

## APPLICATION

### Studiju virziena "Law" for assessment

Study field	<i>Law</i>
Title of the higher education institution	<i>Ekonomikas un kultūras augstskola</i>
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# **Self-evaluation report**

Study field "Law"

EKA University of Applied Sciences

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# I - Information on the Higher Education Institution/College

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

The EKA University of Applied Sciences (hereinafter - EKA) was founded in 1998. The University is located in Riga, Lomonosova iela, 1/5. The EKA University of Applied Sciences title combines two areas - social (economics) and humanities (culture), which initially seem contrary, but in fact are interrelated and make up the foundation of our society's development. Therefore, the EKA logo includes a stylized Möbius strip showing two surfaces that by interconnecting switch into infinity. Consequently, EKA offers You many different options - by getting educated and maturing, You can achieve your career and life goals. Möbius strip form reproduces movement, symbolizing the University's dynamism - EKA is constantly evolving, rapidly responding to the latest trends in education, science, demand in the labor market and students' interests.

### *Vision*

EKA is developing as a multicultural, interdisciplinary University, which prepares knowledgeable, creative and independently thinking personalities for the global market, who become industry leaders. EKA is associated with competitive, excellent education, internationally recognized diplomas, high professional quality of graduates, a developed scientific research base and highly qualified personnel.

### *Mission*

The EKA University of Applied Sciences is a higher education institution, which, based on innovative methods and multicultural approach, seeks to provide academic and professional higher education in line with the EU level, promote students' creative potential, entrepreneurial development and their motivation for lifelong learning.

During the academic year of 2019/2020, there are 14 study programs in 6 study directions being implemented in EKA:

- Management, administration and real estate management (6 study programs);
- Economics (3 study programs);
- Law (1 study program);
- Translation and interpreting (1 study program);
- Arts (2 study programs);
- Information technology, computer hardware, electronics, telecommunications, computer management, and computer science (1 study program).

For detailed information on the direction programs, see Annex "Studiju\_virzieni\_EKA".

The total number of students on 1st October, 2019 has slightly decreased compared with previous years: In 2015, it was 1001 student; 2016 - 1080 students; 2017 - 1122; 2018 - 1101 student; 2019 - 1083 student. However, separate study programmes have seen a significant increase in the number of students. The positive dynamics of the students' number has been achieved by changing the content of the studies, introducing new teaching methods, as well as developing a marketing strategy, opening new study programmes, and starting a foreign students attraction.

According to the EKA Development Strategy, the following priorities are set (available <https://www.augstskola.lv/index.php?parent=91&lng=eng>):

- Study process and content provision and development in accordance with the legislative requirements and trends in higher education and the labor market.

*Aim:* Prepare adequate, competitive professionals who can use their acquired knowledge and practical skills for a successful career and achievements in business, information technology, cultural and artistic fields, relevant to the current Latvian and international economy needs.

- Scientific and creative process provision and development in accordance with the legislative requirements and trends in the world.

*Aim:* Achieve a high level of internationally recognized research and creative results that are purposefully promoted through collaboration of lecturers, students, national and international cooperation partner universities as well as representatives of industry, thus providing research-based studies, appropriate scientific qualifications of lecturers and research necessary for industry.

- Development of lifelong learning.

*Aim:* Be an open and dynamic institution of higher education that is flexible in terms of market developments and meeting various local and international competence development and recognition needs.

The priorities set are in accordance with Latvian strategic planning documents, including the Development of Education Guidelines, the Latvian National Development Plan and other documents (see EKA Development Strategy, paragraph 7).

In accordance with the priorities set, there are defined directions of action in the following areas of activity whose aims and outcomes are indicated in the Development Strategy, paragraph 2:

- quality control;
- personnel development;
- internationalization;
- strategic partnership;
- image and reputation;
- resources (facilities and infrastructure).

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

The University's management works in accordance with the laws and regulations (the EKA University of Applied Sciences management structure is in Annex). The main institutions are as follows:

- The Constitutional Assembly, which is composed of 20 members:
  - 60% of academic personnel
  - 20% of students
  - 20% of general personnel
- The Senate, which is composed of 20 members:
  - 75% of academic personnel
  - 20% of students

- 5% of general personnel
- The Study Council, which is composed of 9 members (the Joint Study Direction Council has 15 members). The member of the Study Council may be the Study Direction Head, the Study Program Director(s), representatives of the academic personnel, the educational coordinator, the Student Self-government Council's representative, the employer's representative.
- The Student Self-government Council is an independent, collegial student organization representing the rights and interests of the students of EKA by contributing to the students' growth and by providing experience and development opportunities, organizing the internal life of the University and participating in the University's image making. The Student Self-government Council's activities are governed by the Student Self-government Council Regulations (available at EKA e-environment).

In accordance with the paragraph 20 of the Constitution of EKA University of Applied Sciences, the Constitutional Assembly is the highest collegiate representative and governing body and a decision-making body in academic and scientific matters. According to the EKA Constitutional Assembly Regulations available at EKA e-environment), its main functions are as follows:

- adopt and amend the Constitution of the University;
- vote either to elect the Rector or ask for his or her resignation;
- listen to the Rector's report;
- elect the Senate;
- elect the Academic Court of Arbitration;
- approve and amend the Bylaws (i.e. rules, guidelines and regulations) of the Constitutional Assembly, the Senate, and the Academic Court of Arbitration;
- be entitled to address conceptual issues of the University's business and development to make decisions on them.

According to the Constitution of EKA University of Applied Sciences, paragraph 27, the Senate is a collegiate governing and decision making body of the University personnel that confirms the procedure and the rules governing all scope of University's activities. According to the Senate Rules (available at EKA e-environment), it shall:

- elect academic personnel in various positions;
- approve the study programs and their changes, plans and schedule;
- decide on the University's academic and scientific activities;
- approve the bylaws (rules and regulations), except those which, according to the EKA Constitution, get approved by the Constitutional Assembly;
- approve enrollment (imatriculation), exmatriculation and the documents regulating the study process;
- decide on the establishment of the Advisory Board and approve the Advisory Board Regulations;
- after the recommendation from the Board, the Senate shall decide on the University's structural unit formation, restructuring or closing, including the approval of the rules and regulations of those units;
- hear reports on the individual academic personnel and student formation activities, review a variety of application letters addressed to the Senate;
- approve the Scientific development strategy; internationalization strategy; self-assessment reports;
- decide on other key issues related to the study process of the University.

According to the Study Council Regulations, the Study Council shall:

- evaluate the content of the study program (that is a part of the study direction), its

implementation process and development strategy;

- review the self-evaluation report of the study direction and submit it for approval to the Senate;
- review and submit for approval the changes in the study direction or in the study program/s;
- nominate candidates for academic positions in the study direction.

In total, the University is operated by 28 administration and general personnel representatives.

The list of the main laws and regulations and rules of EKA is available at Annex.

### **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.**

Quality assurance system, as well as its development opportunities, the parties, the obligations and responsibilities are defined in the EKA Guidelines on the provision of internal quality assurance system ( available in Student' Guide: <https://www.augstskola.lv/index.php?parent=354&lng=eng>)). Quality policy stipulates that quality assurance at the University is the responsibility of each involved party within the purview of the party's duties. At the same time, EKA operational foundations have been developed, which describe the main processes, the main, determined objectives and achievable results, people in charge and document templates.

The main activities for quality assurance in EKA are as follows:

- strategic objective performance analysis and the annual self-evaluation;
- study content quality:
  - study program content updating according to the legal and labor market changes is carried out in accordance with the Regulations on the preparation of study content and implementation description, updating and approval (available at EKA e-environment). Study content updating is discussed at the Study Council;
  - the course description development and improvement takes place in accordance with the EKA University of Applied Sciences guidelines for preparing a course description (available at EKA e-environment);
  - on a regular basis (at least 3 times per semester), the e-learning course content review occurs. After the review results, the instructors are informed on the shortcomings and the need for improvement or for the e-course's compliance with the EKA e-course template. The results of the review are sent to the Rector;
  - number of students dynamic analysis (the number of students enrolled, the reasons for dropping-out, etc.).
- Control of the study results:
  - the mapping of study results is carried out, which is reviewed during the study content review cases;
  - the Study Program Director may observe classes taught by academic personnel;
  - academic achievement control is conducted once a semester. If by the end of the academic year, the student's academic debts are in excess of 12 credits, the student is not transferred to the next academic year;
  - colloquium organization about the preparation stages of the final paper and the quality of planned research.

- Personnel training and development:
  - methodological support and training: methodological materials are provided (for example, the manual about work with the e-environment), methodological seminars (e.g., on writing the course description - on-site workshops and e-seminars were held) and conference organization. For example, each year, EKA organizes a methodological conference, in which the developments in higher education are discussed (more information is available here <https://www.augstskola.lv/index.php?parent=204&lng=eng>) ;
  - scientific seminars: every year, there are seminars organized with a purpose to enhance the competence of instructors in conducting scientific research. For example, there are seminars organized on preparing scientific manuscripts, the use of quantitative research methods, etc.;
  - digital literacy promotion. Every year, we train instructors to work with the e-environment: Moodle and the use of videoconferencing systems in the study process. During the whole academic year, we also provide consultative support for instructors on e-environment usage options;
  - professional training. Instructors are provided with the opportunities to attend professional courses and seminars in Latvia and abroad in line with the study courses taught. We also provide an opportunity to enhance pedagogical qualifications (for example, in the autumn of 2019, the didactic training was organized);
  - foreign language development. Foreign language learning classes with a purpose of promoting foreign language skills of academic personnel are organized;
  - participation in scientific conferences. EKA motivates the academic personnel to apply to take part in scientific conferences in Latvia and abroad, as well as provides opportunities to participate in them;
  - participation in mobility programs and international projects. EKA instructors are provided with opportunities to participate in the Erasmus+ program, as well as participate in international projects.
- Ensuring availability of information for all parties involved:
  - EKA provides complete information about the study programs and study process organization for students. For example, the EKA website has the Student's Guide (available at: <https://www.augstskola.lv/index.php?parent=354&lng=eng>)), which includes the necessary information for the studies. It is structured according to the student's life cycle stages at the University: from the enrollment and ending with the exmatriculation;
  - information about the course content, study course requirements and evaluation criteria is available in the course descriptions, which are located in the e-environment;
  - EKA provides access to information about the processes and procedures as well as current developments at the University for all personnel by organizing meetings and using e-environment options. For example, for this purpose, the EKA e-environment has a special e-course "EKA administration" that contains the EKA strategic documents, regulations, methodological materials, as well as information on current and supported scientific conferences and other information.
- Feedback is received through the surveys of students, graduates and employers. The survey results, in summarized form, with the planned action to avert deficiencies are sent to the respective group of respondents, as well as discussed at the Study Council, the general meeting of the personnel and the administration meeting.
- Support for the students:
  - information support is provided both in person at the University (the Student Information Center, the Program Director and other personnel), as well as through

digital solutions (e.g., application MyEKA, website, Moodle). When beginning their studies, the first year students have orientation meetings, meetings with alumni and inspirational lectures on the challenges of the profession organized for them, as well as the Student Self-government Council organizes the get-together event EKA Open;

- methodological support. During the study period before the research paper, internship and the final paper preparation, meetings and consultations are held. Consultations are also available for the study courses: in-house and through distance learning;
- financial support. EKA has set up the grants and discount system (details here <https://www.augstskola.lv/?parent=447&lng=lva>, <https://www.augstskola.lv/?parent=893&lng=lva> ).
- Facilities and equipment. The necessary study materials and literature are available at the University's e-environment (e-courses) as well as at the library. The study programs are provided with the necessary support and training tools, taking into account the needs, which are determined before the academic year begins. The academic personnel can apply for the necessary equipment, software and study literature to the Study Program Director before the beginning of the semester.
- Budgetary control of financial resources is conducted by checking costs, in accordance with the approved University's budget.

**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
		Guidelines on the provision of internal quality assurance system EKA operational foundations
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
		Guidelines on the provision of internal quality assurance system Regulations on the preparation of study content and implementation description, updating and approval
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
		The criteria are included in the course descriptions that are available in the e-environment

4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	Complies  See section 3.5. (Description of the Study Direction) Students' survey results E-environment review
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  Survey results Annual self-evaluations
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  EKA Development Strategy Guidelines on the provision of internal quality assurance system Regulations on the preparation of study content and implementation description, updating and approval EKA University of Applied Sciences guidelines for preparing and updating a course description

## 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.

In today's economic and social environment, organizations face a number of challenges that are associated with the understanding and application of appropriate laws and regulations. The making of the study direction and of the study program that is included in it is based on the EKA vision and strategic priorities, as well as is related to its strategic specialization. According to the EKA strategy 2023, the EKA strategic specialization is determined by the interdisciplinary approach, through preparing specialists for business (which also includes specialists in law), information technology, cultural and artistic fields, as well as through research and creative activities in the above mentioned areas.

The economic and social situation in the country and, consequently, in the labor market, determines the demand for higher education, which is taken into account while developing the study program and defining its target audience. For example:

- one of the largest target audience groups is the first level professional higher education program graduates who continue their studies in the bachelor's program. Approximately half of the students enrolled study, at the later stages, as college graduates;
- the vast majority of the students are employed persons who have to combine studies with work, that is why the study program has a part-time study form, as well as a distance learning form;
- a large part of the Latvian population work abroad, spend their time on business trips, live outside Riga. They have limited opportunities to attend full-time classes, that is why such a group is offered distance learning opportunities through online lectures, consultations, seminars, etc. in accordance with the schedule of classes;
- considering the digitization trends in Latvia and in the world, the study program uses a number of the digital tools such as Moodle, videoconferencing system BigBlueButton (to provide online lectures to distance learning students);
- the content of the study program has been designed taking into account the Latvian and foreign higher education institution experience by including study courses that provide the necessary knowledge, skills and competences in the area of law. Based on the acquired knowledge, skills and competences, the graduates of the study program can choose a specialization by continuing their studies in the next level of education, as well as by launching a professional career.

The EKA University of Applied Sciences has been compared to FOM University of Applied Sciences (Germany.)

Both universities offer:

1. Students of Law program the chance to gain a state-recognized university degree without having to give up work or restrict their professional activity.
2. Students with a university entrance can take a traditional Bachelor program "LAW" in seven semesters.
3. Bachelor program "LAW" of 180 ECTS.

Advantages of the study program are as follows:

- Digital solutions in the study process: Moodle online video lectures, MyEKA application;
- Research skills development: during their studies, students conduct research on current events, present the results of the studies at the International student conference, as well as publish the studies in the Student conference proceedings;
- Guest lectures, conferences, field trips, moot court and other events (they are included in the credit point earning) are the integral part of the study process;
- Opportunity to learn separate study courses as a listener. These courses will be recognized if person will continue studies as a student.

**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.**

Aim of the study direction: to prepare competitive specialists in the field of law for Latvian and foreign market.

The preparation of competitive specialists requires to organize the study process in accordance with educational, labor market and sector development trends. The study direction's aim is connected to the EKA development strategy 2023 goals, its strategic priority areas are defined as follows: Quality assurance; personnel development; internationalization; partnership; image and reputation; resources, equipment and infrastructure (see. p.1). Without these areas in continuous development, it will not be possible to prepare competitive specialists.

The study direction complies with a number of priorities set by national and international documents, such as:

- National Development Plan 2020 (hereinafter - NDP):
  - Increase the number of students obtaining degrees or qualifications at universities and colleges, increase the number of the population aged 30 to 34 with higher education. The given criterion corresponds to 81% of the students in the study direction who, at the moment or after graduating from the program, will be included in this age group.
  - One of the aims of the NDP 2020 is to provide access to higher education, that can be successfully implemented within the study direction, as well as at the whole University, because students who have difficulties to reach the University's facilities (regardless of the reason - a distant location or a movement disorder), are able to get the desirable education at a distance, through the e-environment. Studies in the e-environment are friendly for persons with physical and visual disabilities.
  - In addition, the University, in its development, is moving towards the general objectives of the NDP, incorporating them into its strategic tasks - competitiveness and consolidation of higher education, development of material and technological provision (equipment), improvement of the internal quality system, encouraging a higher rate of scientific publications by the academic staff of the institutions of higher education, launching of international journals, increased effectiveness of the governance system.
- Sustainable Development Strategy of Latvia until 2030 (Latvia 2030):
- "Educational policy of Latvia is still insufficiently inclusive in relation to orphans and people with functional disorders". Through distance learning opportunities, the EKA students are able to obtain good quality higher education, by not attending the University in person.
- "The integration of the distance learning in formal education system." The students who have relevant professional experience or previous education have an opportunity for the recognition of the achieved study results (learning outcomes).
- The National Concept for the Development of Higher Education and Institutions of Higher Education of Latvia for 2013-2020:
- "The necessity to increase the quantity of graduates by attracting a broader cross-section of society into higher education and reduce study drop-out." For the students who have the first level professional higher education or incomplete education, the study courses acquired before are recognized and an individual study plan is prepared.

Increasingly, employers emphasize the specific role of *soft skills* for potential employees. Within the framework of the direction, the students are provided with opportunities to develop these skills by participating in discussions and group work, through collaborative research, in supporting their opinion, presenting research results and completed tasks, etc.

Today, there is an increasing digitization role in all spheres of human activity that is why the study process organization uses multiple digital solutions, such as e-studies.

The study direction provides opportunities to study in different forms of studies: full-time studies,

part-time studies and e-studies (distance learning). Offering the e-studies promotes access to education for the segments of the population, which are located outside of Riga, and for economic and social reasons, can not afford to go to the capital. In addition, online lectures are recorded and are available (as well as other study materials) online for students of all study forms allowing them to study, to repeat the study material in a more convenient time, thus ensuring the student-centered approach. Further, the part-time studies allow acquiring the current labor market competences for people who are employed. The study direction also offers a wide range of courses, which can be acquired freely without receiving credit, thereby promoting lifelong learning.

**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.**

The evaluation of the study direction’s strengths and weaknesses is shown in Table below.

Table. SWOT analysis of the study direction “Law”

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• The students have access to grants to cover their tuition fees, the grantor’s mentoring support</li> <li>• Various forms of studies, including the e-studies</li> <li>• Qualified and professional academic staff with substantial practical, pedagogical and academic experience</li> <li>• Individual courses are offered for external, prospective students</li> <li>• The continuous functioning of the internal quality assurance system</li> <li>• Involvement of the students in research and creative activities</li> <li>• The students and the academic staff have their own courtroom</li> <li>• Participation in the Erasmus+ program</li> <li>• Cooperation with the European Law Students' Association (ELSA) in Latvia</li> </ul>	<ul style="list-style-type: none"> <li>• The study direction has only one study program</li> <li>• The study program is implemented only in Latvian</li> <li>• There is no full-time students</li> <li>• There are no adequate visibility of the study direction both in Latvia and internationally</li> <li>• Lack of student involvement in the mobility programs</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>• The expansion of the cooperation partners’ network</li> <li>• The development of new study programs</li> <li>• Individual courses are offered for foreign students in English</li> <li>• Further development of the e-studies</li> <li>• Professional development of the academic staff, motivating them to study in a doctoral program and obtain the doctoral degree</li> <li>• Motivating the academic staff to prepare scientific articles for publications in internationally cited journals</li> <li>• Attraction of foreign academics (visiting and permanent)</li> <li>• Supplementing the library stocks with literature in foreign languages</li> <li>• Participation in the state calls for tenders</li> </ul>	<ul style="list-style-type: none"> <li>• The economic situation of the country</li> <li>• Reduction of the number of students due to the influence of demographic factors and the population decline due to better employment opportunities in foreign countries</li> <li>• Secondary school graduates’ wish to study abroad</li> <li>• Deterioration of paying ability of the students</li> <li>• Changes in laws and regulations governing the area of higher education</li> </ul>

The EKA development strategy 2023 is designed taking into account the University’s performance evaluation, including the strengths and weaknesses, opportunities and threat assessment of each study direction. The strategy and the study direction development plan (see Annex „JUR\_virziena\_attistibas\_plans\_EN”) include planned activities that focus on the reduction of weaknesses and potential threats, as well as the use of opportunities. For example:

- By organizing international scientific and methodological events, it becomes possible to attract foreign academic staff and to develop cooperation with foreign partners, as well as to promote visibility on the international stage;
- For the future (2020/2021 academic year), the possibility of developing a joint master's program by inviting partners from Latvia and foreign countries is being researched;
- The courses of the study programs that are offered in English and the preparation of the master's study program, as well as the inclusion of the University in the international rankings and obtaining the international accreditation would increase the number of students in the study direction while promoting the student mobility;
- Participation in the state calls for tenders will allow to attract additional funding, which could be used to strengthen the scientific and academic capacity;
- Since 2017, the science support system is being developed, in accordance to which, the academic staff's peer reviewed publications indexed in the international databases are financially supported. This delivered a growth in the number of publications. In the future, it is planned to promote the academic staff's publications in scientific journals that are indexed in internationally cited databases. Currently, there is an opportunity for the participants of the EKA scientific conference ETECH to publish the results of their research in four scientific journals that are indexed in Scopus, Web of Science, EBSCO, ProQuest and other databases;
- In order to attract students, as well as to show the quality of the EKA study programs and academic staff, several local and international events are organized. For example, guest lectures in secondary schools, participation in competitions and exhibitions, open lectures by EKA graduates, etc.

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

The management structure of the direction has been established (see Annex „JUR\_Virziena\_parvaldibas\_struktura\_Eng”) and the allocation of responsibilities allows for targeted development of the study direction and the existing study programs in line with the EKA development strategy.

In order to exchange information and timely decision-making, administration meetings take place (at least twice a month), as well as electronic means of communication are used. During this meeting cases about study process organization (incl. implementation of study methods), quality assurance (incl. discussion about survey results) are discussed.

Management efficiency is also strengthened by a common system of study organization in all directions of study and study programs, common document templates and access to information about ongoing processes and current events. All the main university activities are planned before the new academic year, by preparing the study calendar, internship schedules, the final paper production schedules and the annual activity plan, including coordinating joint activities in all directions with the EKA strategic partner - the Alberta College.

The study direction implements only one study program, which is why the Study Direction Head

also serves as the Study Program Director. The Study Direction Head cooperates with the academic staff in carrying out the strengths and weaknesses assessment of the study direction, planning the implementation of the study programs, revising the content of the study programs etc.

**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.**

The students' admission requirements are determined by taking into account the regulatory requirements, as well as the specifics of the study program. The admission requirements are clarified and harmonized by the EKA Senate. After approval, the requirements are published on the University's website.

The student enrollment in the programs using Latvian as a medium of communication occurs through both the State Joint Admission System Latvija.lv, as well as by applying in person at the University's premises. The list of required documents, the enrollment commission's working hours and contact information are published on the University website's section titled "For the prospective students (Topošajiem studentiem)".

To the later stages of studies, the students are enrolled twice a year - in summer and in winter. The list of the documents to be submitted is available at the University website's section titled "For prospective students (Topošajiem studentiem)". After submitting the documents, the appropriate study program director examines the documents certifying the achieved study outcomes during the previous education or professional experience. According to the Rules on the recognition of study outcomes achieved in the previous education or professional experience (available at Student's Guide <https://www.augstskola.lv/index.php?parent=354&lng=eng>), the Study Program Director prepares the study outcomes recognition protocol and the individual study plan, by submitting them to the Recognition of Study Outcomes Commission. The Commission, while examining the documents, decides on how many credit points could be recognized, or, if the students have to take additional examinations, and in which semester the students can be enrolled. After the meeting of the Commission, all the documents are transferred to the Student Information Center, where the educational coordinator introduces the students to the study outcomes recognition protocol, the individual study plan and the decision of the Commission. After the familiarization with the above mentioned documents, the student can sign the study agreement, if the student agrees with the decision of the Commission. In the event that the student does not agree with the Commission's decision, he or she has the right to challenge it within 10 days by submitting an application letter to the Rector.

Table. Dynamics of the number of students at latest study years

Study year	Full-time	Part-time	Distance learning
2015./2016.	0	1	0

2016./2017.	0	2	5
2017./2018.	0	1	3
2018./2019.	0	6	4
2019./2020.*	0	14	1

*\*Summer admission*

Most often, to the later stages, those college graduates are enrolled who graduated from the first level higher professional education program with 80 CP. After the recognition of study outcomes, students are enrolled in the 2nd or the 3rd year, depending on the program's content.

If the student works in the field of the study program, such as running an organization or its department, then the student may submit an application for the recognition of study outcomes achieved through professional experience. In this case, most often the internship is recognized with the internship task completion defense (presentation).

### **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 basic principles of evaluation are described in the Study Regulations (available <https://www.augstskola.lv>, Student's Guide) that are based on the expected study outcomes in each study program. The basic principles of evaluation are similar and do not depend on study form.

The instructor is entitled to choose testing methods, taking into account the specifics of the course, the students' level of training and other factors. The students' knowledge is evaluated both during the final examinations, as well as with the tests during the study course. EKA has a certain number of tests taken during the study course, which depends on the volume of the study course credits. The students are offered different types of tests: written (essays, quizzes, tests, etc.), oral (seminars, presentations, discussions, etc.), project work, group work, participation in competitions and conferences etc. The types and the number of tests are described in the study course descriptions. If the student has not fulfilled the requirements of the study course, the instructor has the right not to admit the students to the final examination of the study course. The evaluation principles of the learning outcomes of the students are described in each study course description. The study course descriptions are available in the EKA e-environment.

Distance learning students are mostly offered individual tasks, as well as opportunities to participate in conferences; discussions and seminars are organized, using EKA videoconferencing system. Assessment (evaluation) types are selected, taking into account the learning outcomes of the study course and the study program. For example, all the learning outcomes of the study program include the outcome associated with the ability to discuss a topic using argumentation (supporting opinion). This learning outcome is also included in several study courses. Consequently,

within the framework of the study course, discussions for students are organized, during which, the students are evaluated in terms of their argumentative ability to discuss specific issues.

If the students encounter difficulties with meeting the study course requirements, as well as due to sickness and other justified reasons, they are able to use consultations with the instructors and take the course tests and the final examinations individually. The Student's Guide (available on the EKA website) also includes information about the student's options in case of academic debt.

The research papers and internship reports are evaluated, with the participation of at least two instructors in the defense commission. The commission evaluates the content and the student's presentation skills, as well as the ability to provide arguments for discussion and answering questions.

The final papers are evaluated with the students defending them at the State Examination or at the meeting of the Final Examination Commission. The commission formation principles as well as the procedure of thesis writing and evaluation are described in the EKA Guidelines on Preparing and Defense of Research Papers, Project Reports and Theses (available <https://www.augstskola.lv>, Student's Guide).

**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 integrity are defined in the Ethical and Academic Integrity Code of the EKA University of Applied Sciences. This document stipulates action, in case a breach of academic integrity and ethics is established.

The students are informed about the content of the code and the principles of academic integrity within the framework of the study course "Introduction to Studies", as well as during the consultations on the research paper, project and internship report and the final paper preparation.

The academic staff is informed about the academic integrity principles at EKA general meetings, as well as when beginning their employment at the University.

The Ethical and Academic Integrity Code of EKA is available for students in the Student's Guide (available at: <https://www.augstskola.lv/index.php?parent=354&lng=eng> ), while employees may access it in e-environment, in the study course "EKA administration."

EKA uses anti plagiarism tools, checking all the final papers and scientific articles submitted for publication in the EKA scientific publications. EKA uses Common Computirized Antiplagiarism Checking System, which is common for Latvian higher education institutions. The research papers and project reports are examined in case the instructor suspects alleged plagiarism.

Till now there are no observed ethical and academic integrity violations. Students and academic staff are well informed about the code. The main activities in case of determination of the ethical and academic integrity violations are described in the code.

**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 about the study direction and its corresponding study programs, their contents, the expected learning (study) outcomes is available on the University's website (see table below).

Study program	The language of information	
Law	LV	<a href="https://www.augstskola.lv/?parent=156&amp;lng=lva">https://www.augstskola.lv/?parent=156&amp;lng=lva</a>
	EN	<a href="https://www.augstskola.lv/?parent=347&amp;lng=eng">https://www.augstskola.lv/?parent=347&amp;lng=eng</a>

The person responsible for the placement of information on the website is the Communication Project Manager.

## **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.**

There are a number of procedures used for quality assurance (see section 1.3. of Part 1 of this self-evaluation report), which are aimed at ensuring the compliance of the study process, the study programs, research and creative activities as well as the University's activity in general with the requirements of the laws and regulations while meeting the needs of students and the market. Some examples:

- Three years ago, it was discovered that many students encountered difficulties in the preparation of the final paper and, during the preliminary defense, showed inadequate results due to the lack of awareness of the research design. Analyzing the reasons at the academic staff meeting, it was concluded that it is necessary to change the approach to the preparation of research papers, project reports and final papers, consequently:
  - EKA clarified the paper development procedure (including the structure, methodology selection, the principles of the use of bibliographic sources etc.);
  - EKA introduced the last semester timetable with precise deadlines, which is available in the EKA e-environment at the beginning of the semester;
  - a careful selection and application of research methodology has been suggested at the start of any research paper;
  - EKA introduced a mandatory colloquium, which is an integral part of the final paper development process. The colloquium is organized after submitting the application on the final paper. During the colloquium, the students justify the topicality of the theme,

define research aim and objectives, and choose research methods. If the colloquium is passed, then the students are admitted to the final paper development;

- the Guidelines on Preparing and Defense of Research Papers, Project Reports and Theses have been updated.

Analyzing the changes, an increase of successfully defended research papers has been observed.

- Five years ago, a large part of the students noted that access to additional information on academic performance and academic and financial debts is needed. Analyzing the student survey responses, the following steps were taken:
  - EKA established the section "My data" on the University's website, where every student can keep track of information about the coursework (grades) and academic and financial debts (if any);
  - EKA created the "Student Guide" which contains information on the entire study process, including academic debt settlement arrangements, the transfer of the next year of study, a description of the student's options in case of the financial debt, etc.
  - each semester, we control the academic performance status of the students. If 12CP amount of academic debt is discovered, then the student will be sent information about the amount, the settlement procedure and the possible consequences in case of inaction;
  - the instructors are obliged to place the study course description and the course acquisition requirements in the EKA e-environment. Access to this information is controlled by e-learning coordinator through the auditing e-environment content at the beginning of the semester. If the information is not available, then the coordinator contacts the academic staff informing them of the need to insert it by agreeing about the deadline by which it will be done. After the deadline, a repeated verification is made.

After these actions, there has been a decrease observed in the proportion of students who had to repeat their coursework or who have been excluded due to failure.

- Four years ago, there was insufficient involvement of the academic staff and the students participating in research and creative work observed. To facilitate this, we carried out the following activities, for example:
  - EKA developed a new Scientific and creative activity development strategy 2020 which sets out the expected results to be achieved in each study direction (available [https://www.augstskola.lv/upload/\[1\]ZRDAS\\_2020\\_ENG.pdf](https://www.augstskola.lv/upload/[1]ZRDAS_2020_ENG.pdf)). Every year, the results of our scientific activity, their degree of achievability are analyzed;
  - research directions were formulated in accordance with the EKA study directions and industry developments (available [https://www.augstskola.lv/upload/P%C4%93tn.virzieni\\_nomenklatura\\_2020.pdf](https://www.augstskola.lv/upload/P%C4%93tn.virzieni_nomenklatura_2020.pdf); [https://www.augstskola.lv/upload/P%C4%93tn.virzieni\\_nomenklatura\\_2019.pdf](https://www.augstskola.lv/upload/P%C4%93tn.virzieni_nomenklatura_2019.pdf); [https://www.augstskola.lv/upload/P%C4%93tn.virzieni\\_nomenklatura\\_2017\\_2018\\_LAT.pdf](https://www.augstskola.lv/upload/P%C4%93tn.virzieni_nomenklatura_2017_2018_LAT.pdf) <https://www.augstskola.lv/index.php?parent=621&lng=lva>). Each direction has a set of indicators to be achieved within the academic year: the number of publications indexed in *Web of Science* or *Scopus* databases, participation in international conferences, participation with a report in the EKA scientific conference, a publication in the EKA scientific journal, a student research study, student participation in the students' scientific conference;
  - research teams working in each research direction were created. Each group has its coordinator who is responsible for the achieving of a set performance targets;
  - each study program offers research paper and final paper topics that are related to the

research direction theme. The authors of the best papers present their research results at the students' conference.

As a result of these actions, the academic staff and student involvement in scientific and creative work has significantly increased (see the Scientific and creative activity reports).

**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.**

According to the Regulations on the Preparation of the Description of Study Content and Implementation, Updating and Approval (available at EKA e-environment), the content of the study program is reviewed at least once every three years. The updating takes place on the basis of the annual self-evaluation, as well as by evaluating the proposals submitted by the academic staff, students, graduates and employers (if any), and by taking into account changes in legislation. When the content of the study program is changed, taking into account the introduction of new study courses or the updating of the current study course content, then the Study Program Director communicates with the study course instructors and organizes writing of a new study course description or updating of the existing one. Some examples:

- According to the changes in the professional qualification law (qualification "legal adviser (jurisconsult)" has been excluded from the possible qualifications which may be awarded by higher education institutions), in 2018, the study program type has been changed from professional to academic. As a result, the aim, the learning outcomes and the content of the study program have been changed;
- According to the submitted report by the EKA Student Self-government Council on the teaching of foreign languages, a second foreign language choice has been offered at the University (currently the choice is between German and Russian);
- In view of the internationalization of education, some courses in English can be acquired, such as the International Trade Law.

The new study programs in the accredited study direction were not licensed. When designing of a new study program takes place, its suitability in the context of the EKA development strategy, strategic specialization, and available resources is evaluated. A working group for the development of a new study program is formed that is composed of the University's administration, academic staff, and employers' representatives, students and gradulators. The working group develops the study program's content by formulating its aims, objectives and achievable results, as well as by defining the potential target audience.

**2.3. Description of the procedures and/or systems according to which the students are expected to submit complaints and proposals (except for the surveys to be conducted among the students). Specify whether and how the students have access to the information on the possibilities to submit complaints and proposals and how the outcomes**

**of the examination of the complaints and proposals and the improvements of the study direction and the relevant study programmes are communicated by providing the respective examples.**

The complaint and suggestion procedure, as well as the order of their review are described in the Regulations on the Internal Quality Assurance System. The regulations are available on the EKA website, in the Student Guide.

According to the regulations, the decision on the complaint/suggestion review results and the improvements made in the study direction or in the relevant study programs is communicated to the author of the complaint/suggestion application within one month from the submission date. The decision is sent to the e-mail or postal address provided in the application. For example, a student submits a complaint about an instructor's improper conduct to the Study Program Director (for example, the instructor would not respond to e-mails, would not answer queries about grade evaluation). In this case, the Study Program Director conducts an interview with the instructor, highlighting the University procedures, and requires respecting the stipulated time limits within which to answer the students' e-mails. After the interview, the Study Program Director informs (in writing or orally) the student about the interview asking to notify the director in case similar situations persist in the future.

If the students, in a conversation with the Study Program Director, or the Student Self-government Council submit suggestions on the study process improvement, then the suggestions are forwarded to the Rector. The suggestions are reviewed at the administration meeting, by inviting the representatives of the Board, assessing the feasibility of implementing the suggestions, considering the amount of the necessary resources, etc. On the decision proposal, the applicant is informed in writing that is sent to the e-mail address submitted in the application letter.

The students are informed on the suggestions and complaints mentioned in the survey by receiving a letter from the Rector that includes a summary of the survey results and an outline of the planned action.

**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.**

EKA regularly gathers the following information about the following:

- Student admission results (once a year);
- Student academic performance (once a semester);
- Dropout reasons (once a semester);
- Student and the academic staff mobility indicators (once a year);
- The academic staff performance evaluation by the students (once a year);
- The study process quality evaluation by the students (once a year);
- The graduates' satisfaction with the achieved learning outcomes (twice a year);
- The employment of graduates (last-year graduates - once a year, the other graduates - once every three years);

- Quantitative and qualitative results of the students' research and creative activities (once a year);
- Quantitative and qualitative results of the academic staff's research and creative activities (once a year).

The above-mentioned information is analyzed by conducting performance analysis of meeting strategic objectives and action plan implementation as well as using the annual self-evaluation. Some examples:

- The dropout reason analysis led to the conclusion that the students may interrupt their studies due to work circumstances or migration. As a result, EKA launched a new form of studies, i.e. by offering to study in e-environment;
- Based on the results of the performance evaluation of the academic staff, the Head of the Direction and the program directors perform the quality analysis of the academic staff. The identified shortcomings help to determine the academic staff development directions;
- Based on the study process quality evaluation results, the EKA development plan includes the focus on the study process organization, material and technical support, information provision, etc.;
- The analysis of the quantitative and qualitative results of the scientific and creative activity allows evaluating the involvement of the study direction, its study programs, the students and the academic staff in research and creative activities. If necessary, supplementary activities are developed to promote scientific and creative activities within the study direction.

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

The EKA development strategy 2023, quality assurance, staff development, strategic partnerships, image and reputation, material and technical support have been identified as the main directions of the EKA strategic priorities. In its activities, EKA pays attention to the compliance and integration within its internal quality assurance system of all the standards included in Part 1 of the ESG.

A major challenge, considering the available funding, is to provide the necessary material, technical and information support. However, every year, the University keeps developing it, for example, by purchasing the latest literature and equipment, by renewing program support and by establishing specialized facilities (e.g., Logistics Classroom).

Nowadays, having many digital solutions and latest technologies, as well as changes in young people's attitudes towards studies and information perception types, the institutions of higher education are increasingly burdened with a difficulty to offer content related to the students' interests and their ability to learn. EKA, in its activities, are following the changes in the use of study methods, by increasingly using innovative teaching methods, such as *gamification*, virtual technologies (e-studies), business simulation, etc. The students, depending on their ability, are provided with an opportunity to engage in a number of scientific and creative activities in EKA and other organizations. At the same time, the students are motivated to participate in activities related to the chosen field of study and future profession such as career days, business idea competitions, etc.

Table. The integration of the the standards included in Part 1 of the ESG within the internal quality assurance system of EKA

Standards and guidelines	EKA internal quality assurance system
ESG 1.1. The institutions of higher education must have a quality assurance policy.	The EKA quality policy requires the responsibility of several parties involved in quality assurance. Each party is aware of its responsibilities in quality assurance. Employers, industry professionals are also involved, e.g., as members of the final paper defense commission, reviewers, participating in program content and study course development and updating.
ESG 1.2. Program development and approval.	Program implementation is based on the EKA basic principles of operating, subject to regulatory requirements and the higher education goals of the Council of Europe. The study course content is designed in a way that the results in each course would provide the total achievement of the study results of the program. The content of the study program is reviewed in the Study Council and approved by the Senate. The content of the program is regularly reviewed.
ESG 1.3. Student-centered learning, teaching and assessment	The study program is implemented in various forms: full-time, part-time and e-studies. It allows providing the study access to various groups of students with different abilities to learn. The study course requirements include the completion of a variety of tasks, mandatory reading and are available in the course descriptions and in e-environment. The instructors inform the students on the knowledge evaluation criteria and methods at the beginning of the course. For the evaluation of research papers, internship reports and final examinations, commissions are formed in which employer representatives are welcome to participate. Each member of the commission is informed about the basic principles of evaluation in EKA. EKA rules and regulations describe the evaluation appeal procedure.
ESG 1.4. Admission, study progress, diploma recognition.	Admission requirements are set out in the Admission Regulations, which are available on the EKA website. The system of study outcome recognition achieved in the previous education is used. EKA uses a database that summarizes the entire study information on each student, including those who have suspended their studies. The system's capabilities allow tracking each student's progress during the study time. The students are able to see their academic progress, the study plan for a given semester, and financial information. After successful graduation from the program, the student receives the diploma, which complies with the statutory requirements and includes information on the study outcomes and the received qualification.
ESG 1.5. The institutions of higher education have to ensure their academic staff's competence. The procedures for the recruitment of instructors should be fair and open.	EKA ensures the development of its academic staff's qualification by organizing methodological events, training seminars, providing opportunities for scientific activities, including the preparation of publications and participating in conferences. The vacancies are announced through competitions, by publishing the selection criteria in the advertisements.
ESG 1.6. The University should provide adequate and readily available study equipment, and it should provide support for the students.	EKA has the library whose stocks are regularly replenished. The librarian provides support for the information search. The students are also informed about opportunities to use other libraries for study purposes. Each study course at the University has its training materials available in the e-environment. EKA has the Student Information Center, where each study program has its own educational coordinator, who can provide information about the study process and study progress. The students regularly communicate with the Study Program Director about the issues of program content, as well as about organizational issues. Each study program also has its Moodle forum, in which the Study Program Director posts the current information. Each study course provides consultations both in person and in the e-environment.
ESG 1.7. In order to have an effective program management, the institutions of higher education have to collect, analyze and use information.	EKA organizes a number of surveys to get informed about the students' satisfaction, as well as to receive suggestions from the students, the employers and the staff. This information is used during the self-evaluation of the study directions and programs. During the self-evaluation, other aspects of the study process are also examined, including material and technical support.
ESG 1.8. The institutions of higher education have to publish clear, accurate, objective and current information.	EKA annually prepares self-evaluation reports covering the activities of each study direction and about the University in general. EKA website contains information about the entire study process, having each program's description, admission requirements, graduate employment opportunities, etc.
ESG 1.9. The institutions of higher education periodically evaluate programs to make sure that they meet their objectives and that they meet the students' and the society's needs.	The self-evaluation of the study programs of the study directions occur annually with the participation of the academic staff and the students. The study course descriptions are updated regularly, the e-course content improved, taking into account the current events in the industry and the recommendations of the students, the instructors, the internship providers and the employers.
ESG 1.10. The institutions of higher education must implement a cyclical external quality assurance and assessment in accordance with the ESG.	The cyclical external evaluation takes place every six years in accordance with the laws and regulations.

## 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 University's budget is formed mainly from the tuition fees. Revenue from the implementation of the study program of the entire direction is equally used to cover all academic, scientific and administrative costs of the University. According to the approved budget, a cost breakdown is done in terms of their major types.

The funding for research and creative activities is comprised of the University's resources and external financing (including project funding), its share of the total budget of the direction of study constitutes around 7%.

The University's accounting data and the assessment of costs were used to estimate the costs of a study placement in accordance with the CM regulations Nr. 994 "Procedure for the institutions of higher education and colleges regarding their financing from the state budget" of 2006, December, 12. Such calculations do not include the cost of accreditation, as well as contingency costs. All calculations are done based on the 2019 cost estimates.

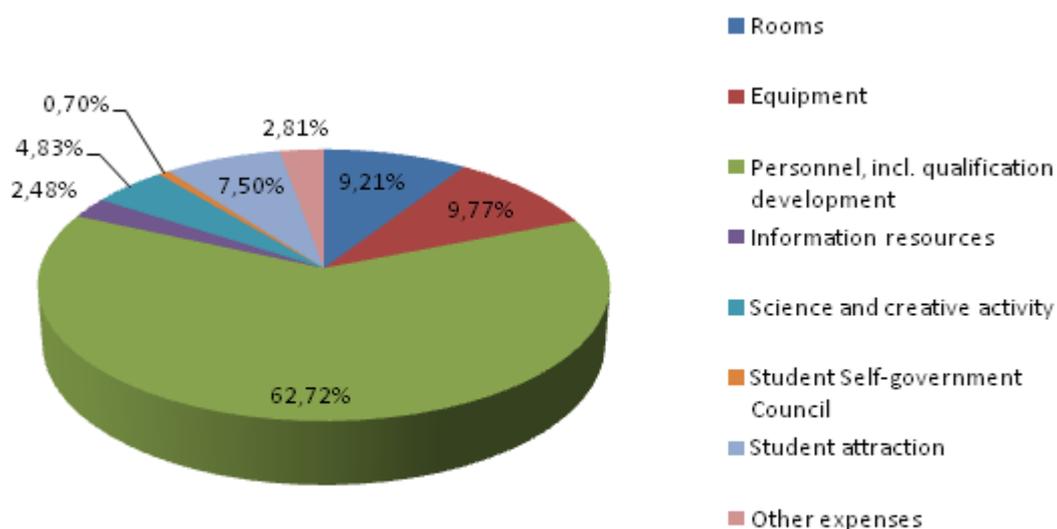


Fig. The study program's "Law" study placement costs

The study program's "Law" study placement costs are 1466.96 euros per year. The tuition fees for the study program are as follows: full-time - 1680 euros per year, part-time - 1560 euros per year. Taking into account the number of students in the program (by October 15, 2019 - 49 students) the financial provision for the study program is sufficient thanks to shared resources with the other study directions at the University.

**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).**

To implement the study direction, there are both specialized rooms, as well as common premises available (rooms, which are also used to implement the other directions).

Specialized rooms for the needs of the direction:

- Courtroom.

The common premises consist of:

- Two computer classes;
- Twelve classrooms;
- Cafeteria;
- Three lounges for the students;
- Instructor's room;
- Library;
- Administration rooms.

According to the EKA development strategy, there are plans to expand the EKA premises, including for the implementation of the study direction. In the Spring of 2019, EKA has purchased a new building in Pērnavas iela 62, with the total area of 7000 sq.m. Starting from the 2021/2022 year of study, the implementation of the study direction will take place in the new premises. These premises would include additional space for the research and creative work of the direction.

The EKA has a free wireless Internet service available. All classrooms have the availability of the necessary material and technical equipment, including computer, projector, etc. to run the classes. Computer classes have the Microsoft Office software, as well as open source code software.

To meet the study process needs, the e-environment is available: EKA website, MyEKA application, Moodle and BigBlue Button, E-Nexus. The website contains information on the study process organization, class schedule, announcements, book catalog, etc. EKA application is available for the students in order to allow faster access to the schedule of classes, announcements and their study and financial data. Moodle is used as a site with access to the course materials, independent work assignments, a variety of informative resources, etc. Big Blue Button is a videoconferencing system, which is used to stream (and record) video lectures for e-students. E-Nexus is the academic staff database, which also includes their research work repository.

The database Nexus is used for recording the student information. The students' personal information, study plans, academic progress, administrative orders, etc. are available there.

**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 students have access to the EKA library, as well as all students are informed about opportunities to use the Latvian National Library. The study program directors introduce the students to the library, book catalog and the University's e-environment capabilities during the study course "Introduction to Studies". The EKA library works five days a week (including on Saturdays with extended working hours). The standard working time is: Tuesdays - Fridays from 9:00 to 17:30, Saturdays from 9:00 to 19:00. Working hours are planned, taking into account the students' attendance and demand (according to survey data and individual requests). Since 2013, the EKA library is a member of the Latvian Academic Libraries Association (LATABA).

The book catalog of the EKA library and other libraries is available electronically here <https://www.augstskola.lv/index.php?parent=88&lng=eng>. To meet the needs of the study direction, there are 3934 publications and 7055 copies available. In addition, there are available periodicals, such as: Jurista vārds, iFinances.

The library stock fund is supplemented in two ways:

- The librarian follows the news in Latvian and informs the program directors about it. The program directors evaluate the necessity of purchase of the latest publications, in consultation with the respective study course instructors. If the instructors recognize the publication as useful for the study course acquisition, then the Study Program Director will inform the librarian about the need to purchase it;
- The academic staff regularly reviews the study course content, including the topicality of the bibliographic sources necessary for the course acquisition. If the mandatory reading list is updated with the latest sources, which are not in the library, then the instructor must inform the librarian about the need to purchase them. The librarian evaluates the book purchase costs and buying opportunities. If the book costs do not exceed the amount specified, then the book is purchased. Otherwise, other solutions are sought: the source replacement with an alternative publication that has similar content, etc. purchase of a used book etc.

The EKA library stocks are supplemented only with the latest literature, which is not older than 5 years.

The students can pick up books by subscription, as well as work with information sources in the reading room. The library reading room has the availability of twenty computers with the Internet access. In addition, the library includes the following services:

- Help with the searching of bibliographic sources;
- Copying;
- Printing;
- Scanning;
- Binding.

The students and the instructors have access to multiple databases, the list is available here <https://www.augstskola.lv/index.php?parent=88&lng=eng>. Database subscription is ordered after the recommendations from the instructors and purchased within the possible financial provision framework. The statistics of usage of data bases (EBSCO) is available below.

Institution Name: LATVIAN CONSORTIUM CULTURE INFORMATION SYSTEMS CENTRE				
Reporting Period: 2018-01-01 to 2018-12-31				
Customer	Database Sessions	Total Searches	Total Full-Text Requests	Abstract Requests
EKA University of Applied Sciences	7025	30130	1885	1903

The instructors place the study course materials as well as the study course description, course acquisition requirements, independent work descriptions in the University's e-environment: Moodle. Sample topics for research papers are also available there, as well as the internship tasks, the final paper sample topics and other, necessary information for the studies.

At the library, the students have access to the samples of research papers, project and final papers: both on paper and electronically placed in the student work catalogue <https://www.augstskola.lv/index.php?parent=88&lng=eng>. The inclusion of the papers in the student work catalog occurs after the consent of the student is received (the student certifies in writing that the paper does not include confidential information and may be published).

### **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.**

EKA employs elected academic staff and guest (adjunct) instructors. In order to attract academic staff, a competition for the position is advertised: for the elected academic positions - in the official publication "Latvijas Vēstnesis", for the guest instructors - in other media resources. The election into academic positions is based on the laws and regulations and in accordance with the Regulations on the Election in Academic Positions (available EKA e-environment). The election procedure and detailed criteria are described in the above-mentioned regulations. Each academic who meets the requirements is eligible to compete for the advertised position.

Regardless of the status of the instructor at the University, the evaluation of candidates occurs based on the following criteria:

- Educational attainment;
- Teaching experience;
- Professional work experience;
- Science and/or creative work achievements;
- Communication skills.

When starting the work at the EKA, every instructor is familiarized with the organizational procedure of the study process, receives work safety and fire safety instructions, sets up the instructor's profile in the e-environment, is informed about the work and available support in the e-environment and undergoes other work introduction activities.

The information about the study process organization, scientific and creative activities, and internal regulations is available at "EKA administration", a dedicated site in the EKA's e-environment.

The academic staff's work quality is evaluated by analyzing the student survey (twice a year), e-course quality in Moodle (four times a year), scientific and creative activities (once a year), class schedule discipline, communication with the administration and the students and the number of complaints (if applicable).

The academic staff is aware of their work quality evaluation results by presenting them with the results of the survey, the e-course quality control results, etc. Where shortcomings have been identified, they are discussed individually with each instructor, working out the remedy to address the shortcomings. The discussions are organized by the Study Program Director.

**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.**

EKA regularly either facilitates or organizes the following events to develop the qualification of its academic staff:

- Scientific seminars. Their aim is to encourage the involvement of the academic staff in research, as well as to support the preparation of publications in internationally indexed databases;
- Methodological seminars;
- Methodological conferences;
- Participation in international scientific conferences in Latvia and abroad;
- Participation in projects;
- Teaching courses at foreign universities;
- Courses in line with the identified training needs.

The events aimed at developing the qualification of the academic staff are organized, taking into account the University's development priorities and current events in the industry. During the reporting period, the academic staff were encouraged to participate in all the above mentioned events. For examples and achieved results, see Table.

Table. The examples and results of the organized events during the reporting period

Type of event	Results achieved
<i>EKA scientific seminars</i>	
<ul style="list-style-type: none"> <li>• Preparation of scientific publications</li> <li>• Quantitative methods for data processing</li> <li>• Using special software for data processing (SPSS, R)</li> </ul>	The number of publications of the involved academic staff has increased
<i>Methodological seminars</i>	
<ul style="list-style-type: none"> <li>• "Study course description and learning outcomes: design, formulation, mapping" in collaboration with Alberta College, Riga Stradiņš University and the BA School of Business and Finance</li> <li>• Creative workshop during the International Week: "Formulating Learning Outcomes"</li> </ul>	The formulation of the learning outcomes has been changed in the study programs and the study course descriptions
<ul style="list-style-type: none"> <li>• "The preparation of the final papers"</li> </ul>	The structure of the papers, research methods has been changed. The quality of papers has increased
<ul style="list-style-type: none"> <li>• "E-course creation in Moodle according to the EKA requirements";</li> <li>• "The use of the videoconferencing system BigBlueButton in the study process"</li> <li>• Creative workshop during the International Week: „Introduction to Moodle and Big Blue Button"</li> </ul>	More that 70% of the courses have an e-course version. Work to be continued.
<i>Methodological conferences</i>	
The EKA annual methodological conferences	The use of digital technology tools in the study process, discussing the issues of academic integrity and ethics, the use of <i>gamification</i> aspects in the study process
<i>International scientific conferences and publication opportunities</i>	

Type of event	Results achieved
<ul style="list-style-type: none"> <li>• Participation in the EKA International scientific conference ETECH</li> <li>• Participation in international scientific conferences in Latvia and abroad</li> </ul>	The research results are used in the teaching of the study courses. The results are summarized in scientific and creative activity reports <a href="https://www.augstskola.lv/?parent=8&amp;lng=lv">https://www.augstskola.lv/?parent=8&amp;lng=lv</a>
<i>Participation in projects</i>	
Participation in projects	Exchange of experience, the integration of the latest study and research methods in the study process, e.g., business simulations (project SPIDE)
<i>Teaching courses at foreign universities</i>	
International mobility for teaching and exchange of experience in the framework of the Erasmus+ program, for example: <ul style="list-style-type: none"> <li>• Assistant Professor Karina Zalcmāne exchanged experience at the National and Kapodistrian University of Athens</li> <li>• Assistant Professor Inese Stankeviča taught courses at the Université Polytechnique Hauts-de-France (France)</li> <li>• Professor Velga Vēvere taught courses at the University of Zilina (Slovakia)</li> </ul>	Exchange of experience, teaching in an international environment, the promotion of foreign language skills
<i>Courses in line with the identified training needs</i>	
<ul style="list-style-type: none"> <li>• Courses of English</li> </ul>	The knowledge of English has been improved for the academic staff
<ul style="list-style-type: none"> <li>• Didactic courses of the institutions of higher education;</li> </ul>	Pedagogical competences of the academic staff have been improved
<ul style="list-style-type: none"> <li>• Participation in international training, e.g., Assistant professor I. Stankeviča attended ECTA (European Communities Trade Mark Association) seminar Trade Marks: Case Law of the EUIPO Boards of Appeal and German Courts (Marh, 2019, Germany)</li> </ul>	The current knowledge about the industry is acquired and is included in the course.

Most of the instructors are motivated to take part in the organized activities, because, this way, their qualification is developed. This, in turn, will contribute to the quality of course content being taught and help with its implementation. The academic staff understands the importance of quality in their work as a factor contributing to the quality assurance of the whole University. Participation in international events provides an opportunity to practice language skills, make contacts and share experience with foreign colleagues. Such events facilitate switching from daily pedagogical work to communication with colleagues, which helps to reduce the psychological tension.

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

The implementation of the study direction involves 23 instructors (see Annex „JUR\_Virziena\_macibspeki\_EN”).

By processing the numerical data contained in the tables, it is observed that the qualification of the academic staff employed in one study program within the study direction of LAW adheres to the implementation of the University’s aims and goals, because:

- In total, the implementation of the study direction involves 23 instructors, including 13 or 56.5% of the permanently employed and 10 or 43.5% guest instructors;
- 59 CP or 56.7% are provided by the permanently employed, the remaining 49 CP or 43.3%

are provided by guest instructors (excluding the free elective courses, the supervision of research papers and bachelor theses);

- The implementation of the study direction involves 11 doctors of science (8 of them have been elected in EKA) and 12 instructors with a master's degree (5 of them have been elected to be permanently employed by EKA).

The description of the academic staff in terms of the study programs see in Section 3.

The workload of the academic staff includes the following elements: the teaching of study courses, updating the study courses (including in the e-environment), methodological work, scientific research and creative activities (participation in conferences, projects, research activities and preparing publications, etc.). During the reporting period, no member of the academic personell was provided with a full-time workload.

Instructors are provided with opportunities to participate in the Erasmus+ mobility program. The number of outgoing instructors is limited considering the specified number of mobilities and the funding amount. Until 2016, the incoming foreign teachers usually arrived to teach in the study direction "Translation and Interpreting" and less so in other directions. Since 2016, EKA has actively started to attract foreign academic instructors through the Erasmus+ opportunities: by organizing international weeks and staff training weeks. During the previous academic year, 12 instructors came to the EKA, who either taught classes or took part in experience exchange activities and staff training activities within study direction (see Annex "Peronala\_mobilitate\_EN").

### **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.).**

During the study process, EKA provides students with the following support:

- Information support: EKA website has the Student Guide, in which the information is structured according to the study stages. There are also Infographics published in it about the possible action in case of academic and financial debts, as well as about the main steps in research paper and final paper preparation. There are also internal regulatory and methodological documents, as well as the manual on how to work in the e-environment;
- Methodological support:
  - the instructors post the study course materials, course requirements, links to freely accessible bibliographic sources in the EKA e-environment. All this facilitates access to the necessary information during the study course acquisition;
  - consultations on the acquisition of the study course in person and electronically (e-mail, Skype, BBB);
  - consultations on the preparation of research papers, project reports and final papers;
  - colloquium on the topicality, aim and the used research methods of the final paper. During the colloquium, the students are given recommendations at the start of the development phase of the paper.
- Career support:
  - guest lectures with industry professionals on the challenges of specific professions;
  - meetings with EKA graduates during which the graduates share their career experience telling what should the students pay attention to during the study period;

- field trips to companies and organizations;
- participation in professional competitions, e.g., Demola Latvia, Ideju Kauss, Rīgas Drosmes grants etc.;
- Business incubator support;
- if necessary, internship placement support is provided.
- Financial support:
  - opportunity to get a study grant (only Latvian and Kazakh students);
  - flexible payment schedule;
  - tuition fee discounts for applicants having good grades in the secondary education (only Latvian students);
  - tuition fee discounts for active participation in the Student Self-government Council;
  - tuition fee discounts for participation in professional competitions and research activities.
- Technical support: the e-environment malfunction prevention, requirements for devices which are used in the study process.

## **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).**

EKA scientific research and creative activity is organized in accordance with the EKA development strategy 2023 and the Scientific and Creative Activity development strategy (ZRDAS 2020). ZRDAS 2020 identifies four priorities, with specific directions of action for each priority:

- EKA staff:
  - direction of action "Increasing the number of academic staff involved in science";
  - direction of action "Raising the scientific qualification of EKA academic staff".
- EKA scientific reputation:
  - direction of action "Increasing popularity of the scientific events organized by EKA";
  - direction of action "EKA publishing performance improvement".
- Research and creative activity in the study directions:
  - direction of action "Research development in every study direction";
  - direction of action "EKA academic staff's involvement in research and creative work";
  - direction of action "EKA students' involvement in research and creative work".
- Infrastructure:
  - direction of action "Research infrastructure and material and technical resource development in every study direction".

These priorities and the directions of action correspond to the aims of the study direction, as well as to the EKA development priorities. The set priorities and the direction of action achievements, the implementation of the defined indicators are analyzed at the end of each study year, with prepared reports on the scientific and creative activities (available at:

<https://www.augstskola.lv/?parent=8&lng=lva>).

For example, in 2018/2019 academic year, as per some indicators, better than expected results have been achieved (see Table below).

Table. The analysis of planned completion of indicators of scientific and creative activities in the study direction in 2018/2019 academic year

No.	Indicator	Plan 2020	Completion 2018/2019
1.	Number of instructors with doctoral degree in Law	5	4
2.	Number of EKA instructors - the participants of scientific conference ETECH, including (representatives of other universities)	6	7
3.	Number of regularly published journals and scientific paper volumes by EKA (applicable to all directions)	3	3
4.	Number of scientific monographs, teaching aids published by EKA	2	0
5.	Number of research studies conducted in the Direction	1	1
6.	Number of published scientific articles in scientific publications within the Direction (WoS or Scopus databases)	-	26
	Incl. the Law	5	5
7.	Number of published scientific articles by the students in the Direction	2	2
8.	EKA student participation in international scientific seminars and conferences (number of annotations/creative work)	3	2

In order to involve the academic staff and the students in scientific research and creative activities, the research study directions are aligned with the study directions being defined in terms of the indicators set to be achieved in each direction of research (e.g., the number of publications indexed in *Web of Science* or *Scopus* databases, the number of publications in other databases, participation in conferences, the number of research studies done by the students, the students' participation in conferences, the number of student publications). The completion of the indicators is the responsibility of the coordinator of the research direction. The titles of the research directions are available here: <https://www.augstskola.lv/?parent=8&lng=lva>.

#### **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.**

Research directions are formulated in accordance with the area of the study directions, research interests of the academic staff and current events in the study direction area. Research directions are confirmed by the Study Council.

In accordance with the approved research directions, the sample topic lists of research papers and final papers are supplemented with themes that are explored within the research directions. For example, the list of the bachelor's theses' sample topics of the study program "Law" includes the topic "Regulatory Framework for Intellectual Property in the Field of.....", which corresponds to the research direction "Intellectual Capital: Understanding, Management, Protection" and the topic "Regulatory Framework for Social Enterprise in the European Union", which corresponds to the research direction "Corporate Social Responsibility: Understanding and Management." The other topics correspond to the research direction "Current Trends in Jurisprudence".

The academic staff use the research results in teaching the study courses. For example, Assistant Professor J.Alfejeva investigates legal aspects related to insurance and is the author of the book "Insurance Law". Her research results are used in the study course "Insurance Law". Associate Professor O.Lentjušenkova and Assistant Professor I.Stankeviča explore legal aspects related to the

intellectual capital. The study results, as well as the current information from conferences and seminars (including ERA - European Law Academy), are used in the course "Intellectual property rights". The collective monograph "Latvian Legal System", whose one of the co-authors is EKA Assistant Professor J.Juriss, has been used as one of the teaching materials in the study program's courses.

The students contributed to research in larger scale research studies. For example, a study "Latvian Citizens' Legal Competencies in Financial Matters" by an EKA student was used in the working group's (the FCMC, the BA School of Business and Finance, Latvijas Banka, MES, LAC, RTU, EKA) project "The Standard of Basic Competencies of the Financial Literacy for Adults", that is based on the approach towards the financial literacy development issues by the world's developed countries - within the OECD INFE financial literacy competencies framework (the FCMC's report no. 4/2017).

#### **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.**

During the reporting period, annual cooperation has been developed with several partners: in projects, as well as by participation in international scientific conferences.

Since 2014, EKA has organized an international scientific conference in collaboration with the *Walsh College* (the United States). The partners participated not only as organizers, but also participated in the Scientific Committee of the Conference, presented their reports, reviewed the submitted publications, etc. In 2017, a new conference name was made: *Emerging Trends in Economics, Culture and Humanities (ETECH)* and the *University of Economics in Katowice* (Poland) joined as a new conference partner. The conference participants are provided with a publishing opportunity in the scientific journal "Economics and Culture", which is indexed in international databases. In 2020, the conference will attract additional partners to ensure more publications: three scientific journals that are indexed in the internationally indexed databases *Scopus* and *Web of Science* (more: <https://www.augstskola.lv/?parent=206&lng=eng>). Such partnership provides an opportunity to discuss internationally the results of the research conducted by the academic staff and to publish them in internationally recognized journals. Organizing ETECH2019 following academic staff members from the study directions are involved:

- Conference Scientific Board – 5 EKA academic staff members (V.Zariņa, V.Vevere, O.Lentjušenkova, J.Titko, L.Turuševa);
- Conference Executive Board – 5 EKA academic staff members (M. Kamenecka-Usova, V.Zariņa, V.Vevere, J.Titko, L.Turuševa).

Session „International Business Relations and Legislation” 17 academic staff members are participated (incl. 6 EKA academic staff members, 1 EKA guest lecturer, 4 academic staff members from other Latvian HEI and 6 academic staff members from abroad HEI) (see [https://www.augstskola.lv/upload/ETECH2019\\_programme\\_detailed.pdf](https://www.augstskola.lv/upload/ETECH2019_programme_detailed.pdf)).

The participation in international projects facilitates the development of research, cooperation and exchange of experience both for the academic staff and the students. For example, within the framework of the Erasmus+ K107 activities, in cooperation with the strategic partner, the Alberta

College, the students participated in a study led by Alberta College Assistant Professor (EKA guest instructor) Aija Leitāne. Latvian and Kazakh students (from the L.N.Gumilyov Eurasian National University) conducted research on Latvia's and Kazakhstan's labor laws. The study results were presented at a scientific conference in Kazakhstan and at the Ministry of Justice of the Republic of Latvia.

**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.**

As one of the priorities ZRDAS 2020 has set is the research development in every study direction. EKA academic staff conducts scientific research in line with corresponding scientific interests, current events in the field of law and the confirmed research directions at the University. The involvement of the academic staff in research activities occurs as follows:

- By providing methodological and informational support about the selection of research design, research methods, information technology solutions for research purposes. For example, by organizing scientific seminars, methodological conferences;
- By forming research teams in each of the research directions. For example, during the reporting period, the study direction "Law" has approved a number of research directions and, in each of them, a research group was established, for which specific tasks were formulated. The research direction's "Current Trends in Jurisprudence" working group includes Assistant Professor K.Zalcmane, Assistant Professor M.Kamenecka-Usova, Assistant Professor U.Skrastiņa, guest instructors A.Bičkovskis, A.Leitāne, J.Dinsberga. Work results of the group are as follows: 3 publications in internationally cited databases (*Scopus* and *Web of Science*), 24 reports at international scientific conferences (including 6 reports at the *ETECH2019* conference), 2 student articles published in the Student conference proceedings;
- By providing financial support for the preparation of publications and the participation in conferences (see the Scientific and creative activities report on EKA website);
- By organizing scientific, including international, events at the University, such as the EKA International Scientific Conference ETECH;
- By building partnerships with universities, including by ensuring joint research and the publication of results, e.g., the EKA academic staff cooperate with the Turība University's academic staff (Assistant Professor U.Skrastiņa in cooperation with Professor J. Načisčionis, Assistant Professor J.Juriss participated in writing of the collective monograph "Latvian Legal System");
- By promoting the acquisition of the expert status with the Latvian Council of Science (LCS). For example, during the reporting year, U.Skrastiņa (Social Sciences - Law), O.Lentjušenkova (Social Sciences - Economics and Business), V.Zariņa (Social Sciences - Economics and Business), J.Titko (Social Sciences - Economics and Business) have become the LCS experts.

Table. Quantitative data on the scientific research and/or artistic creativity activities appropriate to

the study direction during the reporting period

Scientific research and/or creative activities	Quantity			
	2015/2016	2016/2017	2017/2018	2018/2019
Number of publications in Scopus and Web of Science in Law	0	2	3	5
Number of other publications in Law	2	6	5	9
The academic staff's participation in international scientific conferences, the total number of conferences	3	6	10	24
Monographs and textbooks	0	3	0	0

During the reporting period, an increase of the number of publications and conference reports is observed, which is the result of deliberate development of scientific activity in accordance with the priorities set in the EKA development strategy.

EKA instructors use research opportunities offered not only by EKA. For example, in 2018, EKA Assistant Professor Karina Zalcmane (Mg.iur., PhD candidate) and Marina Kamenecka-Usova (Mg.iur., PhD candidate) became the section's "Juridiskā darba tirgus (Legal labor market)" heroines of the journal "Jurista Vārds" (December 11, 2018 No. 50 (1056) / July 3, 2018 /nr. 27 (1033)).

**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.**

The students' participation in scientific research and creative activity is an integral part of the study process. The students of all study programs are provided with the following opportunities:

- The study course "Research organization" in the framework of the study program - mandatory for all students;
- Conducting research, by writing the research paper and the final paper within the framework of an approved scientific direction or about other current events in the industry - mandatory for all students;
- Presentation of the research results at the International student conference organized by EKA in collaboration with Alberta College (see <https://www.augstskola.lv/index.php?parent=209&lng=eng> and table below ) or in other conferences;
- The publication of the research results in the International student conference proceedings (see <https://www.augstskola.lv/index.php?parent=209&lng=eng> and table below);
- Participation in competitions and other creative activities, e.g.:
  - In 2019, the three law students of EKA had a very valuable experience in taking part in the human rights legal game organized by the Ombudsman's Office of the Republic of Latvia. This presented an opportunity to improve theoretical knowledge in the given field and to gain practical skills, including in the roles of attorneys and lawyers, as well as to meet Latvian legal experts in person. (<https://www.augstskola.lv/index.php?parent=875&lng=lva>)

- In 2019, within the framework of the International Week, four EKA students and two instructors participated in the moot court play "Simulation of a Courtroom-a Historically Famous Case" led by Elena Prendjova from the Macedonian European University ([https://www.augstskola.lv/upload/IAW2019\\_programme\\_FINAL.pdf](https://www.augstskola.lv/upload/IAW2019_programme_FINAL.pdf))

Table. The students' participation in scientific research and creative activities

Activity	2016./2017.	2017./2018.	2018./2019.
<b>Number of publications in the International student conference proceedings</b>			
Study program „Law“	1	4	2
<b>Participation in the International student conference</b>			
Study program „Law“	3	5	2
<b>Published abstracts in the proceedings</b>			
Study program „Law“	3	5	2

The part-time students of the study program do not use the above mentioned opportunities to the full extent, because they are employed. However, it is planned to continue to organize activities on Saturdays, Sundays and evenings in order to adjust to the students' work time.

**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 its work, EKA uses a variety of solutions in order to strengthen its competitiveness and promote work efficiency. During the reporting period, the following solutions and their applications have been implemented:

- The organization of the e-studies. Online video lectures are organized for EKA students according to the class schedule. The lectures are recorded and are available during the semester. During the online lecture, the instructor and the students actively communicate, students can present their assigned tasks, participate in seminars, discussions and group work. The materials, independent work assignments, course description and other information necessary for the study course acquisition are available in Moodle, where they should be posted by the instructor according to a certain template. Students submit the independent work assignments, take exams using the e-environment tools;
- The student and the academic staff joint database NEXUS. This solution made it possible to digitize several processes and document processing at the EKA. For example: application for a certificate and the preparation of orders, study agreement and amendment preparation, diploma preparation, compilation of statistical data for external and internal needs, etc. The database is integrated with the EKA e-environment that conveniently allows to provide the students with the information on their academic progress and the financial situation, the students' and the academic staff's user access rights permission/denial in the e-environment, survey organization, etc .;
- For faster information spreading and availability, in Moodle, EKA have created a special site "EKA administration." It offers current strategic documents, information on scientific activities, teaching aids, etc.;

- The Student Guide. An electronic guide, which contains information on the study process broken down by stages, which occur during the studies at the EKA. Each section has available (if applicable) appropriate internal regulations, application forms, Infographics, and links to other informative resources;
- MyEKA application for students allow for a faster browsing of the list of classes, includes notifications and current events, personal profile.

## 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.**

EKA cooperates with several institutions: companies, governmental and non-governmental organizations, professional associations, universities, colleges, secondary schools etc. (more detailed information is found in the study direction self-evaluation reports). Cooperation is planned and organized according to the type of institutions, as well as geographic location. Employers are attracted by participating in industry associations (for example, the Latvian Chamber of Commerce and Industry, the Latvian Employers' Association, etc.), and by the academic and administrative staff members taking part in professional and scientific conferences, and other events.

The main criteria for starting the cooperation are as follows: partner's reputation and mutual benefit for all partners.

The main directions of cooperation are the following:

- Participation in scientific research and creative activities;
- Participation in the development of the study directions and the study program;
- Internship placement provision (see the list of signed agreements in Appendix);
- Organizing methodological events;
- Guest lecture and creative workshop organization;
- Organizing pupil competitions and Olympiads;
- Participation in the final examinations, including reviewing the research and final papers.

The selected areas of cooperation enable both the implementation of strategic objectives that are described in the EKA development strategy, as well as the aims of the study direction.

Table . Examples of cooperation with employers and organizations in the study direction "Law"

Activity	Name of activity	Partner
<b>GUEST LECTURE AND CREATIVE WORKSHOP ORGANIZATION</b>		
Guest lectures by professionals	"The European Court Practice - Latvian Entrepreneurs and the Analysis of Commercial Cases"	Egils Levits, the President of the Republic of Latvia (at the time of the lecture - the European Court of Justice, judge)
	Challenges of the lawyer's profession	Marija Dzelme, lawyer, the National Electronic Mass Media Council

<b>FIELD TRIPS (EDUCATIONAL EXCURSIONS)</b>		
Field trip	Labour law	The State Labor Inspectorate
Field trip	Competition law	The Competition Council
Field trip	Copyright	AKKA/LAA (the Copyright and Communications Consulting Agency/Authors' Union of Latvia)
Field trip	Issues of human rights	The Ombudsman's Office
Field trip	Constitutional law	Government of Latvia
Field trip	Commercial law	The Register of Enterprises of the Republic of Latvia

<b>PARTICIPATING IN THE STATE FINAL EXAMINATIONS</b>		
The State Examination Commission	The bachelor's thesis defense	A. Bičkovskis, the State Revenue Service, the Legal and Pre-litigation Administrative Proceedings Department, the 1st Division, general counsel
The State Examination Commission	The bachelor's thesis defense	A. Suškins, LDDK, Member of the Board

<b>PARTICIPATION IN SCIENTIFIC RESEARCH AND CREATIVE ACTIVITIES</b>		
Creative activity	The creation of international application "Legal Terminology Translation in Different European Languages"	The European Law Students' Association
Seminars	Practical advice for initiating and conducting legal proceedings Legal termination of employment: practice and issues	Latvian Chamber of Commerce and Industry
Moot Court	Human Rights Moot Court	The Ombudsman's Office

In collaboration with the institutions of higher education, the emphasis is placed on scientific research and creative activities, the academic staff's qualification development and methodological events.

Table. Examples of cooperation with the institutions of higher education in the study direction "Law"

Activity	Name of activity	Partner
<b>PARTICIPATION IN SCIENTIFIC RESEARCH AND CREATIVE ACTIVITIES</b>		
International scientific conference	Emerging Trends in Economics, Culture and Humanities, ETECH	Alberta College
International student conference	"Student research activity: theory and practice"	
International scientific conference	Co-organizers of the ETECH international conference	Walsh College (USA)
International scientific conference	Co-organizers of the ETECH international conference	University of Economics in Katowice (Poland)
<b>ORGANIZING METHODOLOGICAL EVENTS</b>		
Methodological seminar	Study course description and study results: design, formulation, mapping	Alberta College, BA School of Business and Finance, Riga Stradiņš University
Methodological conference	Modern teaching methods to improve the quality of the study process	Alberta College
Personnel training	Staff Training Week „E-learning:Theory and Practice for Beginners”	Alberta College (more: <a href="https://www.augstskola.lv/index.php?parent=704&amp;lng=lva">https://www.augstskola.lv/index.php?parent=704&amp;lng=lva</a> )
	Staff Training Week “Digitalization of Higher Education (for academic staff)”	
	Staff Training Week “Advanced Research and Teaching Methods”	
	International Academic Week (every year)	
<b>GUEST LECTURE AND CREATIVE WORKSHOP ORGANIZATION</b>		
Guest lectures by foreign academic staff	Real Estate Market	Marta Martyniak, University of Economics in Katowice (Poland)
Moot Court	“Simulation of a courtroom-a historically famous case”	Macedonian European University (lect. E.Prendjova)
Lectures by EKA academic staff in foreign institutions of higher education	Intellectual Property Law	Assistant Professor I.Stankeviča, Université de Valenciennes et du Hainaut-Cambresis (France)
	Legal English	Associate Professor L.Turuševa, L.N.Gumilyov Eurasian National University, Astan (Kazakhstan)

## 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.**

The study program does not have foreign students, because it is implemented in the Latvian language. Foreign students are attracted mainly through the participation in international exhibitions. Since 2017, EKA is a member of Higher Education Export Association. This association sets certain standards for attracting foreign students, including admission criteria. The selection of foreign students occurs in accordance with the legislative requirements and Admission rules and includes the applicant's aptitude test in the area of the study program and the English language proficiency test.

During the reporting period, foreign instructors were attracted in the guest lecturer's status using the opportunities of the Erasmus+ mobility program. Each year, an average of 5-6 teachers from various foreign universities had classes for the students of the study direction or taking part in interantional events (e.g. International Academic Week <https://www.augstskola.lv/index.php?parent=269&lng=eng>, Staff Training Week [https://www.augstskola.lv/upload/STW2019\\_AGENDA\\_v2.pdf](https://www.augstskola.lv/upload/STW2019_AGENDA_v2.pdf)).

In the future, it is planned to continue academic staff attraction for work in the status of elected academic staff, which is also defined in the EKA development strategy. It is planned to attract the academic staff based on the previous experience with foreign partners as well as through Euroaxess network, which EKA is a member of.

### **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.**

The internship organization occurs in accordance with the laws and regulations and the Internship Regulations (available at: [https://www.augstskola.lv/upload/18\\_EKA\\_Prakses\\_nolikums.pdf](https://www.augstskola.lv/upload/18_EKA_Prakses_nolikums.pdf)). The EKA's students, according to the study plan, are sent to do internship on the basis of the tripartite agreement on the study internship.

Each internship is organized under its own internship program. They are organized in such a way so that students would become familiar with real life processes in the companies hosting the internship, which will help to acquire theoretical knowledge better in the further study process. The aim of the internship is to strengthen and develop theoretical knowledge, forming independent professional skills and abilities, based on the knowledge acquired during the studies, as well as to comply with the duties assigned by the internship supervisor at the place of the internship through participating in the activities of the internship company. In addition, during the pre-diploma internship, the students collect information and carry out research that is necessary for developing the final paper.

During the internship, the student has to prepare the internship report, and, in accordance with the internship schedule, it must be submitted to the University's internship advisor for review. If the internship report meets the requirements, then the University's advisor signs the Performance and evaluation sheet and it means that the report is accepted for the defense. The defense of the internship report takes place during the session in the presence of the commission. During the

defense, the opinion of the company's internship supervisor described in the *Intern characteristics* (on the trainee's work during the internship) and his work evaluation are also taken into account.

In carrying out the internship tasks, the student has two internship supervisors: one in the company and another in EKA. The internship supervisors help the student to understand the substance of the practice tasks and guide the student towards the correct completion of the tasks. The internship supervisor in EKA provides advice on the general issues of internship organization and the internship report defense.

The study program's "Law" internship with the amount of 8CP is intended in the limited option (elective) part.

The internships would not be possible without the support of various business people and organizations. During the previous study years, the students of the study direction Law were supported and the internship placements were provided by different companies and organisations, with which bilateral and trilateral internship agreements were signed.

For the list of the internship agreements concluded see in Annex.

**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.**

At the present time EKA not implement joint study program. EKA plan to study out opportunity to develop joint Master study program in next two years.

## **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.**

In 2017, the EKA University of Applied Sciences received the report of the International Commission of Experts on the study direction's "Law" bachelor's program. The International Expert Commission's report had come up with a total of 26 recommendations. The provided recommendations overlapped on the merits and, therefore, they were grouped in preparing the

recommendation implementation plan. The main recommendations relate to the alignment of the study program's content and the academic staff's qualifications with the title of the study program. By evaluating the recommendation implementation plan, it can be concluded that most of the recommendations are met. This was achieved through making the following changes:

- by changing the type of program from the professional study program to the academic study program, as well as by changing the program's title to "Law";
- by changing the type of the program, the content of the program was changed as well;
- by improving the study course descriptions and learning outcomes evaluation;
- by attracting the academic staff with training and experience in the field of jurisprudence, as well as doctoral students and academic staff with a doctoral degree;
- by establishing the research directions with organized research groups. It provides for a purposefully organized research activity;
- by attracting a larger number of students;
- by organizing moot court for the students.

For more information, see the Recommendation Implementation Report (see Annex).

**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).**

As mentioned above, the study program has significantly been changed. In 2018, the evaluation of the changes took place and a positive decision from the Study Quality Committee has been received. After assessing the changes in the study direction, the expert had made nine recommendations. Most of the recommendations were implemented before the Study Quality Committee's meeting. For more information, see the Recommendation Implementation Report (see Annex).

# Annexes

I. Information on the Higher Education Institution/ College		
List of the governing regulatory enactments and regulations of the higher education institution/ college	1_annex_EKA_List_Regulations.xlsx	1_pielikums_EKA_Nolikumu_saraksts.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	EKA_struktura_Eng.jpeg	EKA_struktura_LV.jpeg
II. Description of the Study Direction - 1. Management of the Study Direction		
Plan for the development of the study direction (if applicable)	JUR_Virziena_attistibas_plans_EN.docx	JUR_Virziena_attistibas_plans.docx
Management structure of the study direction	JUR_Virziena_struktura_Eng.jpeg	JUR_virziena_struktura.jpeg
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	JUR_Virziena_macibspeki_EN.doc	JUR_Virziena_macibspeki_LV.doc
Biographies of the teaching staff members (in Europass Curriculum Vitae format)	CV_ENG_JURISTI_2020.zip	CV_LV_JURISTI_2020.zip
Summary of the statistical data on the incoming and outgoing mobility of the teaching staff over the reporting period	Personala_mobilitate_EN.docx	Personala_mobilitate_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	JUR_Macibspeku_publicikcijas_EN.doc	JUR_Macibspeku_publicikcijas.doc
II. Description of the Study Direction - 5. Cooperation and Internationalisation		
List of cooperation agreements	List_partners_EN.DOCX	Partneru_saraksts_LV.docx
Statistical data on the teaching staff and the students from abroad	Statistikas_dati_arvalstu_studejosie_ENG.docx	Statistikas_dati_arvalstu_studejosie_LV.docx
Statistical data on the mobility of students (by specifying the study programmes)	Studentu_mobilitate_EN.docx	Studentu_mobilitate_LV.docx
Description of the organisation of the traineeship of the students	18_EKA_Prakses_nolikums_EN.pdf	18_EKA_Prakses_nolikums.pdf
Information on the agreements and other documents confirming the traineeship of the students in companies	Prakses_ligumu_saraksts_EN.docx	Prakses_ligumu_saraksts_LV.docx
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	EKA_rekomendaciju_izpildes_parskats_Tiesibu_EN.doc	EKA_rekomendaciju_izpildes_parskats_Tiesibu_LV.doc
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.	Apliecinajums_valsts_valoda_EN(1).edoc	Apliecinajums_valsts_valoda(1).edoc
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	Atbilstiba_valsts_standarts_Juristi.docx	
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 <a href="http://www.europass.lv">www.europass.lv</a> ), 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.		
<b>Description of the Study Direction - Other mandatory attachments</b>		
Electronically signed application form for assessment of a study direction	Application.docx	iesniegums.edoc

## Other annexes

Name of document	Document
Pielikums.Studiju_virzieni_programmas_EKA.docx	Pielikums.Studiju_virzieni_programmas_EKA.docx
Studiju_virzieni_EKA_EN.docx	Studiju_virzieni_EKA_EN.docx
Pielikums_Studiju_virziena_parvaldiba_iesaistits_personals.docx	Pielikums_Studiju_virziena_parvaldiba_iesaistits_personals.docx

# Law

Title of the higher education institution	<i>Law</i>
ProcedureStudyProgram.Name	<i>Law</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>Karina</i>
Surname of the study programme director	<i>Zalcmane</i>
E-mail of the study programme director	<i>karina.zalcmane@eka.edu.lv</i>
Title of the study programme director	<i>Mg.iur.</i>
Phone of the study programme director	
Goal of the study programme	<i>To provide students with a set of knowledge, skills and competences in law in line with level 6 of the Latvian Education classification framework.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <li><i>1. Provide a study process that complies with the laws and requirements of the labour market, as well as student-centred approach in higher education.</i></li> <li><i>2. Ensure the pedagogical and scientific qualifications of the teaching staff.</i></li> <li><i>3. To provide and develop research activities in the study programme.</i></li> <li><i>4. To provide and develop infrastructure and facilities according to the study programme implementation needs.</i></li> <li><i>5. To develop international collaboration with related higher education institutions, enterprises and organisations.</i></li> </ol>
Results of the study programme	<ol style="list-style-type: none"> <li><i>1. Knows and understands the principles and patterns of law.</i></li> <li><i>2. Knows the sources of law, legal norms, methods of interpretation and application.</i></li> <li><i>3. Is knowledgeable in Latvian, international and transnational legal system.</i></li> <li><i>4. Is able to use and apply knowledge of law and practical skills.</i></li> <li><i>5. Is able to conduct research on the current events in law and interpret their results.</i></li> <li><i>6. Is able to present the results of the conducted research.</i></li> <li><i>7. Is able to defend their views and argue in the debate about current events in the field of law.</i></li> <li><i>8. Is able to independently organise their work.</i></li> <li><i>9. Is able to work in a team</i></li> <li><i>10. Is able to collect, analyse, evaluate and systematise information.</i></li> <li><i>11. Is able to use information in taking decisions in the law sphere.</i></li> <li><i>12. Can find solutions to professional activities and/or problems identified in the study.</i></li> </ol>
Final examination upon the completion of the study programme	<i>Bachelor paper</i>

## Study programme forms

**Full time studies - 3 years - latvian**

Study type and form	<i>Full time studies</i>
Duration in full years	3
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	120
Admission requirements (in English)	<i>General secondary education, vocational secondary education, Short cycle higher education in legal science</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Social science bachelor's degree in law</i>
Qualification to be obtained (in english)	

**Places of implementation**

<b>Place name</b>	<b>City</b>	<b>Address</b>
EKA University of Applied Sciences	RĪGA	LOMONOSOVA IELA 1 k-5, RĪGA, LV-1019

**Part time studies - 3 years, 6 months - latvian**

Study type and form	<i>Part time studies</i>
Duration in full years	3
Duration in month	6
Language	<i>latvian</i>
Amount (CP)	120
Admission requirements (in English)	<i>General secondary education, vocational secondary education, Short cycle higher education in legal science</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Social science bachelor's degree in law</i>
Qualification to be obtained (in english)	

**Places of implementation**

<b>Place name</b>	<b>City</b>	<b>Address</b>
EKA University of Applied Sciences	RĪGA	LOMONOSOVA IELA 1 k-5, RĪGA, LV-1019

**Part time extramural studies distance education - 3 years, 6 months - latvian**

Study type and form	<i>Part time extramural studies distance education</i>
Duration in full years	3
Duration in month	6
Language	<i>latvian</i>
Amount (CP)	120
Admission requirements (in English)	<i>General secondary education, vocational secondary education, Short cycle higher education in legal science</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Social science bachelor's degree in law</i>
Qualification to be obtained (in english)	

**Places of implementation**

<b>Place name</b>	<b>City</b>	<b>Address</b>
EKA University of Applied Sciences	RĪGA	LOMONOSOVA IELA 1 k-5, RĪGA, LV-1019

### 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

Name of the study programme	<b>Tiesību zinātne</b>	
Study programme title in English	<b>Law</b>	
Study programme code according to the Classification of Latvian Education	43380	
Type and level of the study programme	Academic Bachelor Study Programme	
Qualification level to be achieved (EQF)	6	
Profession code in the Classification of Professions	None	
Volume of the study programme (CP)	120 CP (Credit points)	
Form, mode, duration (if it is not a full year, it is given in months) and language of instruction		
Full-time	3 years	Latvian
Part-time	3 years and 6 months	Latvian
part time extramural (distance learning)	3 years and 6 months	Latvian
Place of programme provision	Lomonosov Street 1, K. 5	
Programme Director	Karina Zalcmane	
Admission requirements	General secondary education, vocational secondary education, Short cycle higher education in legal science	
Aim of the study programme:	To provide students with a set of knowledge, skills and competences in law in line with level 6 of the Latvian Education classification framework.	

Tasks of the study programme	<ol style="list-style-type: none"> <li>1. Provide a study process that complies with the laws and requirements of the labour market, as well as student-centred approach in higher education.</li> <li>2. Ensure the pedagogical and scientific qualifications of the teaching staff.</li> <li>3. To provide and develop research activities in the study programme.</li> <li>4. To provide and develop infrastructure and facilities according to the study programme implementation needs.</li> <li>5. To develop international collaboration with related higher education institutions, enterprises and organisations.</li> </ol>
Learning outcomes to be achieved	
Knowledge (knowledge and understanding)	<ol style="list-style-type: none"> <li>1. Knows and understands the principles and patterns of law.</li> <li>2. Knows the sources of law, legal norms, methods of interpretation and application.</li> <li>3. Is knowledgeable in Latvian, international and transnational legal system.</li> </ol>
Skills (ability to apply knowledge, communication skills, general skills)	<ol style="list-style-type: none"> <li>4. Is able to use and apply knowledge of law and practical skills.</li> <li>5. Is able to conduct research on the current events in law and interpret their results.</li> <li>6. Is able to present the results of the conducted research.</li> <li>7. Is able to defend their views and argue in the debate about current events in the field of law.</li> <li>8. Is able to independently organise their work.</li> <li>9. Is able to work in a team</li> </ol>
Competence (analysis, synthesis, evaluation)	<ol style="list-style-type: none"> <li>10. Is able to collect, analyse, evaluate and systematise information.</li> <li>11. Is able to use information in taking decisions in the law sphere.</li> <li>12. Can find solutions to professional activities and/or problems identified in the study.</li> </ol>
Final examination at the end of the programme	Bachelor paper

**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.**

During the reporting period, there is an increase in the student number (approximately 50% compared with 2018/ 2019), but still there are no full-time students in the study programme. This is due to the fact that a larger part of the students are working people, some of them do not live in Riga, so they choose the forms of study allowing them to combine their studies with work.

In the last two years, the number of students enrolled at a later stage has fluctuated considerably,

i.e. in 2019 / 2020, 14 students were enrolled. These students are the ones returning to higher education to resume their studies at later stages of study, and college graduates who continue their studies in the Bachelor's programme, preceded by recognition of the results of the studies achieved in the previous stage.

The student dropout in the study programme was quite high, due to changes in the curriculum: from professional to academic. In addition, the most common causes of dropout are lack of finance, change of residence (moving abroad) and another occupation choice.

More information on the learner's dynamic is available in the annex "Statistika\_dati\_studejosie\_JUR\_EN".

### **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 objective of the study programme indicates that the learners are provided with the knowledge, skills and competences according with the 6th level of qualification in law. The name of the programme also indicates that the programme is focused on law, without highlighting particular specialisations. At bachelor level, it is essential to provide knowledge in areas of law that could be used by a student to start a professional career and to choose a specialisation at the next level of study. The defined tasks of the study programme are focussed on achieving the defined objectives and study results.

The expected learning outcomes of the study programme are based on the knowledge, skills and competences defined in the Latvian Qualification Framework level 6.

The requirements for admission are set in the EKA Admission rules and are based on regulatory requirements. An applicant who has successful assessment of secondary education and the document certifying it, who approves knowledge in the official language and a foreign language (e.g. successful completion of centralised exams), is capable of studying in a bachelor's degree programme. His background at the level of the previous education, the motivation to obtain higher education and the organisation of the study process at EKA are able to ensure the achievement of study results.

## **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 content of the study courses is updated on a regular basis in accordance with the guidelines of the development and updating of the EKA study course descriptions. The guidelines set out the order who, when and how is doing it.

Teachers review not only the content of their courses, but also the content of independent work, the methods of teaching and evaluation, and the bibliography.

Study programme teachers follow current events, incl. attending relevant in-service events. For example, at an annual EKA methodological conference digital learning methods were discussed. These innovations are gradually being introduced into the study process. The study programme is also implemented in the e-environment, where special solutions and tools are used for the provision of online lectures, records and material placement.

The study courses include both industry current affairs (e.g. LR and EU Tax law, Criminal Procedure, Criminal law general and special parts, Commercial law, Administrative law and process) and scientific trends (e.g. Criminological Rights, Case law, Civil process, Research work organisation). Teachers offer students to carry out various types of practical and independent tasks related to the current events of industry and science, such as in the study course "Criminal law. Special part ". Without the inclusion of these topical issues, it would not be able to achieve the outcomes.

Employers nowadays require skills such as the ability to analyse, think critically and argue in a reasoned manner. Several courses, as well as the development of research paper and bachelor thesis, are aimed at developing these skills.

During studying, the learners acquire the necessary knowledge and skills needed nowadays. This is also evidenced by the assessment of traineeships and employers', and by the evaluation and employment of graduates.

### **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 study programme focuses on the provision of knowledge and skills in Company law. The content is designed to provide students with knowledge of both theoretical guidelines (e.g. Theory of law, History of Latvian law, European Union law, etc.) and practical details (e.g. Liability law, Insolvency law, etc.), as well as current events in the industry (LR and EU tax law, Commercial law, Administrative law and administrative procedures, etc.) and the development of research skills. The content of study courses is designed so that their content does not overlap with other courses and ensures the continuity of knowledge.

In developing or updating the description of the course of study, teachers must take into account the objectives of the study programme and the outcomes achieved. In defining the description of the study course and the learning outcomes, it is necessary to ensure that they contribute to the

achievement of the outcomes of the study programme. The study course descriptions are designed by the instructor responsible for the study course or by another instructor within the study program, whose name appears as the author of the study course description. The instructors cooperate in terms of developing learning outcomes, content, independent assignments and evaluation of the study course.

The Director of the study programme shall verify the consistency of the outcomes of the study courses with the outcomes of the study programme, mapping it (see annex "Kartejums\_JUR\_EN"). In preparing the study course description and formulating of the learning outcomes of the study course, the instructor focuses both on the aim of the study course and the providing of the learning outcomes (see Table below).

Table. Mapping fragment of the learning outcomes of the study program

Study course	Outcomes of the study course	Outcomes of the study programme											
		Knowledge (knowledge and understanding)			Skills (ability to apply knowledge, communication, general skills)					Competence (analysis, synthesis, evaluation)			
		1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
History of law in Latvia	Knows the development of the law in Latvia in different historical periods.			x									
	Can assess the differences in law under democratic, authoritarian and totalitarian regimes.		x										
	Can judge the factors affecting the development of law.				x								
	Can participate in a discussion on the evolution of law, defend his/ her views.							x					
	Can describe and analyse the practical problems in the development of law.										x		

In the analysis of the study courses of the study programme "Law" (see annex "JUR\_SKA\_ENG\_2019"), it can be concluded that their results guarantee the achievement of the study programme outcomes. Defined objectives and tasks focus on acquiring knowledge and skills in the law, taking into account qualification requirements for Level 6.

The program includes the study course "Introduction to Studies", for which no credits are awarded. This course is introduced, so the students could be:

- introduced to the study process at the University: how the classes are organized in the study program, how to use the e-environment, how to find information sources in the library (incl. National Library), how to apply for consultations, about mobility opportunities within the framework of the Erasmus + program, etc.;
- introduced to the challenges of the chosen profession: meetings and guest lectures of EKA graduates and professionals are organized;
- united with the group members: team-building training is organized;
- trained to manage time and set priorities: time management training is organized.

As a result of this course, the students can easier understand the study process, they can easier fulfill the requirements of the study program, they are familiar with the group mates, consequently having smaller psychological discomfort, as well as get an idea of the latest developments in the profession that they have chosen.

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

The study process of the study program is divided into: theoretical knowledge acquisition in classroom setting, including using the e-environment, independent studies, acquisition of practical skills during the studies in the classroom setting and the individual internship. The lectures in the classroom setting are conducted in an interactive environment, by reading lectures (including using on-line digital technologies in the case of foreign instructors), illustrating them with presentations, asking questions to the students (in seminars) and by encouraging the students to discuss the subject.

In the practical part of the study courses, the students learn only the skills to be acquired for practical situations through their participation. The practical sessions are based on the knowledge acquired in the theoretical lessons, thereby reinforcing the theoretical knowledge base and complementing the professionalism with practical skills. After the practical work, analysis is made in the form of discussions, in which the students are able to identify their and other students' strengths and weaknesses, as well as identify shortcomings and mistakes that have been made.

The element of independent studies is a mandatory part of the study process at the University, including the student's independent work within the framework of the study course, the amount of which corresponds to the credits of the study course. This includes the mandatory and complementary reading, taking tests, preparing for the classes, seminars, quizzes and final examinations, etc., according to the study course description.

The students are synchronously offered seminars by professional specialists, including foreign instructors giving them an additional opportunity to discuss relevant topics with the specialists from the industry, and to identify their views and perspectives on the progress of the process and the developments.

The implementation of the study program is creative, using different methods, which ensures the achievement of learning outcomes and facilitates the organization of the student-centered study process:

1. The lecture method - is mainly used in the study courses that do not have sufficient amounts of textbooks available or in the courses in which this method is deemed as the most effective. For example, in case an independent acquisition of the course material is too complex for the students. The study process includes organized guest lectures;
2. Independent work - the students learn to collect, compile and analyze the necessary information, as well as strengthen and develop the knowledge acquired during the classes;
3. Working in small groups - the students learn how to work in teams and to improve communication and presentation skills for practical acquisition of the topics;
4. Discussions - are used in the study courses where together with the acquisition of theoretical knowledge, communication skills are developed;
5. Practical classes - help to apply the acquired theoretical knowledge;
6. Seminars - are organized in almost all study courses. They make it possible to develop a good speech culture, present the report, develop the ability to support and defend opinion;
7. Student conferences - the students have an opportunity to discuss current events in the industry, conduct independent research and present it, thus advancing their presentation and public speaking skills;
8. Business games - the students apply the knowledge acquired during the internship in solving various problems and analyzing practical situations;
9. Field trips - the students get acquainted with industry professionals and their work, obtain new information that is necessary for the study courses.

The basic educational evaluation principles in the study program are as follows:

- The principle of aggregating the positive achievements - the acquired knowledge is evaluated by summing positive achievements;
- The principle of mandatory evaluation - it is necessary to obtain a positive assessment of the mandatory content acquisition included in the study program;
- The principle of openness and clarity of requirements - the basic set of educational evaluation criteria is determined according to the program's aims and objectives, as well as the study courses' aims and objectives;
- The principle of the diversity of assessment types - for the evaluation of the students' acquired knowledge, various types of assessment are used;
- The principle of assessment conformity - the test gives an opportunity to show analytical and creative abilities, knowledge, skills and abilities in all tasks and situations appropriate for all acquisition levels. The amount of content included in the tests corresponds to the content determined by the study course and skills and knowledge requirements described in the professional standard.

The evaluation criterion of the learning outcomes is the grade in the 10-point system. In order to evaluate knowledge, several forms of assessment are used, e.g.,: quizzes, essays, research paper writing and defense, independent work writing and defense, the group's work and defense, participation in research work under the guidance of the academic staff, taking tests, examinations. The learning outcomes achieved by the students are evaluated not only in the study course's final assessment - exam, but also during the semester using intermediate assessment. If the student has not met the requirements of the study course and has not completed the intermediate assessment, then the instructor has the right not to admit the student to the final examination of the study course until the requirements are met.

Evaluation principles and criteria are included in the description of each study course, which are available in the EKA e-environment. The instructors starting work with the students in the classroom, introduces the students to the study course requirements and with the knowledge and skills evaluation system.

The academic and the administrative staff keep track of the students' knowledge evaluation requirements and learning outcomes. After the study course and/or module final examination or the academic year of study, the Study Council discusses the student evaluation results and methods that serve as a basis for improving the study process.

**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.**

The study program includes the internship in the limited elective part, because this is an academic study program. Within the framework of the internship, the students are given an opportunity to develop theoretical knowledge, independent professional working skills in business analysis and planning. The internship has a prepared program, which is available in the e-environment.

In carrying out the internship tasks, the student has two internship supervisors: one in the company and another in EKA. The internship supervisors help the student to understand the substance of the practice tasks and guide the student towards the correct completion of the tasks. The internship supervisor in EKA provides advice on the general issues of internship organization and the internship report defense.

The completion of the internship program and its objectives allows gaining practical knowledge and skills in the economics of the company, as well as the development of analytical thinking, which is included in the intended learning outcomes of the study program.

**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.**

The graduation papers of the "Law" study programme are topical both for the company concerned and in the industry as a whole. The sample themes for the Bachelor's thesis are drawn up on the basis of both teachers' experience and employers' recommendations.

In analysing the themes of graduation papers, it can be concluded that they are related to a number of issues, both at the company level and at the national level. Changes in legislation affect a number of subjects and issues arise in various spheres. During the reporting period, bachelor's theses were developed on value added tax fraud problems in Latvia, current labour law issues (e.g. zero-hour employment contracts) in the European Union, real estate rights, procurement Issues in the European Union-funded projects, etc. Students study these issues and introduce their solutions to the problems identified.

The graduation papers are defended in the presence of the State Examination Commission, which assess both the topicality and the solutions offered, as well as the learner's knowledge and presentation skills.

For the graduation papers, the weighted mark in the reporting period varied from 7.6 to 8.5. No unsatisfactory assessment has been received during the reporting period.

## **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.**

The student survey is organised annually, clarifying the students' opinion on the organisation of the study, the content of the study programme, the quality of the teachers' work (rating should be given after 4-point system: 4 - excellent, 1 - bad). In general, students are satisfied with the study process, evaluating it on an average of 3.21 (good). The main recommendations were related to the development of a study organisation following an individual plan, for the activities of teachers in the e-environment. Following the compilation of survey results, an e-course audit is introduced 4 times a year and interviews with programme educators on problem issues and opportunities to prevent them take place. Undergraduate students who study according to the individual plan are provided with additional informative support, as well as providing opportunities to attend classes in different study forms. A new version of the videoconferencing system has been introduced, allowing some technical issues to be solved, e.g. sound.

Companies and organisations that provided practice for students conducted the employers' survey. In compiling the results of the survey, it can be concluded that employers highly value the learner's knowledge and skills (16% rated them as excellent and 84% as very good). On the question, *what kind of knowledge, and skills of the EKA's students do you value the highest?* the following replies were received: analysis of the contracts applied, knowledge of the legal aspects of the business, communication and accuracy, record keeping.

On the question, *what type of knowledge and skills of EKA's students should be developed further?* the employers gave the following answers: deepening theoretical knowledge in normative acts, speaking skills, and skills to defend their point of view in a reasoned manner.

The results of the survey are discussed at the staff general meeting and the Study Board, during which attention has been paid to the recommendations of employers. For example, each study course includes discussions and seminars, as well as presentations to encourage student speaking skills and skills to argue in a reasoned discussion.

By aggregating alumni surveys, it can be concluded that graduates are satisfied with the curriculum and are ready to recommend these studies to their friends and acquaintances (e.g. in 2018./2019 ac.year, 9 graduates out of 9). In the reporting period, almost all graduates are employed (e.g. in 2018-2019, 9 graduates out of 9 work officially). Graduates noted that their studies had a positive impact on their professional development, e.g. four graduates indicated that they had been promoted, two had found a job and two had received an increase in wages.

Graduates provide a few recommendations that are close to the students' recommendations on the progress of the study process, e.g. more guest lectures, review the deadlines for independent work (some students are not satisfied with a workload: e.g. in each study course with a volume of 4CP on average 4 homeworks should be done), etc. Surveyed alumni graduated the study program before

the last change, but their recommendations have been taken into account in the restructure of the study programme and in 2018, with a positive decision on the evaluation of changes from the Higher education quality agency.

### **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.**

Study programmes are not sufficiently involved in the mobility programmes. Taking into account the specificities of the study programme and the significant differences in study content, it is difficult for students to engage in mobility programmes. In addition, only part-time students who are employees are studying in the study programme. They are limited in their ability to go to the mobility of studies or traineeships for several months.

In the reporting period, English courses have been developed which could facilitate outgoing and incoming mobility in the study programme.

Students are aware of the opportunities for mobility, they learn about it in an *Introduction to the study* study course, but also information on how to participate in the Erasmus+ is provided on the University website (<https://www.augstskola.lv/?parent=686&lng=lva>). A list of collaboration partners is available there.

## **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.**

For the purposes of the study programme, the necessary information, material and technical resources are provided, available both in the frame of the direction and at the University as a whole. Specific collateral includes the following resources:

- Courtroom;
- Specialised books in the programme: 833 names (1007 copies);
- Periodicals: Jurista vārds, iFinances.

### **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, a major change has taken place in the study programme (see p. 6.2). In 2018, the study programme was submitted to assess the change. One of the most notable changes was the changes in the composition of the staff, which was reflected in the documents submitted. The main changes and their impact on the quality of studies are:

- Involvement of additional staff with doctoral degrees, e.g. V. Zariņa, L. Turuševa, and doctoral candidates, e.g. K. Zalcmane, M. Kamenecka-Usova. These scholars have the knowledge and experience of research and thus promote the development of student research skills, as well as integrate their scientific results into courses of study;
- The increased proportion (in the reporting period, 13 scholars, 8 of whom are with a doctoral degree) of elected staff. It builds the core of the programme and allows a more effective introduction of new solutions, as well as ensure stability in the long-term perspective of the programme implementation.

During the reporting period, the composition of the academic staff has changed, mostly through changes in the type of study program (in 2018 the type of the study program was changed from professional study program to academic study program):

- the number of instructors has decreased that are involved in the study program implementation from 35 to 20. 13 instructors are elected academic staff, accounting for 65% of the total number of academic staff in the study program;
- the number of the academic staff with a doctoral degree that are involved in the study program has changed from 15 to 11. 8 instructors with a doctoral degree have been elected in EKA;
- at the beginning of the reporting period, 2 associate professors and 1 professor who was elected in EKA was involved in the implementing of the program. At the end of the reporting period, the implementation of the program involves 2 professors and 3 associate professors. All are elected in EKA.

Since 2019/2020, a new guest lecturer with a master's degree in Law was attracted, substituting 3 guest lecturers with a similar qualification.

#### **4.2. Assessment of the compliance of the qualification of the teaching staff members (academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants) involved in the implementation of the**

**study programme with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments. Provide information on how the qualification of the teaching staff members contributes to the achievement of the learning outcomes.**

The qualifications of the academic staff involved in the "Law" study programme meet the requirements of regulatory enactments and the strategic objectives and targets of the EKA, as:

- 23 teachers are involved in the implementation of the study programme, 13 or 56.5% of whom have EKA as a main workplace and 10 guest lecturers, or 43.5%);
- The study programme is implemented by 11 doctors (of which 8 are employed at EKA), incl. 6 doctors of law, 3 doctors of economics, 1 philosophy doctor, 1 doctor of pedagogy and 12 teachers with a master's degree;
- Six professors and associate professors (of which 5 are employed at EKA) are involved in the implementation of the study programme;
- From 104 CP of basic courses of the study programme, 59 CP, or 56.7% are provided by the staff employed by EKA, and 49 CP, or 43.3% - by EKA's guest teachers. The rest of the 16 CP includes the supervision of a bachelor's thesis (12 CP).

**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.**

During the reporting period, the teachers were involved in various scientific research activities,

such as:

- Participation in international scientific conferences in Latvia, for example:
  - Participation in the International Scientific Conference ETECH2019 (Latvia), organised by EKA in cooperation with 4 Latvian and foreign universities. U. Skrastiņa, K. Zalcmane, M. Kamenecka-Usova, I. Brante, I. Stankēviča, O. Lentjušenkova and others participated with reports;
  - RSU International Conference "The challenges of the legal system". Report: Responsibility for providing false information in the context of the insurance contract, by J. Alfejeva.
  - Participation in the 18th International scientific practical conference "Communication in the global village: interests and influences", organised by the Turība University and which took place in Riga (Latvia), 18 May 2017. Report: The opportunities for citizens to participate in public procurement control in their municipality by U. Skrastiņa.
- Participation in the international scientific conferences abroad:
  - Marina Kamenecka-Usova. IASL Congress Sport law, Rome, Italy, October 2017, Report: "Latvian Sports Law: The role of Council of the Latvian Sports Federations in achieving the objectives of "Sporta likums".
  - Stankeviča, O. Lentjušenkova. 10th International Scientific Conference "Business and Management 2018", Lithuania, Vilnius, 2018-05-02-2018-05-04. Vilnius: Vilnius Gediminas Technical University;
  - Zalcmane. International Symposium "Football Law and Justice" (International Symposium of Sports Law), International Association for Sport Rights. March 17, 2018, Athens, Greece. Report: "The Committee of Integrity, security and safety on sports competition (IASL) and its scientific activities (2017)";
- Publications in internationally reviewed editions, indexed in several databases (including Scopus, Web of Science), such as:
  - Zalcmane, K., Kamenecka-Usova, M. (2018). The Problematics Of Sports Law In Latvia: Civil And Criminal Law Statutory Acts Perspective (Thomson Reuters Web of Science);
  - Skrastiņa, U., Radzevičs, J. (2017). Legal Aspects of Open Government at the Local Level in Latvia // International Scientific conference „Society. Integration. Education”. May 26-27, 2017, Rezekne, Latvia. Conference proceedings, Vol. 4, pp. 363-376. ISSN 1691-5887 (Thomson Reuters Web of Science)
  - Lentjušenkova, O., Stankeviča, I., Lapiņa, I. (2018). The Concept of the Intellectual Capital in Legislation: Case of Latvia. No. 10th International Scientific Conference „Business and Management 2018” Conference Proceedings: 10th International Scientific Conference "Business and Management 2018", Lithuania, Vilnius, 2018-05-02-2018-05-04. Vilnius: Vilnius Gediminas Technical University, pp. 215-223. (Thomson Reuters Web of Science);
  - Lejniece, I., Titko, J., Saltikova, A., Brante, I., Cerkovskis, E. (2018). Non-Financial Reporting Implementation in Latvia: Survey Methodology. (Scopus);
  - Alfejeva, J. (2018). The Concept Of the insured Event in Compulsory Insurance Of civil law Car Owners' Responsibilities in Europe / Понятие страхового случая в обязательном страховании гражданско-правовой ответственности автовладельцев в Европе. Всеукраинский Научно-Аналитический Журнал 4(10), pp. 8-11.

Academic staff includes research results in their study courses by providing actual information and knowledge to students.

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

The instructors of the study program cooperate in preparing the study course descriptions, creating e-courses in the e-environment, working in research directions and projects.

For example, if a couple of instructors teach one and the same study course for different groups, they will align the course content, course requirements, bibliographic sources and individual work description as well as post the materials in the e-environment. The creation of an e-course in the e-environment (Moodle) is guided by a course template, which is specifically designed for cases where a course is taught by several instructors.

The instructors have been joined in research directions, in which, under the supervision of the research coordinator, they work together on the proposed research questions, summarizing of the results, and preparing publications and reports.

In order to encourage the academic staff's cooperation in the organized qualification development events, in international events and also in informal events, a joint (participatory) task completion is organized.

The student/staff proportion of the study programme is as follows: Three students for a single teacher, or five students for one teacher, for whom EKA is the main workplace.

# 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	Statistikas_dati_studejosie JUR_EN.docx	Statistikas_dati_studejosie JUR_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	Compliance_state_ed_standard JUR.docx	Atbilstiba_valsts_standarts_Juristi.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 JUR_EN.xls	Kartejums JUR_LV.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	Programmas_plans_tiesibu_zinatne_EN.docx	Programmas_plans_tiesibu_zinatne_LV.docx
Descriptions of the study courses/ modules	JUR_SKA_ENG_2019.zip	JUR_Gatavi_apraksti.zip
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	Diploma JUR_ENG.zip	Diploms JUR_LV.zip
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	Contracts_HEI JUR.docx	JUR_ligumi.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	Confirmation_quarantee_loses.docx	Apliecinajums_zaudejumi_garantija.docx
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.	Apliecinajums_anglu_valoda_EN.docx	Apliecinajums_anglu_valoda.docx
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education	Apliecinajums_profesori_akademiska_programma_EN.docx	Apliecinajums_profesori_akademiska_programma_LV.docx
Sample (or samples) of the study agreement	Study_contract JUR.docx	Studiju_ligums JUR_LV.docx
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.	Council_for_Higher_Education_decision.docx	AIP JUR.pdf