired (at least 160 KP = 240 ECTS). Certificate of Proficiency in English - official results of IELTS or TOEFL not older than 3 years – the required minimum result is 6.0 for IELTS and 550 points for TOEFL (for a computer test -213; Internet based test - 80). Applicants who have acquired higher education in the English language (or may prove comparable knowledge) are released from taking IELTS or TOEFL.</i></p>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master of Laws (LL.M.)</i>

Qualification to be obtained (in english)	
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### Places of implementation

Place name	City	Address
Riga Graduate School of Law	RĪGA	STRĒLNIEKU IELA 4 k-2, RĪGA, LV-1010

### Part time studies - 2 years - english

Study type and form	<i>Part time studies</i>
Duration in full years	2
Duration in month	0
Language	<i>english</i>
Amount (CP)	40
Admission requirements (in English)	<i>Transborder Commercial Law (LL.M) programme is available to individuals with bachelor or masters degree in law or related fields, if basic knowledge in law or corresponding work experience is acquired, obtained in at least four years long studies; second level professional higher education, professional bachelor or masters degree in law or other related fields, if basic knowledge in law or corresponding work experience is acquired (at least 160 KP = 240 ECTS). Certificate of Proficiency in English - official results of IELTS or TOEFL not older than 3 years – the required minimum result is 6.0 for IELTS and 550 points for TOEFL (for a computer test -213; Internet based test - 80). Applicants who have acquired higher education in the English language (or may prove comparable knowledge) are released from taking IELTS or TOEFL.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master of Laws (LL.M.)</i>
Qualification to be obtained (in english)	

### Places of implementation

Place name	City	Address
Riga Graduate School of Law	RĪGA	STRĒLNIEKU IELA 4 k-2, RĪGA, LV-1010

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

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

Title of study programme: Transborder Commercial Law	
Title of study programme in Latvian: <i>Pārrobežu komerc tiesības</i>	
Type and level of study programme	Academic Master's degree programme
Level of qualification to be obtained (GNI/ENI): LNI 7	
Volume of study programme (credit points (CP), ECTS recommended): 40 CP or 60 ECTS	
The form, type, duration of implementation (if less than one year, indicate in months) and the language of implementation; Full-time presence (1 year) or part-time presence (2 years), English	
Place of implementation	<i>Rīgā, Strēlnieku iela 4, k.2, LV-1010</i>
Study Programme Director	Waleed Gumaa, MBA, lecturer
<p>Enrolment criteria:</p> <p>Transborder Commercial Law (LL.M) programme is available to individuals with bachelor or masters degree in law or related fields, if basic knowledge in law or corresponding work experience is acquired, obtained in at least four years long studies; second level professional higher education, professional bachelor or masters degree in law or other related fields, if basic knowledge in law or corresponding work experience is acquired (at least 160 KP = 240 ECTS).</p> <p>Certificate of Proficiency in English - official results of IELTS or TOEFL not older than 3 years - the required minimum result is 6.0 for IELTS and 550 points for TOEFL (for a computer test -213; Internet based test - 80). Applicants who have acquired higher education in the English language (or may prove comparable knowledge) are released from taking IELTS or TOEFL.</p>	
Degree to be granted: Master of Social Sciences in law with a specialisation in transborder commercial law	
<p>Aim of the study programme:</p> <p>to provide an in-depth understanding of major developments in the field transborder commercial law by equipping students with a comprehensive theoretical and practical understanding of the interplay between commercial law and policies at local and international level, in order to prepare highly qualified professionals who understand how law shapes commercial policies and how the latter may impact existing regulatory frameworks. The programme prepares high-level specialists in this cross-cutting field able to work in law firms, public administration, international organisations, NGOs and academic institutions in Latvia and worldwide.</p>	



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Objectives of the study programme:

1. To provide students with in-depth theoretical knowledge of transborder commercial law in order to ensure their ability to understand relevant legal issues and to follow developments in these fields, and to provide basis for further research.
2. To develop scientific research skills, enabling the students to conduct independent research in the field of transborder commercial law (these skills can be transferred and used in non-academic settings such as the work environment).
3. To ensure that students acquire skills (including 'soft skills') that enable them to be successful and competitive in the field of transborder commercial law, both in the private and public sector, in line with the highest standards (for example, the ability to independently improve their competencies, take responsibility for team work's results, perform professional duties, understand ethical responsibility for their work's (both academic and professional) potential impact on the environment and society).
4. To develop students' skills to independently formulate and critically analyse complex scientific and professional problems, justify decisions, and, if necessary, perform additional analysis.
5. Provide students with sufficient knowledge to conduct further studies and research in doctoral and life-long learning programs.

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Outcomes to be achieved

Upon completion of the study programme:

1. Students acquire an in-depth understanding and knowledge of transborder commercial law. Some of this knowledge relates to the latest developments in transborder commercial law and provides basis for further research (including interdisciplinary research). Students have obtained competitive academic knowledge enabling them to undertake doctoral studies. Students have acquired knowledge that allows them to work competitively and successfully in an international and local environment related to transborder commercial law.
2. Students have acquired knowledge of research methodology and methods and their feasibility and are able to use them independently, in order to do an academic research or perform highly qualified professional duties. Moreover, students are able to transfer the research and problem-solving skills accrued from the academic study process to the practical work field, in order to successfully analyse legal issues and prepare documents in related areas.
3. Able to provide arguments when explaining or discussing complex or systemic aspects of Transborder commercial law.
4. Students have developed skills to independently formulate and critically analyse complex scientific and professional problems, justify decisions, and, if necessary, perform additional analysis.

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Final examination at the end of the study programme

Master's thesis

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

Overall, the dynamics of enrollment in the study programme has been negative. The number of students in the study program during the reporting period was variable - from 7 to 18 students. It is estimated that in the future the total number of students could be around 10 students. Analysing the number of foreign students, the number in this programme has fluctuated up to 4 students. Most students come from the USA, Azerbaijan, Georgia and Russia. The number of students is influenced by several factors, such as negative demographic trends, tuition fees, programme specialisation.

Analysis of the statistical data is available in Annex 12.

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

The title of the study programme "Transborder Commercial Law" corresponds to the degree to be obtained – the degree of a Master of Laws (LL.M.), indicating in the supplement of the diploma main field of studies "Transborder Commercial Law". Because studies are conducted in English, it is necessary to have a very good command of the English language to successfully acquire the study programme, therefore the enrolment criteria include a certain level of language proficiency. Since this is an interdisciplinary programme, the applicants must have a degree in law science or related fields, but in such a case it is conditional on the applicant to demonstrate basic knowledge of law or relevant work experience.

There is also a direct interlinking between the aims, objectives and outcomes of the study programme. Objectives and learning outcomes are directly deduced and consistently developed on the basis of the general aim of the programme, namely to form highly qualified professionals able to carry out cross-disciplinary research and a multitude of work-related tasks in the area of transborder commercial law. To achieve this, in-depth theoretical knowledge in the cross-disciplinary fields relating to transborder commercial law is provided, research skills developed, as well as the capacity to work according to the highest standards in companies, law firms, local administrations, academic institutions, international organizations and NGOs. Moreover, studies will result in competitive knowledge of transborder commercial law and related policies, proficiency in the use of research methodology and different methods, as well as improved general skills and competences.

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

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

Based also on a careful evaluation of similar study programmes at other EU universities and developed in multiple consultations with relevant stakeholders in the fields of transborder commercial law, the content of the master's study programme developed at RGSL includes fundamental basic courses common to similar study programmes in Europe. The RGSL study programme also provides added value by offering in-depth law courses relating also to recent

relevant legal and policy developments, as well as by paying additional attention to academic research and transferable skills. These features make the RGSL's programme unique in the Baltic area. Thanks to the qualifications and experience of the teaching staff, and taking into account the most topical sectorial trends, key lessons learnt will be offered in all courses within this programme to RGSL students.

In assessing existing developments in the area of transborder commercial law, students will be able to evaluate their compatibility with existing national and international regulatory frameworks.

In the light of the above it is ensured that the master programme in transborder commercial law is based on the experience gathered and lessons learnt not only of the most qualified representatives of the academic world but also of practitioners working in the relevant crosscutting areas.

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

The results of study courses are closely linked to the results of the study programme (see the study course mapping in Annex 14). When drawing up the description of study courses, the aims, objectives, and learning outcomes of the study programme are duly taken into account. The study programme director regularly reminds all teaching staff of the aims, objectives, and learning outcomes of the programme, thereby ensuring that the study process is organised in such a way as to achieve the overall aims of the study programme. The need to ensure that students acquire the necessary knowledge and skills to become high-quality experts in the field of transborder commercial law is emphasised. The settings of the study programme are clarified at the beginning of the academic year by organising a workshop for lecturers.

The academic calendar of the study programme consists of three modules. Students of the study programme must complete ten study courses in three modules. In addition, there are the Compulsory Component courses in Foundation and Legal Research. The master programme has six specialised courses, which are compulsory. More detailed information on the modular system is available in the RGSL guidelines for the study process for masters programmes, available in Appendix 3.

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

At RGSL the studies are implemented through a plurality of teaching activities the goal of which is

to provide both sound theoretical knowledge and deep insight into the daily challenges that working in the legal field (and in fields connected to this) implies. Courses in the master's programme in transborder commercial law are articulated in the form of lectures, seminars and practical workshops. Lecturers are strongly encouraged to perform an assessment of the needs of the students at the beginning of the courses aimed, among others, at verifying their level of knowledge, skills and motivation. This allows lecturers to better tailor the courses according to the actual needs and expectations of the students. Classes adopt interactive teaching techniques and encourage the development of independent research skills. Courses include independent work of students, group work, presentations, case studies, simulations and plenary discussions. Lecturers in particular are encouraged to use case analyses and simulations of different situations and scenarios. E-education methods will also be used in some study courses. The teaching methods have been selected depending on the specific characteristics of each study course.

The study process promotes the development in the students of communication skills, leadership skills, management and team-building skills and encourages the development of critical thinking and critical evaluation skills. The subjects covered reflect the current dynamics of each relevant area to allow students to apply the knowledge accrued to analyse and interpret facts of the daily life. This contributes to the achievement of the results of the study programme, which involves the development of different knowledge, skills and competences.

The study courses encompass different assessment techniques. The teaching activities promote self-evaluation of the students and discourage learning-by-rote dynamics. Evaluation methods take account of active participation in classes, oral presentations, term papers and in class examinations. Lecturers are strongly encouraged to combine summative assessment methods with frequent formative assessment opportunities. Students are assessed according to the evaluation criteria and methods which are clarified in advance and published in the Student Regulations. The criteria for evaluating courses are set out in the description of each course. The appeal procedure for the assessment received by students is also specified in the Student Regulation.

The studies are based on the principles underpinning student-centred education. Consequently, teaching and research activities enable students to participate actively in the process of study becoming active in the outline of the learning objectives, problem solving and assessment process. A plurality of pedagogical methods is used in the study process, ranging from the traditional Socratic method to the constructivist approach. The results of the teaching activities are regularly assessed by organising student surveys following the conclusion of each course. RGSL has also developed arrangements for dealing with student complaints.

Workshops for lecturers at the beginning of the academic year focused on the implementation of the principles of student-centred education examining different teaching methods to promote students' willingness to work independently and to respect students' needs are also organized. A clear evaluation system consistent with a student-centred pedagogic approach has also been developed, shared and made available for the RGSL teaching body.

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

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

For their master's thesis students are encouraged to carry out research on issues of national importance in the relevant field of research, creating new interdisciplinary knowledge.

At the end of the study programme, high-quality master's thesis should be prepared, the topics of which are relevant to the specific sector and labour market. For example, students work on research subjects such as international trade law, application of private international law, selection of arbitration clauses in commercial agreements. In the academic year 2018/2019, special attention was paid to research into free trade agreements, the regulation of security markets. This demonstrates that the studies are focused on areas currently of great topicality. All final papers are viewed from an international and/or comparative perspective.

The overall rating of master's papers ratings corresponds to the regular breakdown, with an average mark of "7" (given that there is a small number of graduates in each master's program, assessment results were analysed based on all master's programmes).

In the Annex:

- a table on the compliance of the study programme with the national education standard (Annex 13);
- mapping of study courses to achieve the results of studies in the study programme (Annex 14);
- study programme plan (Annex 10);
- descriptions of study courses (modules) of the study programme (Annex 6).

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

In accordance with the procedures in place at RGSL, at the end of each course students are expected to complete an exit survey in order to provide input for the improvement of study programmes. Students are to assess the contents, – timeliness and quality of the curriculum as well as the teaching methods applied. The results of the survey are evaluated by the programme director, providing the necessary recommendations to the teaching staff and other parties involved in the learning process (management of the administration, library, IT departments).

Close cooperation between the Student Association and the programme director has played an important role in the involvement of students in the implementation, development and quality control of the programme. Students' representatives participate in the RGSL Senate meetings as members. Consequently, they can express their opinions on all academic matters.

Students also organise a variety of professional skills-related workshops. It is essential that the student bodies are in regular contact with the programme director and recommend suggestions on improvements to the study programme or to certain courses.

In addition to that, as part of quality assurance, RGSL conducts regular surveys on the knowledge and skills of graduates after completion of the programme and holds discussions with employers and other relevant stakeholders.

Discussions with employers (last held on 6 June 2019) highlight that graduates have very good English language skills, are focused, ambitious, well-versed on contemporary legal issues and have highly developed general and social competences.

However, graduates lack sound knowledge in specific areas of Latvian domestic law. The results of the aforementioned discussions were considered by the study programme director for the purpose of improving the programmes. For example, the need to include topics relating to the legal system of Latvia in the study programme has been underlined. In the seminar held with teaching staff, which takes place at the beginning of the new academic year, these problems have been highlighted, thereby ensuring that employers' recommendations are considered.

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

Given that this is a one-year programme, students prefer to spend the entire academic year at RGSL without using the advantage of mobility opportunities. It is not possible to assess incoming mobility at the programme level, because incoming students choose courses of interest from the joint catalogue of courses provided by RGSL.

The procedure for student participation in the exchange programme is laid down in the ERASMUS regulations (see Annex 3), while the rules for the academic recognition of study courses (see Annex 3) shall ensure the possibility for students to have the knowledge acquired outside the university study programme recognised.

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

### **3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples. Whilst carrying out the assessment, it is possible to refer to the information provided for in the criteria set forth in Part II, Chapter 3, sub-paragraphs 3.1 to 3.3.**

All necessary infrastructure and resources (study base, information base, material and technical base and financial base) are available for the study programme as described under resources and provision for the course (see Part II "Characteristics of study course" Chapter 3. "Resources and

provision for the study course”). For the purposes of this programme, the latest literature in the field of transborder commercial law is regularly acquired in order to provide the most up-to-date scientific and educational material on various aspects of the subject.

RGSL has the necessary financial base to ensure a high-quality study process in the programme. The costs of the study programme are available under Part II Characteristics of the study programme Section 3.1 “Resources and provision for the study programme”.

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

## **III - DESCRIPTION OF THE STUDY PROGRAMME (4. Teaching Staff)**

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

During the reporting period, the graduate school has managed to find a good balance in the teaching staff composition, which includes both external lecturers active as practitioners in the field of transborder commercial law and RGSL faculty members. It has also succeeded in attracting high-profile foreign lecturers who complement the expertise of local lecturers. It has succeeded to attract foreign lecturers who are internationally recognised specialists in their field and are prepared to provide guest lectures within RGSL courses. This allows RGSL to deliver high quality study allowing students to acquire knowledge from different specialists who apply diverse teaching methods. In line with students’ expectations emerging from surveys, teaching is improved to ensure the highest quality of the study process and the further development of a student-centred approach. Students’ feedback is taken into consideration also when assessing the teaching staff. Over the last year, a targeted effort has been made to attract new academic personnel. These efforts will continue to ensure a balance between elected academic personnel and guest lecturers.

Total number of teaching staff in master study programmes 2013/2014-2018/2019 academic year

Academic Year	Visiting Lecturers				Internal Staff				Total
	lectors	assist.prof.	assoc.prof.	prof.	lectors	assist.prof.	assoc.prof.	prof.	
2013-2014	29	7	3	12	7	1	1	1	61
2014-2015	40	9	3	18	4	1	1	1	77
2015-2016	47	4	6	21	7	1	3	2	91
2016-2017	54	11	6	23	7	1	2	3	107

2017-2018	32	11	3	13	4	1	3	2	69
2018-2019	29	11	1	9	4	0	3	2	59

\* It is not possible to distribute this data by study programmes, taking into account the modular system

As can be seen in the table, the number of students has decreased in recent years due to the constant cooperation with certain teachers. The number of lecturers is predominant in view of attracting recognised specialists in the field. At the same time, teachers with high scientific capacity and reputation are also attracted. It is predicted that a similar distribution could be maintained with a slight increase in the number of assoc.professors and professors.

During the last academic year (2018/2019), RGSL actively started attracting guest lecturers under the ERASMUS and Fulbright exchange programme. Invitations were sent to individual partner schools, which included a specific list of courses in which RGSL would willingly host guest lecturers.

For 2019/2020 academic year, the need arose to attract teacher(s) for the International Humanitarian Law and Responsibility course. The programme director, contacted a former graduate of the RGSL, and now an Assistant Professor of Human Rights Law and Public International Law at Utrecht University, who teaches another course on the Masters at RGSL, for some experts in the area of International Humanitarian Law and Responsibility. Contacts and recommendations were given and the programme director, contacted the candidates after qualifications were verified and extensive interviews over video conference were conducted.

The 2 candidates who shared the course, delivering lectures on their respective areas of expertise, were both academics; Alexandra Hofer an Assistant Professor at Utrecht University, and the other Dr. León Castellanos-Jankiewicz, a Researcher at T.M.C. Asser Instituut.

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

A total of 42 lecturers will participate in the implementation of the study programme: 1 lecturer, 2 assistant professors, 2 associate professors, 3 professors and 34 guest lecturers.

RGSL is fully aware of the crucial role that the teaching staff plays in ensuring the success of the learning process in which students are involved. Taking this into account, RGSL promotes and implements a fair and transparent recruitment and development process for its teaching staff. Academic staff participating in the implementation of the study programme are closely examined by assessing their competence, research activities and teaching experience in the relevant field. Moreover, RGSL is responsible for an environment which promotes the professional development of the teaching staff. Simultaneously, RGSL stimulates academic initiatives to allow that its teaching staff develops research initiatives and links their outputs to the teaching process.

Since these study courses are conducted in English, lecturers must have adequate language skills



in order to ensure the quality of the course delivered. All study courses are specialised, and RGSL tries to attract field experts from Latvia and abroad through a broad network of cooperation between universities and other research institutions. A few examples will shed light on the high standards adopted in the selection of the teaching staff at RGSL.

The introductory 'Foundation course' was set up and directed by Ineta Ziemele, RGSL Professor and President of the Constitutional Court. The aim of the course is to ensure that all students have equivalent basic knowledge in law. Dr Artis Svece from the University of Latvia also participates in the course, teaching on philosophical aspects of the concept of state. Kristaps Tamuzs, professor at the University of Latvia and Judge of the Constitutional Court, teaches on the sources of law. RGSL Professor Ineta Ziemele teaches history of international law and RGSL docent Zaneta Mikosa teaches EU law and the new developments in legal theory.

The course in legal research is directed by Professor Janis Ikstens of the University of Latvia. The course aims to provide students with knowledge and skills in research methods and methodologies so that students can understand and use available library and other sources. The course will also help students to carry out research in the selected field, including the preparation of a research plan. In addition to that the course provides research management skills for students to engage in research and work on their master's thesis and term papers. The course is delivered throughout the academic year.

**4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of the doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals may be additionally specified (if applicable).**

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

**4.5. Provide examples of the involvement of the academic staff in the scientific research and/or artistic creation activities both at national and at international level (in the fields related to the content of the study programme), as well as the use of the obtained information in the study process.**

Academic staff shall be involved in research projects, the resulting knowledge of which is used in the study process.

Professor Ineta Ziemele together with professor George Ulrich, among others, have recently edited the book entitled “How International Law Works in Times of Crisis” based on articles presented at the European Society of International Law Annual Conference held in Riga in 2016 and published by Oxford University Press. In the book, Professor Ulrich and Professor Ziemele bring together an expert group of scholars to address the question of how international law confronts crises today in terms of legal thought, rule-making, and rule-application. The editors characterize international law and crisis discourse as one of a dialectical nature, and have grouped the chapters contained in the volume under four main themes: security, immunities, sustainable development, and philosophical perspectives. Each theme pertains to an area of international law which is subject to notable challenges and confrontations from developments in human society.

Professor George Ulrich is involved in a study which will result in a book „Human Rights Research Methodology: Key Issues and Approaches” published by Oxford University Press (Editors: Bård A. Andreassen, Hans-Otto Sano, and Siobhán McInerney-Lankford).

Taking into account that methodological discussion has been neglected in human rights research, the aim of the study is to provide a hands-on text which introduces and critically discusses various approaches to human rights research, and discusses relevant choices of methods in particular social contexts. The book should guide human rights students and researchers to the choices available and to better research practices. The book is also intended to raise awareness about methods selection.

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

In general, it should be stressed that cooperation between teaching staff is successful. Guest lecturers are actively recruited, to complement the expertise of local lecturers on specific legal issues faced within the course. The sequence of study courses has also been established in such a way as to ensure connection and a logical sequence between study courses. Joint coordination and cooperation sessions are also developed for teaching staff. For instance, at the beginning of the academic year, a workshop for teachers is organised to raise awareness regarding the RGSL teaching standards and modalities, internal communication and communication with the students, and to discuss cooperation between teaching staff.

Ratio of the number of students and teaching staff in 2019/2020: 6 students against 41 teachers.

# Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	12_pielikums_statistikas_dati_par_studējosajiem_parskata_ENG.docx	12_pielikums_statistikas_dati_par_studējosajiem_parskata_LV.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	13_pielikums_studiju_programmu_atbilstiba_valsts_izglitiba_standartam_ENG.docx	13_pielikums_studiju_programmu_atbilstiba_valsts_izglitiba_standartam_LV.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	magistra_programmas_kartejums_ENG.xlsx	magistra_programmas_kartejums_LV.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	studiju_plans_Parrobezu_komerctiesibas.xlsx	studiju_plans_Parrobezu_komerctiesibas.xlsx
Descriptions of the study courses/ modules	Masters.zip	Masters.zip
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	TCL_diploms_pielikums_ENG.pdf	TCL_diploms_pielikums_LV.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	ligums_RJA_LU_programmu_parmemsana_2019_EN.docx	RJA_LU_vienosanas_bak_mag_programmas_08112019.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	18_pielikums_apliecinajums_par_zaudējumu_kompensāciju_studejosajiem_ENG_parakstīts.pdf	18_pielikums_apliecinajums_par_zaudējumu_kompensāciju_studejosajiem_LV_parakstīts.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	19_pielikums_apliecinajums_par_macibspeku_valodas_prasmem_ENG_parakstīts.pdf	19_pielikums_apliecinajums_par_macibspeku_valodas_prasmem_LV_parakstīts.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education	AIP_atzinums_parrobezu_komerctiesibas_EN.docx	AIP_atzinums_parrobezu_komerctiesibas.pdf
Sample (or samples) of the study agreement	ligums_parrobezu_komerctiesibas_abas_valodas.pdf	ligums_parrobezu_komerctiesibas_abas_valodas.pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.	AIP_atzinums_parrobezu_komerctiesibas_EN.docx	AIP_atzinums_parrobezu_komerctiesibas.pdf

# International and EU Law

Title of the higher education institution	<i>Law</i>
ProcedureStudyProgram.Name	<i>International and EU Law</i>
Education classification code	<i>45380</i>
Type of the study programme	<i>Academic master study programme</i>
Name of the study programme director	<i>Valīds</i>
Surname of the study programme director	<i>Džumā</i>
E-mail of the study programme director	<i>waleed.gumaa@rgsl.edu.lv</i>
Title of the study programme director	<i>MBA</i>
Phone of the study programme director	<i>26469318</i>
Goal of the study programme	<i>Aim of the study programme: to provide students with an in-depth understanding and knowledge of international and European law and prepare high-level specialists in these fields able to work in law firms, public administration, international organizations, NGOs, academic and research centres in Latvia and worldwide.</i>
Tasks of the study programme	<p><i>Objectives of the study programme:</i></p> <ol style="list-style-type: none"> <li><i>1. To provide students with in-depth theoretical knowledge of international and European law in order to ensure their ability to understand relevant legal issues and to follow developments in these fields, and to provide basis for further research.</i></li> <li><i>2. To develop scientific research skills, enabling the students to conduct independent research in the field of international and European law (these skills can be transferred and used in non-academic settings such as the work environment).</i></li> <li><i>3. To ensure that students acquire skills (including 'soft skills') that enable them to be successful and competitive in the field of international and European law, both in the private and public sector, in line with the highest standards (for example, the ability to independently improve their competencies, take responsibility for team work's results, perform professional duties, understand ethical responsibility for their work's (both academic and professional) potential impact on the environment and society).</i></li> <li><i>4. To develop students' skills to independently formulate and critically analyse complex scientific and professional problems, justify decisions, and, if necessary, perform additional analysis.</i></li> <li><i>5. Provide students with sufficient knowledge to conduct further studies and research in doctoral and life-long learning programs.</i></li> </ol>

Results of the study programme	<p><i>Upon completion of the study programme:</i></p> <ol style="list-style-type: none"> <li><i>1. Students acquire an in-depth understanding and knowledge of International and European law. Some of this knowledge relates to the latest developments in international and European law and provides basis for further research (including interdisciplinary research). Students have obtained competitive academic knowledge enabling them to undertake doctoral studies. Students have acquired knowledge that allows them to work competitively and successfully in an international and local environment related to international and European law.</i></li> <li><i>2. Students have acquired knowledge of research methodology and methods and their feasibility and are able to use them independently, in order to do an academic research or perform highly qualified professional duties. Moreover, students are able to transfer the research and problem-solving skills accrued from the academic study process to the practical work field, in order to successfully analyse legal issues and prepare documents in related areas.</i></li> <li><i>3. Able to provide arguments when explaining or discussing complex or systemic aspects of International and European law.</i></li> <li><i>4. Students have developed skills to independently formulate and critically analyse complex scientific and professional problems, justify decisions, and, if necessary, perform additional analysis.</i></li> </ol>
Final examination upon the completion of the study programme	<i>Master Thesis</i>

## Study programme forms

### Full time studies - 1 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>1</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>40</i>
Admission requirements (in English)	<p><i>Master of International and European Law (LL.M) academic programme is available to individuals with bachelor or masters degree in law or related fields, if basic knowledge in law or corresponding work experience is acquired, obtained in at least four years long studies; second level professional higher education, professional bachelor or masters degree in law or other related fields, if basic knowledge in law or corresponding work experience is acquired (at least 160 KP = 240 ECTS). Certificate of Proficiency in English - official results of IELTS or TOEFL not older than 3 years - the required minimum result is 6.0 for IELTS and 550 points for TOEFL (for a computer test -213; Internet based test - 80). Applicants who have acquired higher education in the English language (or may prove comparable knowledge) are released from taking IELTS or TOEFL.</i></p>

Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master of Laws (LL.M.)</i>
Qualification to be obtained (in english)	

#### Places of implementation

Place name	City	Address
Riga Graduate School of Law	RĪGA	STRĒLNIEKU IELA 4 k-2, RĪGA, LV-1010

#### Part time studies - 2 years - english

Study type and form	<i>Part time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>40</i>
Admission requirements (in English)	<i>Master of International and European Law (LL.M) academic programme is available to individuals with bachelor or masters degree in law or related fields, if basic knowledge in law or corresponding work experience is acquired, obtained in at least four years long studies; second level professional higher education, professional bachelor or masters degree in law or other related fields, if basic knowledge in law or corresponding work experience is acquired (at least 160 KP = 240 ECTS). Certificate of Proficiency in English - official results of IELTS or TOEFL not older than 3 years – the required minimum result is 6.0 for IELTS and 550 points for TOEFL (for a computer test -213; Internet based test - 80). Applicants who have acquired higher education in the English language (or may prove comparable knowledge) are released from taking IELTS or TOEFL.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master of Laws (LL.M.)</i>
Qualification to be obtained (in english)	

#### Places of implementation

Place name	City	Address
Riga Graduate School of Law	RĪGA	STRĒLNIEKU IELA 4 k-2, RĪGA, LV-1010

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

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

Title of study programme: International and European Law	
Title of study programme in Latvian: <i>Starptautiskās un Eiropas tiesības</i>	
Study programme code according to the Latvian education classification: 45380	
Type and level of study programme	Academic Master's degree programme
Level of qualification to be obtained (GNI/ENI): LNI 7	
Volume of study programme (credit points (CP), ECTS recommended): 40 CP or 60 ECTS	
Form, type, duration of implementation (if less than one year, indication in months) and language of implementation: full-time presence, part-time presence, 1 year, English	
Place of implementation	<i>Rīgā, Strēlnieku iela 4, k.2, LV-1010</i>
Study Programme Director	Waleed Gumaa, MBA, lecturer
<p>Enrolment criteria:</p> <p>Master of International and European Law (LL.M) academic programme is available to individuals with bachelor or masters degree in law or related fields, if basic knowledge in law or corresponding work experience is acquired, obtained in at least four years long studies; second level professional higher education, professional bachelor or masters degree in law or other related fields, if basic knowledge in law or corresponding work experience is acquired (at least 160 KP = 240 ECTS).</p> <p>Certificate of Proficiency in English - official results of IELTS or TOEFL not older than 3 years - the required minimum result is 6.0 for IELTS and 550 points for TOEFL (for a computer test -213; Internet based test - 80).</p> <p>Applicants who have acquired higher education in the English language (or may prove comparable knowledge) are released from taking IELTS or TOEFL.</p>	
Degree to be granted: Master of Social Sciences in law with a specialisation in International and European law	
<p>Aim of the study programme: to provide students with an in-depth understanding and knowledge of international and European law and prepare high-level specialists in these fields able to work in law firms, public administration, international organizations, NGOs, academic and research centres in Latvia and worldwide.</p>	

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Objectives of the study programme:

1. To provide students with in-depth theoretical knowledge of international and European law in order to ensure their ability to understand relevant legal issues and to follow developments in these fields, and to provide the basis for further research.
2. To develop scientific research skills, enabling the students to conduct independent research in the field of international and European law (these skills can be transferred and used in non-academic settings such as the work environment).
3. To ensure that students acquire skills (including 'soft skills') that enable them to be successful and competitive in the field of international and European law, both in the private and public sector, in line with the highest standards (for example, the ability to independently improve their competencies, take responsibility for team work's results, perform professional duties, understand ethical responsibility for their work's (both academic and professional) potential impact on the environment and society).
4. To develop students' skills to independently formulate and critically analyse complex scientific and professional problems, justify decisions, and, if necessary, perform additional analysis.
5. Provide students with sufficient knowledge to conduct further studies and research in doctoral and life-long learning programs.

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Outcomes to be achieved

Upon completion of the study programme:

1. Students acquire an in-depth understanding and knowledge of international and European law. Some of this knowledge relates to the latest developments in international and European law and provides the basis for further research (including interdisciplinary research). Students have obtained competitive academic knowledge enabling them to undertake doctoral studies. Students have acquired knowledge that allows them to work competitively and successfully in an international and local environment related to international and European law.
2. Students have acquired knowledge of research methodology and methods and their feasibility and are able to use them independently, in order to do academic research or perform highly qualified professional duties. Moreover, students are able to transfer the research and problem-solving skills accrued from the academic study process to the practical work field, in order to successfully analyse legal issues and prepare documents in related areas.
3. Able to provide arguments when explaining or discussing complex or systemic aspects of International and European law.
4. Students have developed skills to independently formulate and critically analyse complex scientific and professional problems, justify decisions, and, if necessary, perform additional analysis.

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Final examination at the end of the study programme

Master's thesis

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

In general, the dynamics of enrollment in the study program has been moderately increasing. In the academic year 2018/2019, 8 students were enrolled. Taking into account the number of enrolled and dropped out students, the total number of students in the study programme has been changing, with a tendency to increase in recent years. It is estimated that in the future the total number of students could be around 10 students. Analysing the number of foreign students, this programme has fluctuated up to 10 students. Most students come from the USA, Azerbaijan and Georgia. The number of students is influenced by several factors, such as negative demographic trends, tuition fees, programme specialisation.



Analysis of the statistical data is available in Annex 12.

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

The title of the study programme “International and European Law” corresponds to the degree to be obtained: A Master of Laws (LL.M.), indicating in the supplement of the diploma main fields of studies “International and European Law”. Because studies are conducted in English, it is necessary to have a very good command of the English language to successfully acquire the study qualification, therefore the enrolment criteria include a certain level of language proficiency. The applicants must have a degree in law or related fields, but in such a case it is conditional on the applicant to demonstrate basic knowledge of law or relevant work experience.

There is also a direct interlinking between the aims, objectives and outcomes of the study programme. Objectives and learning outcomes are directly deduced and consistently developed on the basis of the general aim of the programme, namely to form highly qualified professionals able to carry out cross-disciplinary research and a multitude of work-related tasks in the area of international and European law. To achieve this, in-depth theoretical knowledge in the cross-disciplinary fields relating to international and European law is provided, research skills developed, as well as the capacity to work according to the highest standards in companies, law firms, local administrations and NGOs. Moreover, studies will result in competitive knowledge of the intersection between international and European law, proficiency in the use of research methodology and different methods, as well as improved general skills and competences.

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

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

Based also on a careful evaluation of similar study programmes at other EU universities and developed in multiple consultations with industry in the fields of international and European law, the content of the master’s study programme developed at RGSL includes fundamental basic courses common to similar study programmes in Europe. The RGSL study programme also provides added value by offering in-depth law courses relating also to recent relevant legal developments, as

well as by paying additional attention to academic research and transferable skills. These features make the RGSL's programme unique in the Baltic area.

In assessing existing trends in the development of international and European law, students will be able to evaluate their compatibility with existing national and international regulatory frameworks.

In the light of the above it is ensured that the master programme in international and European law is based on the experience gathered and lessons learnt not only of the most qualified representatives of the academic world but also of practitioners working in the relevant crosscutting areas.

The content of the study courses, as in other RGSL study programs, is regularly updated in cooperation with the teaching staff, in accordance with the latest trends in the development of science in the field of international and European law, as well as received feedback from employers, graduates and students.

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

The results of study courses are closely linked to the results of the study programme (see the study course mapping in Annex 14). When drawing up the description of study courses, the aims, objectives, and learning outcomes of the study programme are duly taken into account. The study programme director regularly reminds all teaching staff of the aims, objectives, and learning outcomes of the programme, thereby ensuring that the study process is organised in such a way as to achieve the overall aims of the study programme. The need to ensure that students acquire the necessary knowledge and skills to become high-quality experts in the field of international and European law is emphasised. The settings of the study programme are clarified at the beginning of the academic year by organising a workshop for lecturers.

The academic calendar of the study programme consists of three modules. Students of the study programme must complete ten study courses in three modules. In addition, there are the Compulsory Component courses in Foundation and Legal Research. More detailed information on the modular system is available in the RGSL guidelines for the study process for masters programmes, available in Appendix 3.

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

At RGSL the studies are implemented through a plurality of teaching activities the goal of which is to provide both in-depth theoretical knowledge and deep insight into the daily challenges that working in the legal field implies. Courses in the master's programme in international and European law are articulated in the form of lectures, seminars and practical workshops. Lecturers are strongly encouraged to perform an assessment of the needs of the students at the beginning of the courses aimed, among others, at verifying their level of knowledge, skills and motivation. This allows lecturers to better tailor the courses according to the actual needs and expectations of the students. Classes adopt interactive teaching techniques and encourage the development of independent research skills. Courses include independent work of students, group work, presentations, case studies, simulations and plenary discussions. Lecturers in particular are encouraged to use case analyses and simulations of different situations and scenarios. E-education methods will also be used in some study courses. The teaching methods have been selected depending on the specific characteristics of each study course.

The study process promotes the development in the students of communication skills, leadership skills, management and team-building skills and encourages the development of critical thinking and critical evaluation skills. The subjects covered reflect the current dynamics of each area to allow students to apply the knowledge accrued to analyse and interpret facts of the daily life. This contributes to the achievement of the results of the study programme, which involves the development of different knowledge, skills and competences.

The study courses encompass different assessment techniques. Evaluation methods take account of active participation in classes, oral presentations, term papers and in class examinations. Lecturers are strongly encouraged to combine summative assessment methods with frequent formative assessment opportunities. Students are assessed according to the evaluation criteria and methods which are clarified in advance and published in the Student Regulations. The criteria for evaluating courses are set out in the description of each course. The appeal procedure for the assessment received by students is also specified in the Student Regulation.

The studies are based on the principles underpinning student-centred education. Consequently, teaching and research activities enable students to participate actively in the process of study becoming active in the outline of the learning objectives, problem solving and assessment process. A plurality of pedagogical methods is used in the study process, ranging from the traditional Socratic method to the constructivist approach. The results of the teaching activities are regularly assessed by organising student surveys following the conclusion of each course. RGSL has also developed arrangements for dealing with student complaints. Workshops for lecturers at the beginning of the academic year focused on the implementation of the principles of student-centred education examining different teaching methods to promote students' willingness to work independently and to respect students' needs are also organized. A clear evaluation system consistent with a student-centred pedagogic approach has also been developed, shared and made available for the RGSL teaching body.

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

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

For their master's thesis students are encouraged to carry out research on topical issues of in their relevant field of research, creating, when possible, new interdisciplinary knowledge.

At the end of the study programme, a high-quality master's thesis should be prepared, the topic of which is relevant to the respective programme sector, including the labour market. For example, students are working on research topics such as international arbitration, protection of foreign investors' rights, the legality and development of nuclear weapons. In the academic year 2018/2019, attention was paid to the impact of the Data Protection Regulation, the legal aspects of the use of drones in the promotion of counterterrorism, as well as anti-money laundering, in order to demonstrate the relevance of the studies.

The overall rating of master's theses corresponds to the expected results, with an average mark of "7".

In the Annex:

- a table on the compliance of the study programme with the national education standard (Annex 13);
- mapping of study courses to achieve the results of studies in the study programme (Annex 14);
- study programme plan (Annex 10);
- descriptions of study courses (modules) of the study programme (Annex 6).

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

In accordance with the procedures in place at RGSL, at the end of each study course students are expected to complete an exit survey in order to provide input for the improvement of study programmes. Students are to assess the contents, – timeliness and quality of the curriculum as well as the teaching methods applied. The results of the survey are evaluated by the programme director, providing the necessary recommendations to the teaching staff and other parties involved in the learning process (management of the administration, library, IT departments).

Close cooperation between the Student Association and the programme director has played an important role in the involvement of students in the implementation, development and quality control of the programme. Students' representatives participate in the RGSL Senate meetings as members and they can express their opinions on all academic matters.

Students also organise a variety of professional skills-related workshops. It is essential that the student self-government bodies are in regular contact with the programme director and recommend suggestions on improvements to the study programme or to certain courses.

In addition to that, as part of quality assurance, RGSL conducts regular surveys on the knowledge

and skills of graduates after completion of the programme and holds discussions with employers and other relevant stakeholders.

Discussions with employers (last held on 6 June 2019) highlight that RGSL graduates have a very good command of English are focused, motivated, well-versed on international and EU law and have highly developed general and social competences. However, graduates lack sound knowledge in specific areas of Latvian domestic law. The results of the aforementioned discussions were considered by the study programme director for the purpose of improving the programmes. In the seminar held with teaching staff, which takes place at the beginning of the new academic year, these problems have been highlighted, thereby ensuring that employers' recommendations are considered.

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

Given that this is a one-year programme, students prefer to spend the entire academic year at RGSL without using the advantage of mobility opportunities. It is not possible to assess incoming mobility at the programme level, because incoming students choose courses of interest from the joint catalogue of courses provided by RGSL.

The procedure for student participation in the exchange programme is laid down in the ERASMUS By-law (see Annex 3), while the rules for the academic recognition of study courses (see Annex 3) shall ensure the possibility for students to have the knowledge acquired outside the graduate school programme recognised.

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

### **3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples. Whilst carrying out the assessment, it is possible to refer to the information provided for in the criteria set forth in Part II, Chapter 3, sub-paragraphs 3.1 to 3.3.**

All necessary infrastructure and resources (study base, information base, material and technical base and financial base) are available for the study programme as described under resources and provision for the course (see Part II "Characteristics of study course" Chapter 3. "Resources and provision for the study course"). For the purposes of this programme, the latest literature in international and EU law is regularly updated in order to provide the most up-to-date scientific and educational literature on various aspects of the subject.

RGSL has the necessary financial resources to ensure a high-quality study process in the programme. The costs of the study programme are available under Part II Characteristics of the study programme Section 3.1 “Resources and provision for the study programme”.

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

## **III - DESCRIPTION OF THE STUDY PROGRAMME (4. Teaching Staff)**

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

During the reporting period, the graduate school has managed to find a good balance in the teaching staff composition, which includes both external lecturers active as practitioners in the field of international and EU law and RGSL faculty members. It has also succeeded in attracting high-profile foreign lecturers who complement local teachers. It has succeeded to attract foreign lecturers who are internationally recognised specialists in their field and are prepared to provide guest lectures within RGSL courses. This allows RGSL to deliver high quality study process, allowing students to acquire knowledge from different specialists who apply diverse study methods. In line with students’ expectations emerging from surveys, teaching is improved to ensure the highest quality of the study process and the further development of a student-centred approach. Students’ feedback is taken into consideration also when assessing the teaching staff.

Over the last year, a targeted effort has been started to attract new academic personnel. These efforts will be continued to ensure a balance between elected academic personnel and guest lecturers.

Total number of teaching staff in master study programmes 2013/2014-2018/2019 academic year

Academic Year	Visiting Lecturers				Internal Staff				Total
	lectors	assist.prof.	assoc.prof.	prof.	lectors	assist.prof.	assoc.prof.	prof.	
2013-2014	29	7	3	12	7	1	1	1	61
2014-2015	40	9	3	18	4	1	1	1	77
2015-2016	47	4	6	21	7	1	3	2	91
2016-2017	54	11	6	23	7	1	2	3	107
2017-2018	32	11	3	13	4	1	3	2	69

2018-2019	29	11	1	9	4	0	3	2	59
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\* It is not possible to distribute this data by study programmes, taking into account the modular system

As can be seen in the table, the number of students has decreased in recent years due to the constant cooperation with certain teachers. The number of lecturers is predominant in view of attracting recognised specialists in the field. At the same time, teachers with high scientific capacity and reputation are also attracted. It is predicted that a similar distribution could be maintained with a slight increase in the number of assoc.professors and professors.

During the last academic year (2018/2019), RGSL actively started attracting guest lecturers under the ERASMUS Fulbright exchange programme. Invitations were sent to individual partner schools, which included a specific list of courses in which RGSL would willingly host guest lecturers.

For 2019/2020 academic year, the need arose to attract teacher(s) for the International Humanitarian Law and Responsibility course. The programme director, contacted a former graduate of the RGSL, and now an Assistant Professor of Human Rights Law and Public International Law at Utrecht University, who teaches another course on the Masters at RGSL, for some experts in the area of International Humanitarian Law and Responsibility. Contacts and recommendations were given and the programme director, contacted the candidates after qualifications were verified and extensive interviews over video conference were conducted.

The 2 candidates who shared the course, delivering lectures on their respective areas of expertise, were both academics; Alexandra Hofer an Assistant Professor at Utrecht University, and the other Dr. León Castellanos-Jankiewicz, a Researcher at T.M.C. Asser Instituut.

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

A total of 42 lecturers will participate in the implementation of the study programme: 1 lecturer, 2 assistant professors, 2 associate professors, 3 professors and 34 guest lecturers.

RGSL is fully aware of the crucial role that the teaching staff plays in ensuring the success of the study process in which students are involved. Taking this into account, RGSL promotes and implements a fair and transparent recruitment and development process for its teaching staff. Academic staff participating in the implementation of the study programme are closely examined by assessing their competence, research activities and teaching experience in the relevant field. Moreover, RGSL is responsible for an environment which promotes the professional development of the teaching staff. Simultaneously, RGSL stimulates academic initiatives to allow that its teaching staff develops research initiatives and links their outputs to the study process.

Since these study courses are held in English, the lecturers must have high-level English language proficiency in order to ensure the quality of the course provided. All study courses are specialised, and RGSL attracts field experts from Latvia and abroad through a broad network of cooperation

between universities and other research institutions. A few examples will shed light on the high standards adopted in the selection of the teaching staff at RGSL.

The introductory 'Foundation course' was set up and directed by Ineta Ziemele, RGSL Professor and President of the Constitutional Court. The aim of the course is to ensure that all students have equivalent basic knowledge in law, given that students would come from different countries and jurisdictions. Dr Artis Svece from the University of Latvia contributes to the course at the beginning, and introduces the philosophical aspects of the concept of the nation state and covers topics including "natural law and natural rights". Kristaps Tamuzs, a legal adviser from the Constitutional Court of Latvia and lecturer, covers topics on "unwritten legal norms" and "sources of law". Professor Ineta Ziemele tutors in the history of international law covering important aspects such as "state consent" and Dr. Zaneta Mikosa, visiting lecturer follows, covering "EU law and new developments in legal theory" which highlights the evolution of laws.

The course in legal research is directed by research fellow, Bard Tuset of the University of Oslo, Norway. The course aims to provide students with knowledge and skills in legal research methods and approaches so that students can develop legal writing skills, understand and use legal and other sources available at their disposal. The course will also enable students to carry out independent research in selected fields, including the preparation of a research plan and management skills required for completing their thesis as well as written assignments and papers. The course is delivered throughout the academic year.

**4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of the doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals may be additionally specified (if applicable).**

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

**4.5. Provide examples of the involvement of the academic staff in the scientific research and/or artistic creation activities both at national and at international level (in the fields related to the content of the study programme), as well as the use of the obtained information in the study process.**

Professor Ineta Ziemele together with professor George Ulrich, among others, have recently edited



the book entitled “How International Law Works in Times of Crisis” based on articles presented at the European Society of International Law Annual Conference held in Riga in 2016 and published by Oxford University Press. In the book, Professor Ulrich and Professor Ziemele bring together an expert group of scholars to address the question of how international law confronts crises today in terms of legal thought, rule-making, and rule-application. The editors characterize international law and crisis discourse as one of a dialectical nature, and have grouped the chapters contained in the volume under four main themes: security, immunities, sustainable development, and philosophical perspectives. Each theme pertains to an area of international law which is subject to notable challenges and confrontations from developments in human society.

Professor George Ulrich is involved in a study which will result in a book „Human Rights Research Methodology: Key Issues and Approaches” published by Oxford University Press (Editors: Bård A. Andreassen, Hans-Otto Sano, and Siobhán McNerney-Lankford).

Taking into account that methodological discussion has been neglected in human rights research, the aim of the study is to provide a hands-on text which introduces and critically discusses various approaches to human rights research, and discusses relevant choices of methods in particular social contexts. The book should guide human rights students and researchers to the choices available and to better research practices. The book is also intended to raise awareness about methods selection.

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

In general, it should be assessed that cooperation between teaching staff is successful. For example, guest lecturers are actively attracted, which supplement the local lecturers by lecturing on a specific issue within the study course. The sequence of study courses has also been established in such a way as to ensure additionally and a logical sequence between the study courses. Joint activities are also being developed for teaching staff, for example, at the beginning of the academic year, a workshop for lecturers is organised to present the objectives, tasks and planned results of the study programme and to discuss cooperation between teaching staff.

Ratio of the number of students and teaching staff in 2019/2020: 9 students against 41 teachers

# Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	12_pielikums_statistikas_dati_par_studejosajiem_parskata_ENG.docx	12_pielikums_statistikas_dati_par_studejosajiem_parskata_LV.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	13_pielikums_studiju_programmu_atbilstiba_valsts_izglitiba_standartam_ENG.docx	13_pielikums_studiju_programmu_atbilstiba_valsts_izglitiba_standartam_LV.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	magistra_programmas_kartejums_ENG.xlsx	magistra_programmas_kartejums_LV.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	studiju_plans_starptautiskas_un_eiropas_tiesibas.xlsx	studiju_plans_starptautiskas_un_eiropas_tiesibas.xlsx
Descriptions of the study courses/ modules	Masters.zip	Masters.zip
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	IEL_diploms_pielikums_ENG.pdf	IEL_diploms_pielikums_LV.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	ligums_RJA_LU_programmu_parmemsana_2019_EN.docx	RJA_LU_vienosanas_bak_mag_programmas_08112019.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	18_pielikums_apliecinajums_par_zaudējumu_kompensaciju_studejosajiem_ENG_parakstits.pdf	18_pielikums_apliecinajums_par_zaudējumu_kompensaciju_studejosajiem_LV_parakstits.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	19_pielikums_apliecinajums_par_macibspeku_valodas_prasmem_ENG_parakstits.pdf	19_pielikums_apliecinajums_par_macibspeku_valodas_prasmem_LV_parakstits.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education	AIP_atzinums_starptautiskas_un_eiropas_tiesibas_EN.docx	AIP_atzinums_starptautiskas_un_eiropas_tiesibas.pdf
Sample (or samples) of the study agreement	ligums_starptautiskas_un_eiropas_tiesibas_abas_valodas.pdf	ligums_starptautiskas_un_eiropas_tiesibas_abas_valodas.pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.	AIP_atzinums_starptautiskas_un_eiropas_tiesibas_EN.docx	AIP_atzinums_starptautiskas_un_eiropas_tiesibas.pdf

# Public International Law and Human Rights

Title of the higher education institution	Law
ProcedureStudyProgram.Name	<i>Public International Law and Human Rights</i>
Education classification code	45380
Type of the study programme	<i>Academic master study programme</i>
Name of the study programme director	<i>Valīds</i>
Surname of the study programme director	<i>Džumā</i>
E-mail of the study programme director	<i>waleed.gumaa@rgsl.edu.lv</i>
Title of the study programme director	<i>MBA</i>
Phone of the study programme director	<i>26469318</i>
Goal of the study programme	<p><i>Aim of the study programme: to provide students with an in-depth understanding and knowledge of public international law and human rights law and prepare high-level specialists in these fields able to work in law firms, public administration, international organizations, NGOs, academic and research centres in Latvia and worldwide.</i></p> <p><i>The programme equips students with a comprehensive theoretical and practical understanding of the interplay between public international law and human rights at local and international level, in order to prepare highly qualified professionals who understand how law interacts with human rights and how the latter may impact existing regulatory frameworks.</i></p>
Tasks of the study programme	<p><i>Objectives of the study programme:</i></p> <ol style="list-style-type: none"> <li><i>1. To provide students with in-depth theoretical knowledge of international and human rights law in order to ensure their ability to understand relevant legal issues and to follow developments in these fields, and to provide basis for further research.</i></li> <li><i>2. To develop scientific research skills, enabling the students to conduct independent research in the field of public international and human rights law (these skills can be transferred and used in non-academic settings such as the work environment).</i></li> <li><i>3. To ensure that students acquire skills (including 'soft skills') that enable them to be successful and competitive in the field of international and human rights law, both in the private and public sector, in line with the highest standards (for example, the ability to independently improve their competencies, take responsibility for team work's results, perform professional duties, understand ethical responsibility for their work's (both academic and professional) potential impact on the environment and society).</i></li> <li><i>4. To develop students' skills to independently formulate and critically analyse complex scientific and professional problems, justify decisions, and, if necessary, perform additional analysis.</i></li> <li><i>5. Provide students with sufficient knowledge to conduct further studies and research in doctoral and life-long learning programs.</i></li> </ol>

Results of the study programme	<p><i>Upon completion of the study programme:</i></p> <p><i>1. Students acquire an in-depth understanding and knowledge of public international law and human rights law. Some of this knowledge relates to the latest developments in public international law and human rights law and provides basis for further research (including interdisciplinary research). Students have obtained competitive academic knowledge enabling them to undertake doctoral studies. Students have acquired knowledge that allows them to work competitively and successfully in an international and local environment related to public international law and human rights law.</i></p> <p><i>2. Students have acquired knowledge of research methodology and methods and their feasibility and are able to use them independently, in order to do an academic research or perform highly qualified professional duties. Students are able to transfer the research and problem-solving skills accrued from the academic study process to the practical work field, in order to successfully analyse legal issues and prepare documents in related areas.</i></p> <p><i>3. Able to provide arguments when explaining or discussing complex or systemic aspects of public international law</i></p> <p><i>4. Students have developed skills to independently formulate and critically analyse complex scientific and professional problems, justify decisions, and, if necessary, perform additional analysis.</i></p>
Final examination upon the completion of the study programme	<i>Master Thesis</i>

## Study programme forms

### Full time studies - 1 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>1</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>40</i>
Admission requirements (in English)	<p><i>Public International Law and Human Rights (LL.M) programme is available to individuals with bachelor or masters degree in law or related fields, if basic knowledge in law or corresponding work experience is acquired, obtained in at least four years long studies; second level professional higher education, professional bachelor or masters degree in law or other related fields, if basic knowledge in law or corresponding work experience is acquired (at least 160 KP = 240 ECTS). Certificate of Proficiency in English - official results of IELTS or TOEFL not older than 3 years - the required minimum result is 6.0 for IELTS and 550 points for TOEFL (for a computer test -213; Internet based test - 80). Applicants who have acquired higher education in the English language (or may prove comparable knowledge) are released from taking IELTS or TOEFL.</i></p>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master in Public International Law and Human Rights</i>

Qualification to be obtained (in english)	
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### Places of implementation

Place name	City	Address
Riga Graduate School of Law	RĪGA	STRĒLNIEKU IELA 4 k-2, RĪGA, LV-1010

### Part time studies - 2 years - english

Study type and form	<i>Part time studies</i>
Duration in full years	2
Duration in month	0
Language	<i>english</i>
Amount (CP)	40
Admission requirements (in English)	<i>Public International Law and Human Rights (LL.M) programme is available to individuals with bachelor or masters degree in law or related fields, if basic knowledge in law or corresponding work experience is acquired, obtained in at least four years long studies; second level professional higher education, professional bachelor or masters degree in law or other related fields, if basic knowledge in law or corresponding work experience is acquired (at least 160 KP = 240 ECTS). Certificate of Proficiency in English - official results of IELTS or TOEFL not older than 3 years – the required minimum result is 6.0 for IELTS and 550 points for TOEFL (for a computer test -213; Internet based test - 80). Applicants who have acquired higher education in the English language (or may prove comparable knowledge) are released from taking IELTS or TOEFL.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master of Laws (LL.M.)</i>
Qualification to be obtained (in english)	

### Places of implementation

Place name	City	Address
Riga Graduate School of Law	RĪGA	STRĒLNIEKU IELA 4 k-2, RĪGA, LV-1010

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

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

No significant changes in the study programme parameters have taken place, the title of the degree to be awarded has been specified according to the actual regulation (see study programme parameters).

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

Overall, the dynamics of enrollment in the study programme has been negative. In the academic year 2018/2019, 5 students were enrolled. The total number of students in the study programme also has a negative tendency. It is estimated that in the future the total number of students could be around 10 students. Analysing the number of foreign students, it has fluctuated in this programme. In the academic year 2018/2019, 7 students studied. Most students come from Uzbekistan, Ukraine and Georgia. The number of students is influenced by several factors, such as negative demographic trends, tuition fees, program specialisation.

Analysis of the statistical data is available in Annex 12.

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

The title of the study programme "Public International Law and Human Rights" corresponds to the degree to be obtained – the degree of the Master of Laws (LL.M.), indicating in the supplement of the diploma main fields of studies "Public International Law and Human Rights". Because studies are conducted in English, it is necessary to have a very good command of the English language to successfully acquire the study programme, therefore the enrolment criteria include a certain level of language proficiency. Since this is an interdisciplinary programme, the applicants must have a degree in law science or related fields, but in such a case it is conditional on the applicant to demonstrate basic knowledge of law or relevant work experience.

There is also a direct interlinking between the aims, objectives and outcomes of the study programme. Objectives and learning outcomes are directly deduced and consistently developed on the basis of the general aim of the programme, namely to form highly qualified professionals able to carry out cross-disciplinary research and a multitude of work-related tasks in the area of public international law and human rights. To achieve this, in-depth theoretical knowledge in the cross-disciplinary fields relating to public international law and human rights is provided, research skills developed, as well as the capacity to work according to the highest standards in companies, law firms, local administrations, academic institutions, international organizations and NGOs. Moreover, studies will result in competitive knowledge of the intersection between public international law and human rights, proficiency in the use of research methodology and different methods, as well as improved general skills and competences.

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

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

Based also on a careful evaluation of similar study programmes at other EU universities and developed in multiple consultations with relevant stakeholders in the fields of public international law and human rights, the content of the master's study programme developed at RGSL includes fundamental basic courses common to similar study programmes in Europe. The RGSL study programme also provides added value by offering in-depth law courses relating also to recent relevant legal developments, as well as by paying additional attention to academic research and transferable skills. These features make the RGSL's programme unique in the Baltic area. Thanks to the qualifications and experience of the teaching staff, and taking into account the most topical sectorial trends, key lessons learnt will be offered in all courses within this programme to RGSL students.

In assessing existing developments in the area of public international law and human rights, students will be able to evaluate their compatibility with existing national and international regulatory frameworks.

In the light of the above it is ensured that the master programme in public international law and human rights is based on the experience gathered and lessons learnt not only of the most qualified representatives of the academic world but also of practitioners working in the relevant crosscutting areas.

**2.2. Assessment of the interrelation between the information included in the study**

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

The results of study courses are closely linked to the results of the study programme (see the study course mapping in Annex 14). When drawing up the description of study courses, the aims, objectives, and learning outcomes of the study programme are duly taken into account. The study programme director regularly reminds all teaching staff of the aims, objectives, and learning outcomes of the programme, thereby ensuring that the study process is organised in such a way as to achieve the overall aims of the study programme. The need to ensure that students acquire the necessary knowledge and skills to become high-quality experts in the field of international and human rights law is emphasised. The settings of the study programme are clarified at the beginning of the academic year by organising a workshop for lecturers.

The academic calendar of the study programme consists of three modules. Students of the study programme must complete ten study courses in three modules. In addition, there are the Compulsory Component courses in Foundation and Legal Research. The master programme has six specialised courses, which are compulsory. More detailed information on the modular system is available in the RGSL guidelines for the study process for masters programmes, available in Appendix 3.

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

At RGSL the studies are implemented through a plurality of teaching activities the goal of which is to provide both sound theoretical knowledge and deep insight into the daily challenges that working in the legal field implies. Courses in the master's programme in public international law and human rights are articulated in the form of lectures, seminars and practical workshops. Lecturers are strongly encouraged to perform an assessment of the needs of the students at the beginning of the courses aimed, among others, at verifying their level of knowledge, skills and motivation. This allows lecturers to better tailor the courses according to the actual needs and expectations of the students. Classes adopt interactive teaching techniques and encourage the development of independent research skills. Courses include independent work of students, group work, presentations, case studies, simulations and plenary discussions. Lecturers in particular are encouraged to use case analyses and simulations of different situations and scenarios. E-education methods will also be used in some study courses. The teaching methods have been selected depending on the specific characteristics of each study course.

The study process promotes the development in the students of communication skills, leadership skills, management and team-building skills and encourages the development of critical thinking



and critical evaluation skills. The subjects covered reflect the current dynamics of each relevant area to allow students to apply the knowledge accrued to analyse and interpret facts of the daily life. This contributes to the achievement of the results of the study programme, which involves the development of different knowledge, skills and competences.

The study courses encompass different assessment techniques. Evaluation methods take account of active participation in classes, oral presentations, term papers and in class examinations. Lecturers are strongly encouraged to combine summative assessment methods with frequent formative assessment opportunities. Students are assessed according to the evaluation criteria and methods which are clarified in advance and published in the Student Regulations. The criteria for evaluating courses are set out in the description of each course. The appeal procedure for the assessment received by students is also specified in the Student Regulation.

The studies are based on the principles underpinning student-centred education. Consequently, teaching and research activities enable students to participate actively in the process of study becoming active in the outline of the learning objectives, problem solving and assessment process. A plurality of pedagogical methods is used in the study process, ranging from the traditional Socratic method to the constructivist approach. The results of the teaching activities are regularly assessed by organising student surveys following the conclusion of each course. RGSL has also developed arrangements for dealing with student complaints.

Workshops for lecturers at the beginning of the academic year focused on the implementation of the principles of student-centred education examining different teaching methods to promote students' willingness to work independently and to respect students' needs are also organized. A clear evaluation system consistent with a student-centred pedagogic approach has also been developed, shared and made available for the RGSL teaching body.

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

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

For their master's thesis students are encouraged to carry out research on issues of topical relevance in the relevant field of research, creating new interdisciplinary knowledge.

At the end of the study programme, high-quality master's thesis should be prepared, the topics of which are relevant to the specific sector and the labour market. For example, students are working on research subjects such as the impact of the Istanbul Convention on preventing and combating violence against women and domestic violence on the national legal system, the application of the 1948 Genocide Convention and the human rights protection of asylum seekers . In the academic

year 2018/2019, special attention was paid to human rights mechanisms and to the situation of human rights in Ukraine, with a strong focus on recent developments relevant under the perspective both of international law and human rights. All final papers are viewed from an international and/or comparative perspective.

The overall rating of master's papers corresponds to the regular breakdown, with an average mark of "7" (given that there is a small number of graduates in each master's program, assessment results were analysed based on all master's programmes).

In the Annex:

- a table on the compliance of the study programme with the national education standard (Annex 13);
- mapping of study courses to achieve the results of studies in the study programme (Annex 14);
- study programme plan (for each type and form of implementation of the study programme) (Annex 10);
- descriptions of study courses (modules) of the study programme (Annex 6).

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

In accordance with the procedures in place at RGSL, at the end of each course students are expected to complete an exit survey in order to provide input for the improvement of study programmes. Students are to assess the contents, – timeliness and quality of the curriculum as well as the teaching methods applied. The results of the survey are evaluated by the programme director and the head of the study department, providing the necessary recommendations to the teaching staff and other parties involved in the learning process (management of the administration, library, IT departments).

Close cooperation between the Student Association and the programme director has played an important role in the involvement of students in the implementation, development and quality control of the programme. Students' representatives participate in the RGSL Senate meetings as members. Consequently, they can express their opinions on all academic matters.

Students also organise a variety of professional skills-related workshops. It is essential that the student bodies are in regular contact with the programme director and recommend suggestions on improvements to the study programme or to certain courses.

In addition to that, as part of quality assurance, RGSL conducts regular surveys on the knowledge and skills of graduates after completion of the programme and holds discussions with employers and other relevant stakeholders.

Discussions with employers (last held on 6 June 2019) highlight that graduates have very good English language skills, are focused, ambitious, well-versed on contemporary legal issues and have highly developed general and social competences.

However, graduates lack sound knowledge in specific areas of Latvian domestic law. The results of the aforementioned discussions were considered by the study programme director for the purpose of improving the programmes. For example, the need to include topics relating to the legal system

of Latvia in the study programme has been underlined. In the seminar held with teaching staff, which takes place at the beginning of the new academic year, these problems have been highlighted, thereby ensuring that employers' recommendations are considered.

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

Given that this is a one-year programme, students prefer to spend the entire academic year at RGSL without using the advantage of mobility opportunities. It is not possible to assess incoming mobility at the programme level, because incoming students choose courses of interest from the joint catalogue of courses provided by RGSL.

The procedure for student participation in the exchange programme is laid down in the ERASMUS regulations (see Annex 3), while the rules for the academic recognition of study courses (see Annex 3) shall ensure the possibility for students to have the knowledge acquired outside the graduate school programme recognised.

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

### **3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples. Whilst carrying out the assessment, it is possible to refer to the information provided for in the criteria set forth in Part II, Chapter 3, sub-paragraphs 3.1 to 3.3.**

All necessary infrastructure and resources (study base, information base, material and technical base and financial base) are available for the study programme as described under resources and provision for the course (see Part II "Characteristics of study course" Chapter 3. "Resources and provision for the study course"). For the purposes of this programme, the latest literature in the field of international law and human rights is regularly acquired in order to provide the most up-to-date scientific and educational material on various aspects of the subject.

RGSL has the necessary financial base to ensure a high-quality study process in the programme. The costs of the study programme are available under Part II Characteristics of the study programme Section 3.1 "Resources and provision for the study programme".

### **3.2. Assessment of the study provision and scientific support, including the resources**

provided within the cooperation with other science institutes and institutions of higher education (applicable to the doctoral study programmes).

### III - DESCRIPTION OF THE STUDY PROGRAMME (4. Teaching Staff)

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

During the reporting period, the graduate school has managed to find a good balance in the teaching staff composition, which includes both external lecturers active as practitioners in the field of international law and human rights and RGSL faculty members. It has also succeeded in attracting high-profile foreign lecturers who complement the expertise of local lecturers. It has succeeded to attract foreign lecturers who are internationally recognised specialists in their field and are prepared to provide guest lectures within RGSL courses. This allows RGSL to deliver high quality study allowing students to acquire knowledge from different specialists who apply diverse teaching methods. In line with students' expectations emerging from surveys, teaching is improved to ensure the highest quality of the study process and the further development of a student-centred approach. Students' feedback is taken into consideration also when assessing the teaching staff. Over the last year, a targeted effort has been made to attract new academic personnel. These efforts will continue to ensure a balance between elected academic personnel and guest lecturers.

Total number of teaching staff in master study programmes 2013/2014-2018/2019 academic year

Academic Year	Visiting Lecturers				Internal Staff				Total
	lectors	assist.prof.	assoc.prof.	prof.	lectors	assist.prof.	assoc.prof.	prof.	
2013-2014	29	7	3	12	7	1	1	1	61
2014-2015	40	9	3	18	4	1	1	1	77
2015-2016	47	4	6	21	7	1	3	2	91
2016-2017	54	11	6	23	7	1	2	3	107
2017-2018	32	11	3	13	4	1	3	2	69
2018-2019	29	11	1	9	4	0	3	2	59

\* It is not possible to distribute this data by study programmes, taking into account the modular system

As can be seen in the table, the number of students has decreased in recent years due to the constant cooperation with certain teachers. The number of lecturers is predominant in view of attracting recognised specialists in the field. At the same time, teachers with high scientific capacity and reputation are also attracted. It is predicted that a similar distribution could be

maintained with a slight increase in the number of assoc.professors and professors.

During the last academic year (2018/2019), RGSL actively started attracting guest lecturers under the ERASMUS and Fulbright exchange programme. Invitations were sent to individual partner schools, which included a specific list of courses in which RGSL would willingly host guest lecturers.

For 2019/2020 academic year, the need arose to attract teacher(s) for the International Humanitarian Law and Responsibility course. The programme director, contacted a former graduate of the RGSL, and now an Assistant Professor of Human Rights Law and Public International Law at Utrecht University, who teaches another course on the Masters at RGSL, for some experts in the area of International Humanitarian Law and Responsibility. Contacts and recommendations were given and the programme director, contacted the candidates after qualifications were verified and extensive interviews over video conference were conducted.

The 2 candidates who shared the course, delivering lectures on their respective areas of expertise, were both academics; Alexandra Hofer an Assistant Professor at Utrecht University, and the other Dr. León Castellanos-Jankiewicz, a Researcher at T.M.C. Asser Instituut.

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

A total of 42 lecturers will participate in the implementation of the study programme: 1 lecturer, 2 assistant professors, 2 associate professors, 3 professors and 34 guest lecturers.

RGSL is fully aware of the crucial role that the teaching staff plays in ensuring the success of the study process in which students are involved. Taking this into account, RGSL promotes and implements a fair and transparent recruitment and development process for its teaching staff. Academic staff participating in the implementation of the study programme are closely examined by assessing their competence, research activities and teaching experience in the relevant field. Moreover, RGSL is responsible for an environment which promotes the professional development of the teaching staff. Simultaneously, RGSL stimulates academic initiatives to allow that its teaching staff develops research initiatives and links their outputs to the study process.

Since these study courses are held in English, the lecturers must have high-level English language proficiency in order to ensure the quality of the course provided. All study courses are specialised, and RGSL attracts field experts from Latvia and abroad through a broad network of cooperation between universities and other research institutions. A few examples will shed light on the high standards adopted in the selection of the teaching staff at RGSL.

The introductory 'Foundation course' was set up and directed by Ineta Ziemele, RGSL Professor and President of the Constitutional Court. The aim of the course is to ensure that all students have equivalent basic knowledge in law, given that students would come from different countries and jurisdictions. Dr Artis Svece from the University of Latvia contributes to the course at the beginning, and introduces the philosophical aspects of the concept of the nation state and covers topics including "natural law and natural rights". Kristaps Tamuzs, a legal adviser from the Constitutional

Court of Latvia and lecturer, covers topics on “unwritten legal norms” and “sources of law”. Professor Ineta Ziemele tutors in the history of international law covering important aspects such as “state consent” and Dr.Zaneta Mikosa, visiting lecturer follows, covering “EU law and new developments in legal theory” which highlights the evolution of laws.

The course in legal research is directed by research fellow, Bard Tuset of the University of Oslo, Norway. The course aims to provide students with knowledge and skills in legal research methods and approaches so that students can develop legal writing skills, understand and use legal and other sources available at their disposal. The course will also enable students to carry out independent research in selected fields, including the preparation of a research plan and management skills required for completing their thesis as well as written assignments and papers. The course is delivered throughout the academic year.

**4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of the doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals may be additionally specified (if applicable).**

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

**4.5. Provide examples of the involvement of the academic staff in the scientific research and/or artistic creation activities both at national and at international level (in the fields related to the content of the study programme), as well as the use of the obtained information in the study process.**

Academic staff shall be involved in research projects, the resulting knowledge of which is used in the study process.

Professor Ineta Ziemele together with professor George Ulrich, among others, have recently edited the book entitled “How International Law Works in Times of Crisis” based on articles presented at the European Society of International Law Annual Conference held in Riga in 2016 and published by Oxford University Press. In the book, Professor Ulrich and Professor Ziemele bring together an expert group of scholars to address the question of how international law confronts crises today in terms of legal thought, rule-making, and rule-application. The editors characterize international law and crisis discourse as one of a dialectical nature, and have grouped the chapters contained in the

volume under four main themes: security, immunities, sustainable development, and philosophical perspectives. Each theme pertains to an area of international law which is subject to notable challenges and confrontations from developments in human society.

Professor George Ulrich is involved in a study which will result in a book „Human Rights Research Methodology: Key Issues and Approaches” published by Oxford University Press (Editors: Bård A. Andreassen, Hans-Otto Sano, and Siobhán McNerney-Lankford).

Taking into account that methodological discussion has been neglected in human rights research, the aim of the study is to provide a hands-on text which introduces and critically discusses various approaches to human rights research, and discusses relevant choices of methods in particular social contexts. The book should guide human rights students and researchers to the choices available and to better research practices. The book is also intended to raise awareness about methods selection.

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

In general, it should be stressed that cooperation between teaching staff is successful. Guest lecturers are actively recruited, to complement the expertise of local lecturers on specific legal issues faced within the course. The sequence of study courses has also been established in such a way as to ensure connection and a logical sequence between the study courses. Joint coordination and cooperation sessions are also developed for teaching staff. For instance, at the beginning of the academic year, a workshop for lecturers is organised to raise awareness regarding the RGSL teaching standards and modalities, internal communication and communication with the students and to discuss cooperation between teaching staff.

Ratio of the number of students and teaching staff in 2019/2020: 5 students against 41 teachers.

# Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	12_pielikums_statistikas_dati_par_studējosajiem_parskata_ENG.docx	12_pielikums_statistikas_dati_par_studējosajiem_parskata_LV.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	13_pielikums_studiju_programmu_atbilstiba_valsts_izglitiba_standartam_ENG.docx	13_pielikums_studiju_programmu_atbilstiba_valsts_izglitiba_standartam_LV.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	magistra_programmas_kartejums_ENG.xlsx	magistra_programmas_kartejums_LV.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	studiju_plans_starptautiskas_publiciskas_tiesibas_un_cilvektiesibas.xlsx	studiju_plans_starptautiskas_publiciskas_tiesibas_un_cilvektiesibas.xlsx
Descriptions of the study courses/ modules	Masters.zip	Masters.zip
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	IPLHP_diploms_pielikums_ENG.pdf	IPLHR_diploms_pielikums_LV.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	ligums_RJA_LU_programmu_parmemsana_2019_EN.docx	RJA_LU_vienosanas_bak_mag_programmas_08112019.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	18_pielikums_apliecinajums_par_zaudējumu_kompensaciju_studejosajiem_ENG_parakstits.pdf	18_pielikums_apliecinajums_par_zaudējumu_kompensaciju_studejosajiem_LV_parakstits.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	19_pielikums_apliecinajums_par_macibspeku_valodas_prasmem_ENG_parakstits.pdf	19_pielikums_apliecinajums_par_macibspeku_valodas_prasmem_LV_parakstits.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education	AIP_atzinums_starptautiskas_publiciskas_tiesibas_un_cilvektiesibas_EN.docx	AIP_atzinums_starptautiskas_publiciskas_tiesibas_un_cilvektiesibas.pdf
Sample (or samples) of the study agreement	ligums_starptautiskas_publiciskas_tiesibas_un_cilvektiesibas_abas_valodas.pdf	ligums_starptautiskas_publiciskas_tiesibas_un_cilvektiesibas_abas_valodas.pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.	AIP_atzinums_starptautiskas_publiciskas_tiesibas_un_cilvektiesibas_EN.docx	AIP_atzinums_starptautiskas_publiciskas_tiesibas_un_cilvektiesibas.pdf