

## APPLICATION

### Studiju virziena "Law" for assessment

Study field	<i>Law</i>
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## **Self-evaluation report**

Study field "Law"

Rēzekne Academy of Technologies

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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:

RTA was founded in 1993 under the name of Rezekne Higher Education Institution with the aim to develop culture, education and science in Latgale region and throughout Latvia. In 2016, Rēzekne Higher Education Institution changed its name to Rezekne Academy of Technologies, respecting its academic and scientific capacity development indexes, implementing **the goal defined by its Constitution** - to provide students with academic and professional higher education that is competitive in the European education space and complies with the level of scientific development and Latvian cultural traditions, by developing regional studies and research.

**RTA vision** in line with RTA operating and development strategy 2016-2023 (RTA Strategy) is to become an internationally competitive Academy of Technologies in the space of European higher education and science integrated in engineering, social sciences and humanities with motivated and creative students that are demanded in labour market and an open, dynamic academic and scientific environment for sustainable development of community.

**RTA mission** is to contribute to the transformation and growth of society and economy through education, research, science and innovation providing new products and technologies in the scientific fields and interdisciplinary fields represented by RTA both nationally and internationally.

**The long-term goal set in the RTA Strategy** is to strengthen RTA strategic role in Latgale region, in the system of Latvian and European higher education and scientific institutions, positioning itself as an academy of technologies focusing on the development, acquisition, research, popularization and application of multidisciplinary technological solutions.

In the academic year 2019/2020 RTA study process is implemented in 3 faculties, 14 study directions and 49 study programmes (see Table 1.1.1.) at all study levels - from first level professional higher education to doctoral study programmes.

Table 1.1.1. Study directions implemented at RTA

Faculty of Engineering (FE)	Faculty of Economics and Management (FEM)	Faculty of Education, Languages and Design (FELD)
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● "Architecture and Construction"	· "Management, Administration and Real Estate Management"	· "Social Welfare"
● "Information Technology, Computer Engineering, Electronics, Telecommunications, Computer Management and Computer Science"	· "Internal Security and Civil Defence"	· "Arts"
● "Mechanics and Metalworking, Heat Power Industry, Heat Engineering and Mechanical Engineering"	· "Law Science"	· Education, Pedagogy and Sport"
● "Production and processing"	· "Economics"	· "Translation"
	· "Information and Communication Sciences"	· "Language and Culture Studies, Native Language Studies and Language Programmes"

RTA study and research infrastructure are located in Rezekne at Atbrivosanas aleja 115. Some study programmes are implemented at **RTA branches** in Madona and Livani, which were established at the request of Madona and Livani municipality in order to support the preparation of qualitative workforce in accordance with regional development strategies. Since 2017 study programmes are not implemented in Madona, but Livani branch is implementing first level professional higher education study programme "Mechanical Engineering", which is in line with Livani county development strategy and is aimed at training and employment of specialists in local enterprises. RTA has also **founded Eastern Latvia Technology High school**, where the general secondary education programme is implemented in STEM fields in order to promote the purposeful and systematic preparation of students for studies in science, technology, engineering and mathematics.

Number of students at RTA from 2013 to 2019 show some degree of persistence (see Table 1.1.2.)

Table 1.1.2. The dynamics of the number of students at RTA 2014-2019

Study year	2014	2015	2016	2017	2018	2019
Number of students	1851	1807	1876	1881	1753	1632

According to the [statistics data 2018 of the Ministry of Education and Science](#), RTA is the 6th largest higher education institution among 16 state universities and the 10th largest among 29 state and private education institutions.

RTA operates in accordance with the **RTA strategy**, which defines its main strategic objectives:

**M1.** To ensure purposeful, coherent and successive implementation of STEM and resource-intensive study direction geared towards the development, acquisition and application of innovative technologies in Latgale region by preparing specialists necessary for Latgale, Latvia and European economic growth, promoting the involvement of young specialists in science and research.

**M2.** To offer science-based, interdisciplinary study programmes focused on the acquisition, application and development of innovative technologies, attractive and modern study and research environment, preparing competitive professionals for regional, national and international job markets and enhancing study quality.

**M3.** To create a modern and sustainable RTA infrastructure complex and modern equipment, particularly developing STEM and resource-intensive directions for fundamental and applied

**M4.** To develop the attractiveness of the region by involving academic staff and students of RTA in the social, cultural and economic life of Latgale, sustainable use of resources, preservation and circulation of the region's cultural and historical values.

**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.**

RTA has the right to draft and adopt RTA Constitution, to form RTA staff, independently determine the content and forms of study programmes, student enrolment regulations, basic directions of scientific research work, RTA organizational and management structure, pay wage rates not lower than those set by the Cabinet of Ministers and to do other activities that do not contradict the principles and tasks set by the RTA founder and the [Law on Higher Education Institutions](#). See the RTA management structure in Annex 2.

Table1.2.1.tabula. Main RTA bodies involved in RTA decision-making process

RTA decision-making bodies	Structure of the institution	Power of the institution
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Constitutional Assembly	39 representatives of academic staff, 9 general staff and 12 students.	Adopts and amends the regulations of the RTA Constitutional Assembly and accordingly adopts and amends the RTA Constitution, elects RTA Senate, approves or amends RTA Senate regulations, revokes RTA Senate members, elects and dismisses RTA Rector, hears RTA Rector's report, elects RTA Academic Arbitration court, approves its regulations, as well as considers other issues of RTA in accordance with the regulations of RTA Constitutional Assembly.
Senate	19 representatives of academic staff members, 1 general staff member and 5 students	Approves the rules and regulations governing all areas of RTA.
Student Council	21 student representatives - 7 from each faculty.	Represents RTA students' interests in the study, science and culture issues participates in the work of RTA institutions (Constitutional Assembly, Senate, Academic Arbitration Court, Faculty Council, Scholarship Commission, Credit Granting Commission, Study Program Self-Evaluation Preparation Working Group), develops and implements projects related to students' interests.
Study Council	Vice-Rector for Studies and Science, Head of the Study Department, Deans, one Head of the Faculty, Deputy Rector for Cooperation and Development, Head of the Lifelong Learning Centre, Head of the Academic Direction of the Student Council	Analyses the study system and determines its improvement and development directions. Evaluates academic and professional study programmes and controls their content and quality. Analyses study budget projects and their implementation. Researches and introduces Latvian and foreign experience in the field of higher education.



Science council	RTA Rector, Vice-Rector for Studies and Science, Deans of Faculties, Heads of Institutes, Project Coordinator, Head of Science Department and Head of Library, Academic Director of the Student Council	By assessing the scientific potential of RTA, the material and financial resources to be used for research, the interests of the research community and individual scientists, it identifies the main directions of research and, through the opportunities available to RTA, facilitates the involvement of scientific and academic staff.
Faculty Council	The Dean of the Faculty, the professors and associate professors elected by the Faculty and RTA, the heads of study directions of the respective faculty, the student representatives, whose proportion in the Council shall not be less than 20% of the composition of this Council.	Defines the basic directions and principles of the development of studies, scientific activities and material and technical base in the faculty. Develops the faculty development concept and controls its implementation. Elects the Dean and heads of the structural units of the faculty. Approves study plans. Approves changes to the content of the study programme if they do not exceed 20% of the content of accredited study programme. Approves and controls the financial estimates of the faculty. Evaluates and directs study field self-evaluation reports, licensing / accreditation materials for approval to the Study Council. Decides on the organizational issues of the faculty scientific and academic conferences. Approves the proposals of the study directions regarding the composition of state and final examination commissions and time of these examinations.
Study Direction Council (SDC)	Directors of study programmes and modules	SDC plans, coordinates and promotes scientific activities, the development of SD studies and scientific infrastructure, the activities of SDC in study, research and other projects for the development of the study direction. SDC decides on the main issues of SD study, methodological, scientific and organizational activities, development of study programmes / modules, making significant changes in the study programmes, organization of internships, methodological and organizational provision and management of study research, regular, final and state examinations, planning, preparation and publishing of scientific literature, ensuring self-assessment of SV, co-operation with employers, Latvian and foreign institutions in the field of studies and research, promotion of SD and study programmes in society.

List of RTA laws and regulations, see Annex 1.

**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.**

RTA quality management system is maintained basing on the priorities in higher education set forth in the European Higher Education Standards and Guidelines for Quality Assurance and the Higher Education Act. Quality processes at RTA are monitored by a quality management system specialist who is responsible for analysing, developing, implementing and maintaining the RTA quality management system.

RTA's Quality Management System (QMS) has been developed in line with the Excellence model taking into account the Standards and Guidelines for the Quality Assurance in Higher Education Area elaborated by the European Foundation for Quality Management (EFQM) and ISO9000: 2015 standard recommendations. RTA quality policy is aimed at RTA mission, sustainable development and achievement of strategic goals by providing high quality study process and scientific work that meets standards and regulatory requirements. RTA has approved QMS implementation plan till 2020, which is available on RTA website. RTA has developed and implemented all procedures related to study quality management, supervision and improvement. Since 2005 there is a study quality management system (available [on RTA website](#)) in RTA that covers all major areas of study work: compliance of study process with RTA development strategy, academic staff, study program, study process, infrastructure, financing, etc. quality aspects.

**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
		RTA Quality Manual RTA study quality management system
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
		Regulations on academic and professional studies and study programmes at RTA, Annual self-evaluation system of RTA study directions and study programmes Expert councils of RTA study fields have been established

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
		There has been developed study quality system based on learning outcomes, Regulations on study course exams and tests, Regulations on state and final examinations. Available on RTA website, in RTA Student Manual
4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	Complies
		RTA human resource development plan, academic personnel development guidelines, regulations on RTA lecturer procedure for evaluation of academic staff quality, professional development programme in higher education didactics or innovation in higher education
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
		Student surveys, Annual study program self-evaluation reports, RTA annual reports
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
		Annual study direction self-evaluation reports, RTA study direction expert councils

## 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.**

Implementation of the study direction "Law Science" at RTA started in 1995. On 10 June 2010 the Saeima endorsed "Latvia's Sustainable Development Strategy 2030" The strategy emphasizes the need for the development of regions of Latvia, paradigm shift in education, qualitative and accessible lifelong education, quality, accessibility and content of education as an opportunity for the development of Latvia and a precondition for increasing the value of human capital. As stated in the strategy, the World Bank estimates that by 2025 the number of university students will decrease up to 40% (source: Chawia, M. et al (2007). *From Red to Gray*. Washington, DC: The World Bank, pp. 217-261). The particularly topical issue of population decline is in Latgale region. "Latvia's Sustainable Development Strategy 2030" emphasizes that the global economy and technology can change rapidly in the next twenty years and that an effective and flexible higher education system is a crucial factor for Latvia's competitiveness and the value of human capital. Obviously, in such a changing and constantly evolving technology world, there is a need for competitive and knowledgeable professionals who are already doing specific jobs and occupying a place in the labour market, but there is a need for new competencies of the definite professionals (*qualified in other professions*), including in the field of law.

The National Development Plan of Latvia 2014-2020 (NDP) states that "ensuring the rule of law and the effective application of the law in all areas of activity is the most important principle.". Within the action line "Advanced research, innovation and higher education" the main tasks in the field of education are as follows: ensuring access to higher education, support measures for export of higher education (consolidation of excellent programmes and creation of joint programmes in other EU languages), international publicity of programmes and development of foreign student support centres, attraction of foreign lecturers, competitiveness and consolidation of higher education, development of material base and equipment, improvement of the internal quality system of higher education institutions and colleges, motivation to increase the number of scientific publications of higher education institutions, creation of international scientific journals, increase of efficiency of the management system.

All these conditions have been taken into consideration by the RTA Council of Studies when developing the study direction "Law Science". Graduates of the study field as well as many students already work in state and municipal institutions and have other positions related to the application of the knowledge of the law, thus strengthening the rule of law in Latgale region and in the whole country. The implementation of study programmes of the study direction "Law Science" is related to the state commission to ensure the training of specialists of the legal professions necessary for the state. In the academic year 2018/2019, 81 state-funded budget places were available for the RTA study direction "Law Science" (66 of them - for basic studies, 15 - for studies at a higher level). Analysing the opinions of the Ministry of Justice of the Republic of Latvia, the Ministry of Education and Science, municipal and law enforcement officials and heads of educational institutions on the usefulness of the study programme "Law Science", the quality of training, as well as the need for the development of the programme, it must be concluded that RTA works in close cooperation with stakeholders and alumni respecting the public interest. Cooperation between higher education, science and the private sector, as well as the transfer of research and innovation in entrepreneurship is also identified as a priority for Latvia in the coming years, so the goals of the study direction and their implementation are directly related to national interests and development vision.

Education Development Guidelines for 2014-2020 under the sub-objective "Education environment: to improve the quality of the education environment by optimising the content and developing appropriate infrastructure" provide higher education restructuring measures aimed at changing the proportion of students according to the medium and long-term labour market forecasts, increasing the role and motivation of employers providing internships and providing support for increasing the

supply of first-level professional higher education. The increase in the ratio "Percentage of students enrolled in the first level higher professional education programmes,%" is expected from 18% in 2013 to 24% in 2020. Taking into account the abovementioned guidelines, it is essential to develop and implement a first-level professional study programme for the development of the field of law, to enable graduates to enter the labour market and legal practice after 2 or 2.5 years of studying. In addition, the second-level academic study programme "Law Science" is being implemented within the direction, the implementation of the second-level professional study programme "Law Science" has been completed and the professional Bachelor's programme "Law Science" has been transformed into an academic Bachelor's study programme "Law Science"- the volume of the program is 120 CP. The necessity of the changes was determined by the planned changes in the structure and legal regulation of lawyers' education, namely, in the Ministry of Education and Science letter no. 01-13e / 3115 "On the Professional Standard of a Legal Counsel" of 17.08.2017. it was stated that, on the basis of the Cabinet of Ministers minutes of the meeting of 10.11.2015. "On the introduction of the State unified lawyer qualification examination" (*Minutes No. 58, § 23*), "*..the profession standard of a legal adviser will not be included in the list of mandatory professional standards and professional qualifications, thus it will not be possible to confer a professional qualification as a" legal adviser "*. As a result, the changes were made not only while licensing the new academic Bachelor's programme in Law, but also while creating the new first-level study programme in Law, which provides continuity and allows its graduates to obtain the legal assistant's profession (code 3411 02), to acquire 4<sup>th</sup> professional qualification level, to pursue at their own choice full-time or part-time studies (*gaining experience in law practice in the profession of legal assistant or without interruption*) in the academic bachelor's programme "Law Science" and obtain 5<sup>th</sup> professional qualification level in the academic Master's study programme "Law Science".

Until 2017 RTA implemented the professional bachelor's programme "Law Science" (42380) and the professional master's programme "Law Science" (47380). Referring to the Cabinet of Minister's protocol decision of 10.11.2015. "On the introduction of the State unified lawyer qualification examination" RTA restructured the study programmes corresponding to the study direction "Law Science" by establishing the structure of the study programmes corresponding to the protocol decision:

- 1st level professional higher education programme "Law Science" (41380),
- Academic bachelor's study programme "Law Science" (43380),
- Professional master's degree study programme "Law Science" (47380).

Professional and academic continuity is ensured in the study programmes corresponding to the direction of study:

- in accordance with Article 47 of the Law on Higher Education Institutions and Cabinet of Ministers Regulation No. 932 "Procedure for beginning studies in later stages of studies", graduates of the 1st level professional higher education study programme "Law Science" may continue their studies in the academic bachelor's study programme "Law Science";
- graduates of the academic bachelor's programme "Law Science" may continue their studies in the higher professional master's study programme "Law Science" if they meet the requirements for admission to the master's study programme and obtain the 5th level professional qualification "Lawyer" in accordance with Cabinet Regulation No.46 of 15.01.2019. "Regulations on the State unified lawyer qualification examination";
- RTA has a well-founded system of the programmes of legal professions and corresponding legal sciences, providing two distinct legal professions - "Legal assistant" and "Lawyer."

The programmes implemented by RTA in the study direction "Law Science" are based on a *legal*

*assistant's* and *lawyer's* profession standards, which are mandatory for study programmes in Latvia<sup>[1]</sup>. The legal higher education in the Republic of Latvia is offered by 9 higher education institutions. Eight study programmes cover all major areas of law and one specializes in one of the disciplines.

RTA study programs are designed to cover all major fields of law: criminal law and criminal procedure law, civil law, civil procedure law and commercial law, constitutional law, administrative law and administrative procedure law, international and European Union law, legal theory, philosophy of law and Latvian legal history. The structure of this programme is designed to provide students with systemic knowledge in the field of law and to purposefully prepare them for the 5th professional qualification of the lawyer at the end of master's studies bypassing the state unified professional lawyer's examination. The specificity of the study direction professional study programmes is determined by the principle of work-based studies, which envisages close co-operation with law enforcement institutions of Rezekne and Latgale region.

Evaluating the structure of legal science programmes in Europe, it has to be concluded that, despite the concept of a strategically unified EU common higher education area based on the Bologna Process, the structure of study programmes in the context of EQF levels differs across EU countries. In 14 EAI countries (including Lithuania and Estonia), there are no short-cycle or college-level study programmes corresponding to the 5th EQF level, therefore the comparison of the Latvian system short-cycle programmes shall be done with the programmes of bachelor's degree, but EQF 6th level programs are comparable.

<sup>[1]</sup> Regulations regarding the list of mandatory profession standards and professional qualification requirements and the procedure for publishing the profession standards and professional qualification requirements included therein. <https://likumi.lv/ta/id/302154-noteikumi-par-obligati-piemerojamo-profesiju-standartu-un-profesionalas-kvalifikacijas-prasibu-sarakstu-un-taja-ieklauto-profesiju>

## **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.**

The **strategic goals** of the study direction "Law Science" are:

- Contribute to the improvement of the capacity of the law enforcement institutions of Latvia (courts, prosecutor's offices, State Police, State Border Guard, State Probation Service, etc.), state administration institutions, entrepreneurs and non-governmental organizations by training legal professionals;
- to provide such a model of higher legal education, which is based on the needs of the national economy of Latvia and Latgale region, is aligned with the requirements set by profession standards and focuses on cooperation with employers and other institutions of higher legal education in Latvia and abroad.

**Vision of the study direction:** Study direction "Law Science" in RTA is the central place of legal education in the region of Eastern Latgale, which, by combining high quality professional studies and research aimed at improving the functioning and processes of law enforcement agencies, state

institutions and other organizations, prepares specialists of various branches of national economy in accordance with labour market development tendencies, promotes involvement of qualified legal specialists in strengthening the rule of law in the country and in Latgale region.

Implementation of the study direction "Law Science" at RTA is in line with the RTA Strategy task to ensure transfer of technological excellence and innovation for strengthening socialization and re-socialization, public health and welfare, human security, public security and justice in Latgale region and Latvia in general.

The implementation of the study programmes corresponding to the study direction at RTA, starting from 1995 when the first study programme was established, is justified by:

- persistent demand from local governments to train qualified legal specialists in the region that is in line with the EM projection that by 2022, the demand for senior legal professionals will increase **6 times** if compared to 2016;
- wide employment opportunities and demand for legal professionals in the law enforcement and justice system, state and municipal institutions, banking and insurance, services, commerce, and other areas;
- [European Commission's recommendations to Latvia](#) include a recommendation to increase access to legal aid in Latvia. [EU statistics](#) show that Latvia has the second-highest length of time for proceeding money laundering cases in first instance courts. The data show that in 2016 and 2017 the number of completed cases in Latvia is lower than the number of new cases, which indicates that the courts are not sufficiently effective;
- if the number of judges in Latvia according to EC data is about 25 per 10 000 inhabitants, which is considered to be the EU average index, then in terms of [the number of advocates](#) Latvia takes the third lowest position in the EU.

Likewise previous years, in the academic year 2018/2019 the gradual harmonization and subordination of the implementation and development planning of the study direction "Law Science" to the Operational and Development Strategy of Rezekne Academy of Technologies 2014-2020, which is based on strategic planning documents of the European Union (hereinafter - EU) and Latvia: *"Europa2020"*, *"An agenda for the modernization of Europe's higher education Systems"*, *"National development plan 2020"*, *"Latvia 2030"*, *"Latgale strategy 2030"*.

Common objectives and tasks of the development of the study direction in the implementation of RTA Strategy:

1. To offer qualitative study programmes, attractive studies, preparing competent legal professionals for Latgale region, Latvia and international labour market, taking into account the expected changes in the acquisition of lawyer's qualification in the country.

#### **Tasks:**

- to encourage the development of new study courses in the form of modules focusing on the specialization of law studies in the bachelor's and master's programmes in the field of law;
- to expand study opportunities for students from Latvia, EU Member States and other countries, as well as to ensure effective utilization of the academic potential of lecturers;
- to develop student and faculty participation in academic mobility programmes;
- to improve regularly the content of the study courses based on the research results of the academic staff, the latest knowledge in the theory and practice of law;
- to review regularly (*at least once a semester*) the content of the programmes for compliance with regulatory development and current legal practice, recommendations given by the Expert Council of the study direction and employers;
- to promote appropriate reflection of the aspects of human rights in the content of study

courses by regularly reviewing the reflection of current human rights aspects in the content of study courses;

- to follow the proposals of the Ministry of Justice regarding current topics for students' research papers;
- to expand cooperation with higher education institutions of Latvia, other EU Member States and foreign countries and develop activities of the Centre for legal practice and professional development;
- to encourage the participation of students in research competitions, trials, seminars and conferences organized in Latvia and other EU Member States;
- to improve and optimize the work of the Legal advice centre, to create opportunities for students to have an internship at the centre;
- to expand the ideas of the annual "Lawyers' Day" events by attracting participants from professional and academic legal institutions (including from other EU Member States and other countries), inviting them to participate in "Lawyers' Day" with public lectures, in the jury of Orator competition, in the judging panel of the play of legal proceedings, and other events;
- to maintain the requirements for the first year master's study students to defend their semester papers in the annual conference of students and lecturers "Individual. Society. State", to attract the participation of other master's study students, students and lecturers of other higher educational establishments in Latvia, thus developing student research and promoting the RTA's image and promoting the development of the direction of the Law itself;
- to develop limited-choice courses in the master's programme, offering master students of the 1st and 2nd semester to choose 3 courses of 6CP (each study course is 2 CP) from 4-7 study courses offered by RTA and corresponding to the direction strategy and the standard of lawyers profession;
- to develop the idea of establishing doctoral studies on the basis of the professional master's program "Law Science", at the same time taking into account the development tendencies of higher legal education in the normative acts of Latvia;
- to continue to promote the development of students' critical thinking skills, the ability to discuss and argue opinions, the ability to engage in constructive dialogue, and to develop abilities to seek non-standard solutions to life situations;
- to continue to promote and develop the emotional intelligence of the students of the study direction "Law Science".

## **2. To develop the methodological and scientific research capacity of the academic staff**

### **Tasks:**

- to promote the development and publication of scientific publications (*in particular monographs*) of the academic staff and the preparation and publication of teaching aids;
- to ensure the improvement of the qualification and professional development of the academic staff;
- to inform and offer academic staff a wider access to scientific databases;
- to encourage academic staff to participate in scientific projects;
- to promote the development of scientific research work of the academic staff, to produce joint publications, especially covering several sub-branches of law;
- to attract foreign visiting lecturers and scientists to carry out academic work (*including development of joint scientific works*) and to deliver guest lectures;
- to increase the quality of scientific research and ensure that its results are reflected in



international conferences and internationally cited publications and databases;

- to encourage students' engagement in scientific research and approbation of its results in conferences and publications;
- to promote the transfer of the results of the academic staff's scientific work into the practice of law enforcement institutions and other organizations.

**3. To create a modern study environment for the implementation of study programmes, providing modern equipment for the study process and scientific research work.**

**Tasks:**

- to create an attractive study environment for students and academic staff;
  - to develop e-learning opportunities;
  - to improve IT provision for studies and scientific work;
  - to collect and provide regularly (at least once a semester) the information to the RTA library on the development of legal literature to facilitate the expansion of the library stock;
  - to promote students' interest and availability of information in electronic resources.
- 4. To promote the development of legal awareness, legal education, cultural identity and career education of the people of the region by involving the academic staff and students in the events and activities that are socially important to the region, as well as the preservation and circulation of the cultural and historical values of the region.**

**Tasks:**

- to promote the involvement of academic staff and students in important events of RTA, Rezekne city, Latgale region and the state, including organizing and conducting educational and cultural events (*Lawyers' Day, Science Night, Conferences, Shadow Days, Career Days, etc.*);
- to promote activities of students and academic staff outside the Academy, including to encourage them to become actively involved in the activities of Centre for legal practice and professional development.

**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.**

**Strengths of the study direction "Law":**

- the direction of studies meets the requirements of the education standard and the standards of the legal profession;
- successful cooperation between lecturers and students;
- the programs of direction are implemented at a relatively small regional higher education

institution (RTA), there is a relatively small number of students, which provides the opportunity for individual approach to students;

- attraction of qualified academic staff, including with professional experience;
- the developed cooperation with internship institutions and employers;
- the publication of scientific journal Administrative and Criminal Justice, see <http://journals.rta.lv/index.php/ACJ>;
- students have the opportunity to engage in practical problem solving process by approbating theoretical knowledge into practice at the Centre for legal practice and professional development (see [http://www.rta.lv/sv\\_tiesibu\\_zinatne](http://www.rta.lv/sv_tiesibu_zinatne));
- a variety of teaching methods, including study tours to law enforcement agencies, to explore the diversity of the legal profession.

#### **Weaknesses of the study direction “Law”:**

- low involvement of guest lecturers from foreign universities;
- shortage of elected academic staff;
- low remuneration of the academic staff, which negatively influences the motivation of the lecturers, attraction of qualified academic staff and professionals for ensuring the study process;
- Insufficient mobility of academic staff and students with foreign universities;
- uneven scientific capacity of the teaching staff.

#### **Opportunities of the study direction “Law”:**

- to use different forms of cooperation with social partners and graduates, who represent the interests of social partners, providing resources for development, demand for specialists and applied research;
- inclusion of the scientific journal "Administration and Criminal Justice" (<http://journals.rta.lv/index.php/ACJ>) in quoted databases;
- expanding and promoting the range of services provided by the Centre for legal practice and professional development;
- within the C part of all direction programmes, there are opportunities to acquire specialization directions;
- wider involvement in ERASMUS + mobilities.

#### **Threats of the study direction “Law”:**

- Insufficient investment of all types of resources may reduce the academic and research potential of the study direction, which may also lead to a decrease in the quality of studies;
- the risk of losing academic staff due to low pay for academic work;
- there is a risk of stagnation in the development of scientific activities in the field of studies due to insufficient motivation and support of the academic staff;
- ill-considered and inconsistent implementation of the unified lawyer examination, disregarding the needs of the study direction as a part of the regional higher education institution;
- it is difficult to enter the labour market after completing the academic bachelor's programme
- non-provision of equivalent positions of higher education institutions by the Ministry of Justice in the implementation of a unified state examination procedure (including lack of up-to-date information on the process of unified state examination planning and its content).

RTA develops a study development plan for all study directions in the self-evaluation process. The development plan for the study direction was approved at the study field council meeting in October 2019 (see Annex 3). It contains current activities of the academic year 2019/2020 in the

field of study accreditation, lecturer planning and recruitment, mobility activities, improvement of material and technical base, extension of e-study materials, increase of research capacity, cooperation with professional and academic sector.

Considering the fact that modern development tendencies prove that law cannot exist in isolation and, thus, simply reproduce legal knowledge, cannot function effectively and serve the public interests. Whereas real-life law has the task of providing effective support to provide effective support to specific areas of society therefore, in the future special attention should be paid to the development of interdisciplinary research and ideas of interdisciplinary study courses. This would contribute to widening students' horizons as well as to developing students' proper understanding of the system of law as an effective mechanism for regulating societal development and societal processes.

The development plan of the study direction was created during the academic year 2015-2017, then in 2018 while developing a new academic bachelor's study programme and the 1st level professional study programme, the study plan was revised taking into account the recommendations of external experts, outlining the most important tasks until the accreditation of the study direction. At the beginning of the study year 2019/2020 development plan of the study direction was developed for the next 6 (six) years.

#### **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.**

RTA study directions have been established in accordance with the list of study directions specified in the Cabinet of Ministers Regulations No.793 "Regulations on opening and accreditation of study directions" of 11 December 2018. The management of RTA study directions is regulated by the Regulations approved by the Senate "On study councils", "On study programme/ module/ specialization directors", "Study direction expert councils", "On faculty council". The most important collegial institutions involved in the management of the study direction are shown in Annex 4.

The study direction management structure established by RTA ensures essential RTA internal quality principles such as:

- **staff involvement** - all stakeholders involved in the implementation of the study direction - students, teaching staff, general staff, employers, graduates,
- **evidence-based process management** - each unit has clearly defined duties, rights and responsibilities,
- **continuous learning and improvement** - creating the conditions for knowledge sharing, innovation and development.

The most important role in the realization of the study direction is given to the RTA directors who form the Study direction council, which is chaired by the director of the study direction.

#### **Director of the study programme:**

- develops the study programme taking into account the demand of the relevant specialists in the labour market, which is substantiated by special surveys, statistical data and other supporting documents;
- prepares the study programme for review,
- leads the process of developing a self-assessment of the programme,
- performs duties related to the realization of the study programme (preparation of study plans, coordination of study programme study results with study course study results, consultations with students and lecturers, popularization of study programme), etc. questions.

#### **Head of the study direction:**

- plans the work of the study direction council,
- organizes, leads and prepares the process of preparation of the self-assessment report, licensing and accreditation materials of the study direction, including the involvement of academic staff and students;
- organizes the evaluation of the staff employed in the study programmes.

#### **Study direction council:**

- decides on all major issues of studies, methodological, scientific and organizational activities in the direction of study, including the development of study programmes/ modules, substantial changes in study programmes, organization of internships, methodological and organizational provision of regular, final and state examinations; management, planning, preparation and publishing of methodological and scientific literature, provision of study direction and study programme self-evaluation, cooperation with employers, LV and foreign institutions in the field of study and research activities, popularization of study programmes in the society.
- Plans, coordinates and promotes the development of scientific activities, studies and scientific infrastructure, activities in study, research, etc. projects for the development of the study direction. On 27 January 2015 RTA Senate approved the "Regulations on Study Councils at RHEI", which also introduced a new study administration model and established a study council. Currently, the direction council consists of four lecturers, one of them is the head of the study direction, director of the bachelor's and master's programme (I.Bulgakova, Dr.iur.), director of the 1st level programme, lecturer Mg.iur. I.Krampuža, one elected representative of the academic staff, associate professor, Dr.iur.A.Gaveika and one - director of the Centre for legal practice and professional development, guest lecturer, Mg.iur. K.Gailis.

In order to work efficiently in the study direction, RTA staff is supported by:

**Study process specialists of the Faculty of Economics and Management:** responsible for record-keeping and organizational aspects of the study process at the faculty level

**Study Department specialists of the study process:** are responsible for maintenance of study direction data in LAIS, VIIS, Moodle systems, Multirank, workload planning of academic staff, maintenance of lecture list, preparation of diplomas and diploma supplements, preparation of reports, preparation of references and preparation of other documents on study issues.

**Personnel department specialists:** prepare personnel documentation (including employment agreements), carry out personnel briefings.

**Employees of the Lifelong Learning Centre:** organize professional development courses in higher education didactics and innovation.

**Library:** participates in the planning of study and scientific literature, ensures availability of

electronic databases.

**Project Management and Technology Transfer Contact Point:** supports the planning and implementation of training, scientific, infrastructure projects, custom research.

**Financial Analyst:** plans financial resources for the direction of study and study programmes.

**ICT Research Centre:** maintains the e-environment for the scientific journal “Administrative and Criminal Justice”.

**Research Institute for Business and Social Processes:** ensures synergy of pedagogical and scientific work, plans and implements scientific projects in social sciences and related interdisciplinary fields, carries out research and practical support to strengthen scientific capacity of study directions, ensures publication of scientific journal “Administrative and Criminal Justice” in the e-environment.

Conceptually, the management system of the study direction and its corresponding study programmes is considered as **a well-considered system based on the principles of democracy, oriented towards the harmonious work of the study direction** that is provided with the necessary support in all basic issues of the study direction: study process record keeping, scientific work, financial planning, lifelong learning, etc. **The strengths** of the management model are: a detailed division of responsibilities between the parties involved in the management process that is outlined in the department regulations and job descriptions of the staff, the procedures developed for all aspects of the implementation process of the study direction and the respective study programmes;

Since the management model of the study direction and its corresponding study programmes cover a variety of activities aimed at the implementation and development of the study process, it implies the involvement of many departments and persons and poses several **threats** to effective management. First of all, there is the **objectively possible human factor in the management**, which can cause definite risks, such as inadequate provision of management of comprehensive processes to a management staff in their sphere, the coordination of lecturers’ professional and academic activities, etc. factors.

RTA quality management policy provides several directions for mitigating management risks. These include staff consolidation, professional development activities, and the ability to resolve labor disputes in a collegial manner in accordance with the RTA Code of Ethics.

For the transparency of the management process and availability of management decisions, in 2019 RTA has launched the implementation of an **electronic internal document management system** focused on management quality risk prevention, consistent documentation management and operational control.

**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.**

Admission to study programmes at RTA is governed by the admission rules approved by the Senate, which are based on the Cabinet of Ministers Regulations No. 846 "Regulations on Requirements, Criteria and Procedure for Admission to Study Programmes". The requirement for admission to the first-level professional higher education study programme "Law Science" and the bachelor's programme "Law Science" is completed secondary education. Students are admitted to an open and equal competition based on the results of centralized exams. RTA enrolment rules include three centralized exams with which candidates take part in the competition: Latvian, mathematics and foreign language. In order to select the strongest and most motivated students, RTA has set extra credit points for a high average grade in subjects related to theory and practice of law that are not included in centralized exams (e.g. Politics, Law), and applicants' participation in law science-related student scientific activities in public research competitions in the legal or political science section. Admission rules for each subsequent study year are approved by RTA in the Senate and published on the website by 1 November of the current year. RTA statistics show that changes in the structure of legal education in the country have reduced the number of students. If the competition coefficient in RTA in the academic year 2017/2018 was 4.0 then in 2018/2019 it dropped to 2.6. However, in 2019/2020 it started to show an upward trend and reached 2.9 students per study place. The competition rate depends on the number of budget places advertised. In the academic year 2018/2019 and 2019/2020 there were twice as many graduates, and thus the number of budget places announced for admission was higher. As a result, the competition coefficient is lower.

RTA has developed and implemented procedures for the recognition of competences acquired outside formal education or gained from professional experience and the learning outcomes achieved in previous education, which is in line with Cabinet of Ministers Regulations No. 505. In accordance with the procedure approved by the Senate, the Commission of Social Sciences, which examines the application of the applicant and decides on the recognition of the study results or refuses to recognize the achieved study results, shall carry out the recognition. Similarly, RTA has developed and consistently applies, in accordance with the [Lisabon Convention](#), the recognition of prior education during the transition from one higher education institution to another, from one RTA study programme to another, after resuming studies after the break, after acquiring first / second level higher professional education and continuing further studies leading to a bachelor's degree or to a second level higher professional education, or after transnational or inter-university agreement studies. The procedure on the recognition of academic courses is determined by the Regulations on academic recognition of study courses approved by the Senate. In accordance with the [Erasmus Charter 2014-2020](#), RTA fully recognizes a period of study undertaken in an ERASMUS mobility abroad.

#### **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.**

Assessment of student achievements in RTA is designed to ensure consistent application of the student-cantered approach. The principles of RTA evaluation are defined by methodological recommendations "[Study quality system based on study results](#)", Regulations approved by the Senate on study course exams and tests, state and final examinations, methodological recommendations approved by RTA Study Council for organization of students' independent work.

The main principles of assessment of study results at RTA are:

- **Relevance of the study outcomes assessment methods to the study programme and the study outcomes defined in the study course.** The academic staff of RTA incorporates the requirements for the assessment of study results into the study course programmes, which are evaluated and approved by the study council. The assessment focuses on the compliance of the assessment requirements and procedures with the achievement of the goals of the study program, the overall workload of students, as well as preventing any possible duplication of study content.
- **The clarity, consistency and public availability of requirements for the assessment of learning outcomes.** Academic staff of RTA incorporates requirements for assessment of study results into the study course programme, which are placed on RTA e-course website [rta.lv](http://rta.lv) and is accessible to students upon commencement of study course. If the teaching staff delays with the placement of the study programme on the e-course website, they receive a repeated invitation and a reminder that the requirements for the assessment of learning outcomes must not change during the course of implementation of studies.
- **Equalized application of learning outcomes assessment measures during the study course,** providing that the form of the examination consists of the results of formative assessment during the semester (at least 40% of the assessment) and assessment at the end of the study course (60%). Such a system allows to follow the progress of students' study succession, motivates students to purposeful study process during the semester, as well as facilitates the psychological and physical workload of examinations during the sessions.
- **Assessment of students' independent work,** which is a compulsory part of the study process, its content and evaluation are reflected in the content of study courses.
- **The right of students to request explanations and to challenge the assessment in a specific manner** provided in the Regulations on examination and tests of study courses, on state and final examinations. In the course of implementation of the study field "Law" students actively use this right, appealing both against the results of the state exams and the results of the regular study examinations.
- As far as possible, **several evaluators** participate in the evaluation of learning outcomes. Such system in RTA works in defence of study research work, internships, as well as study courses which are implemented by several lecturers, for example, study course "State Science", "Civil Law. Obligations and property law", "Theory and practice of international public and private law", "Theory of civil law and the realization of civil relations" are evaluated by two lecturers, but the course "Topicalities in application of civil, administrative and criminal law" is taught and evaluated by 3 lecturers, but for the professional programmes the compulsory general education module for business development is taught and the study results are evaluated by 6 lecturers.
- Learning outcomes in the compulsory and limited elective part are graded in a 10-point scale (exam or differentiated test), while the assessment "passed"/ "failed" is allowed in the elective part.

All information about the summative assessment of study results is available to students in the RAIS environment, where each student has access. The results of formative assessment are only partially available on the RTA e-course website. One of the institutional tasks of RTA is to implement the formative and summative assessment of study results available on the e-course website and connected to the RAIS.

## 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.**

Principles of Academic Integrity and their application in RTA are governed by the Senate-approved regulations on "Regulations on plagiarism control and prevention in RTA", which is consistent with [Copyright Law](#), [Code of Ethics for Scientists](#), RTA Code of Ethics and RTA Students regulations. Plagiarism control and prevention measures at RTA are applied to the study process and to the academic and scientific activities of the academic staff.

During the study process, measures to control and prevent plagiarism are taken during formative assessment by developing, submitting, and defending written and oral works that include elements of research work, including work with sources, statistics, and literature (study paper, term paper, essay, report, presentation, article, etc.), in the process of designing, evaluating and defending final study research papers, as well as in academic and scientific activities in publicly available study materials, scientific articles and monographs written by the academic staff.

Since 2014 the final study research work at RTA is tested in [the unified computerized plagiarism control system](#) of the universities of Latvia. Each case of data coincidence is evaluated at the study direction council meeting, inviting the director of the respective study programme and the supervisor of the final study research work. The study direction council may request oral or written explanations from the student whose work is suspected of plagiarism. If the findings are qualified as plagiarism, the Study council shall propose to the Dean the student's exmatriculation. For example, in 2017 there were considered 4 cases of plagiarism in the professional master's study programme "Law Science" and 1 case of plagiarism in the academic bachelor's study programme "Law Science". In all cases, signs of plagiarism were recognized and students were exmatriculated with the right to resume their studies by writing a final research paper on another topic.

When evaluating cases of plagiarism in the study direction "Law Science", RTA concluded that plagiarism is not recognized in cases when a student writes his master's thesis on the topic researched in his or her bachelor's thesis, but the coincidence in such cases should not exceed 30%.

In the academic year 2019/2020 RTA is working to connect automated plagiarism identification tools to RTA's electronic journal site [journals.rta.lv](http://journals.rta.lv), which also publishes articles written by the study direction teaching staff and students.

**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 the relevant study programmes is available at:

Information	Website	Type of access	Person in charge
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Study programmes implemented by RTA	RTA website - <a href="https://www.rta.lv/rta_istenotas_studiju_programmas">https://www.rta.lv/rta_istenotas_studiju_programmas</a> .	free access	Specialist of the study process of RTA Study Department
RTA study direction self-assessment reports	RTA website - <a href="https://www.rta.lv/pnzs">https://www.rta.lv/pnzs</a>	free access	Specialist of the study process of RTA Study Department
RTA study programme register, study plans	LAIS - <a href="https://luis.lu.pls/lu/stud.menu?!=1&amp;mn=K">https://luis.lu.pls/lu/stud.menu?!=1&amp;mn=K</a>	for authorized users	Specialist of the study process of RTA Study Department

## 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.**

In order to achieve the aims and results of the study programmes, continuous improvement, development and effectiveness of the study programme and corresponding study programmes, RTA has established an internal [study quality assessment and control system](#) (Quality System), where the following areas are subject to internal evaluation:

- compliance of the study process with RTA development strategy (development policy),
- quality of the academic staff,
- quality of study programmes,
- quality of cooperation with applicants and graduates,
- quality of the study process,
- quality of infrastructure
- financing and quality of economic activity.

The quality of implementation of the study direction “Law Science” and the corresponding study programmes is regularly evaluated according to the internal evaluation procedure of study directions and programmes approved by RTA Study Council. Quality evaluation is a multi-level process:

1. Each year, by the end of the 1st semester, a self-evaluation report shall be prepared by the Dean's approved self-evaluation team, which shall assess the areas defined in the Quality System. When preparing the self-evaluation report, the working group collects statistics of the previous study year and the results of the surveys carried out. If necessary, additional views are sought from experts selected by the self-assessment team.
2. The self-evaluation of the study direction is successively discussed in the Study direction council, Study expert council and in the Study council and approved by the Senate. Proposals formulated during the discussion process are incorporated into the study programme or its implementation procedures.

Self-evaluation reports of the study direction “Law Science” for the last five study years are

available on [RTA website](#). They contain an evaluation of both the study direction and each study programme corresponding to the study direction, as well as a summary of the most important study direction development plans.

Each area of the Quality System is documented in RTA but it does not exclude improvements. The RTA Quality System is designed to provide regular feedback on the quality of study implementation. This is achieved in several ways:

- annual **surveys** of students, graduates and employers (see Chapter 2.4 for a summary of the survey results)
- implementing the changes **initiated at national level** to ensure quality in law studies. In 2017-2019 these processes culminated in the closure of the professional bachelor's program "Law Science", the development, licensing and implementation of the academic bachelor's program "Law Science" and the 1st level professional higher education study programme "Law Science", which were evaluated both internally, and in external evaluation.
- Receiving specific proposals from RTA staff and other stakeholders. Thus, in the academic year 2019/2020, thanks to the suggestions of the teaching staff of the study direction, an electronic system of research papers is offered, as well as at the Council of Study Directions at the Council level, the issue of student research work conducted by one lecturer is regularly updated to ensure the balance and unified approach to lecturer workload.

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

The development and revision of study programmes at RTA is governed by the Regulations approved by the Senate on academic and professional studies and study programmes, which determine new study programme planning schedule, parties and procedure. The main principles of study programme design are:

- **Relationship between study programme development and key strategic and planning documents:** RTA Strategy and study program consolidation plan 2018-2023. (hereinafter referred to as the Development Plan) In the development plan it was found that the study direction corresponds to RTA strategy, there is a stable demand of students for study programmes. At the same time, a decision was made on changes in the study direction according to the Cabinet of Minister's protocol decision "On introduction of the unified state lawyer's qualification examination" of 10.11.2015 by transforming the professional bachelor's study programme "Law Science" into the academic bachelor's study programme. In order to ensure a purposeful system of legal education study programmes aimed at the improvement of academic preparedness and professional qualification, it was decided to develop and license the 1st level professional higher education study programme "Law Science", which enables to obtain professional qualification "Lawyer assistant".
- **Study programme development is based on stakeholder collaboration.** For the development of study programmes, a working group is established, which involves the

teaching staff, general staff and students. Before considering a new study programme in the Faculty Council, it must be evaluated by the Study Expert Council. Before the study programme is approved by the Senate, it is independently evaluated by independent experts in the academic or professional sector. For example, in the academic year 2017/18 several interested professional and academic sector groups were involved in the development and expertise of the 1st level professional higher education study programme "Law Science" and the bachelor's programme in law: internal programme development working group (including students), employers (giving opinions and recommendations), representatives of other academic institutions (Riga Stradiņš University, Baltic International Academy). An internally established working group (approved by the decision of the Council of 01.10.2019) involving the study programme directors, support staff and students took part in the development of accreditation materials.

- **regular review of the content and implementation of the study programmes**, which is provided in accordance with the procedure for the preparation and approval of annual study plans and the study direction self-evaluation process. Every year the content of the study programme, the conformity of the study results of the study programmes with the study results of the study programme, and the compliance of the teaching staff with the implemented study programmes are evaluated in the annual study plan approval process. After the approval of the study plans by the faculty council, the teaching staff updates the study course programmes and submits the updated versions for inclusion in the LAIS system, as well as post them on the RTA e-course website.
- **Providing regular feedback** through surveys of students, graduates and employers. The results of the surveys are discussed at the study council meeting and taken into account, as far as possible, when reviewing the content of the study programme or the implementation procedures. Students submit their proposals for improvement of the study process. In the academic year 2018/2019 at the suggestion of the lecturers of the study direction "Law Science" and at the request of the students, RTA started work on electronic application system for students' research work.
- **cyclical external evaluation of study programmes** in accordance with the accreditation procedure established by the Republic of Latvia. An important aspect of external evaluation is the recommendations of the expert commission for the improvement of the study direction and study programmes, which are included in the study direction plans and study programme development plans, outlining the schedule, resources and responsible persons for their implementation.

**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.**

RTA internal regulations provide for students rights to submit complaints and proposals:

Complaint about exmatriculation	to rector	Student regulations (4.5)
	possibility of appeal to the Senate	Student regulations (4.5)
Suggestions on the study process	in the Dean's Office	Student regulations 3.3.4.
To lodge an appeal against assessment of State Examination	to the Vice-Rector for studies and science	Regulations on state and final tests (27-33)
To lodge an appeal against assessment of examination and test	to the Dean	Regulations on examination and tests of study courses (6.1. - 6.5.)
To appeal the decisions of the RTA Academic Arbitration Court	In accordance with the procedures prescribed by the <u>Administrative procedure law</u> .	RTA Constitution
<p>The Students' Council has the right to:</p> <ul style="list-style-type: none"> <li>● to request and receive information and explanations from authorized representatives of any RTA department on issues related to interests to students,</li> <li>● to use veto rights in the Constitutional Assembly, the Senate and the Faculty Council on issues affecting students' interests,</li> <li>● to participate in RTA decision-making bodies and participate as observers in tests and examinations in accordance with RTA legislation;</li> <li>● to propose the adoption, amendment and repeal of laws and regulations of the Republic of Latvia and RTA affecting the interests of students.</li> </ul>		RTA Student Self-Government Regulations

All normative documents are available on RTA's internal server, which is accessible to all students in all RTA premises. The most important legal acts regulating students' rights are summarized in the publication "[Mana augstskola](#)", which is available on RTA website.

RTA QMS defines RTA policy for dealing with students' complaints. RTA QMS requires person in charge to record complaints, feedback, suggestions, incidents and risks, and to inform about it the staff and the process supervisor and to solve them within his/her competence and authority, that helps to manage and strengthen relationship with students, coordinate actions, solve problems and complaints, and get regular feedback. Student satisfaction is measured and results are used to make improvements.

**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.**

RTA QMS identifies the information and knowledge needed for strategic and operational activities, ensuring that the information must be reliable and easily accessible to the eligible persons. The QMS system defines that RTA collects and manages the necessary data in its information systems, analyses, reports and publishes the data to respective user groups, employees and external users to ensure access to the required information, ensuring their security and protection of intellectual property. RTA regularly collects data related to the study process and scientific activities, submits it to external data managers in accordance with national procedures or uses it to improve the study process:

Information to third parties:	Internal statistics:
<ul style="list-style-type: none"> <li>● Central Statistical Bureau - study directions, study programmes, number of students, enrolment results, distribution of students according to different criteria, academic staff, budget, etc.,</li> <li>● MoES - studies in state-funded budget places, competition rates, tuition fees, graduates, etc.,</li> <li>● U-Multirank - On-demand information about programme,</li> <li>● VIIA - Erasmus + Mobility Statistics.</li> </ul>	<ul style="list-style-type: none"> <li>● students' academic debts,</li> <li>● study course programme in site <a href="http://ekursi.rta.lv">ekursi.rta.lv</a>,</li> <li>● internal electronic system of students' attendance of classes,</li> <li>● records of academic staff working hours,</li> <li>● qualification of the academic staff,</li> <li>● students' satisfaction with the programme,</li> <li>● assessment of graduates' study progress,</li> <li>● employers' opinion on study results.</li> </ul>

RTA collects internal statistics to ensure more efficient programme management, to evaluate the quality of study programmes, to get feedback and to get suggestions from internal and external evaluators to improve the quality of the study programme.

## 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.

ESG standards of part 1	Integration characteristics in RTA
Quality assurance policy	It was developed by RTA in 2018 and is now publicly available. Since 2014 RTA has an internal study quality assessment and control system. Descriptions of key quality assurance processes and regulatory frameworks have been developed.
Program development and approval	RTA has established procedures for developing and approving study programmes. They aim to define the objectives, the expected learning outcomes for the qualification acquired through the programme and are clearly defined and in line with the EQF standards.

Student-centred learning, teaching and assessment	Student-centred approach in RTA Strategy has been identified as one of the main learning approaches. RTA takes into account and respects the diversity of students and their needs, considers and applies various ways of implementing the programmes, designs appropriate learning pathways, uses various pedagogical methods according to particular circumstances, regularly evaluates and applies teaching methods and pedagogical methods; stimulates student's independent learning, while providing guidance and support to the teaching staff, as well as promotes mutual respect in student-lecturer relations. RTA has appropriate procedures for resolving student complaints.
Matriculation of students, course of studies, recognition of qualifications and certification	RTA has established transparent procedures for matriculation, ex-matriculation, recognition of qualifications, recognition of prior education and professional experience. RTA works with quality assurance agencies at AIC to ensure that qualifications are harmonized across the country.
Teaching staff	RTA has developed Human Resources Development Plan 2018-2023, Academic Personnel Development Guidelines 2016-2020. Professional development of the academic staff has been ensured at RTA, a system of synergy of pedagogical and scientific work has been established. The internal rules regulate the election of the teaching staff. RTA has developed a system for evaluation of the quality of work of teaching staff and application of the quality factor to the teaching staff remuneration.
Teaching resources and student support	RTA provides physical resources (libraries, study equipment and IT, etc.), human resources (teaching staff, general staff, etc.) and support services for student academic mobility and professional internships.
Information management	RTA collects and manages the necessary data in the information systems, analyses the data, prepares reports and publishes it for access to the respective user groups, employees and external users.
Provision of information to the public	RTA publishes a self-assessment of institutional and study directions on its website. It regularly publishes the information on all current topicalities on the website <a href="http://www.rta.lv">www.rta.lv</a> , including admission rules, programmes offered and selection criteria for admission, and information on expected learning outcomes of the programmes, the qualifications to be conferred, the teaching, learning and assessment procedures, minimum mark for successful evaluation and learning opportunities available to students in its site <a href="http://ekursi.rta.lv">ekursi.rta.lv</a> .
Programme monitoring and regular reviews	RTA conducts annual self-evaluation of study programmes, including student and expert councils.
Cyclic external quality assurance	RTA performs cyclic external quality assurance in accordance with the ESG.

In academic year 2019/2020 increased attention is being paid to QMS according to the approved plan by 2020.

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

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

The financial provision for the RTA study programme of the study direction “Law Science” includes state budget financing and RTA own revenue. Funding for science base and research (performance) is not divided by study directions, but is allocated to RTA for the provision of scientific work (remuneration of research staff, business trip expenses, grant funding, database subscriptions, capital expenditures) in different study directions.

RTA estimates show that the direct costs (academic and general staff remuneration) of the academic bachelor's study programme “Law Science” and the 1st level professional higher education study programme “Law Science” are 1140.00 EUR / 75% per notional student per year, indirect costs (RTA operating expenses, including library, land tax, rent, building maintenance, telephone subscriptions and service charges, utilities, repairs, special programmes, etc.) is 380.00 EUR/ 25% per conditional student per year.

The total cost of one student of the bachelor’s study programme per year is estimated at EUR 1520.00, which does not exceed the cost of preparing one student for a similar specialty in European countries.

For the professional master's programme in Law Science, the direct costs (academic and general staff remuneration) are EUR 1267.50/ 75% per notional student per year, indirect costs (RTA operating costs, including library, land tax, rent, building maintenance costs, telephone subscriptions and service charges, utilities, repairs, special programs, etc.) are estimated at EUR 422.50 / 25% per conditional student per year. The total cost of one student per year is estimated at EUR 1690.00, which does not exceed the cost of preparing one student for a similar specialty in European countries.

The funding available for the study direction is given in Table 3.3.1.

Table 3.3.1. Funding available for the study direction

	2013	2014	2015	2016	2017	2018	2019
Professional master's degree programme in Law	32460	30296	30296	30296	36069	37633	51245

Academic bachelor's study programme "Law"	132312	148867	155844	152211	157252	162893	111956
1st Level professional higher education programme in Law							6927
<b>Study direction in total</b>	<b>164772</b>	<b>179163</b>	<b>186140</b>	<b>152211</b>	<b>193321</b>	<b>200526</b>	<b>170128</b>

Funding of science base and research (performance) funding is not divided by study directions, but is allocated to RTA for the provision of scientific work (remuneration of research staff, business trip expenses, grant funding, subscriptions to databases, capital expenses) and scientific institutes, in turn, the academic staff involved in science represent different study directions. In 2018 RTA research revenues amounted to almost EUR 1.6 million (see Table 3.3.2).

**Table 3.3.2. Funding for research of academic staff (EUR) at RTA**

<b>Funding</b>	<b>2016 (EUR)</b>	<b>2017 (EUR)</b>	<b>2018 (EUR)</b>
Funding of science base	152 622	194 774	209 367
Funding of national research programs	56 619	77 401	87 065
Funding of achievements	87 738	39 843	138 087
Other revenue from state budget	36 531	10 000	
EU structural funds	345 945	786 571	1 143 562
Revenue from contract work with legal entities of the Republic of Latvia	53 011	14 841	21 536
<b>Total funding</b>	<b>732 466</b>	<b>1 123 430</b>	<b>1 599 617</b>

Financing for the development of study programmes at RTA is used in accordance with the estimate approved by the Senate, where the most important expenditure positions are the salaries of the teaching staff, financing for the acquisition of literature, subscriptions to electronic databases, improvement of the qualification of teaching staff through the professional development programme "Innovations in higher education".



For a more detailed distribution of funding of study programmes, see the description of the study programmes.

**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).**

RTA owns a 4, 2 hectare lot at 115 Atbrivosanas aleja, where a campus is being built, bringing together educational and scientific resources in a single location, thus ensuring a much higher quality, attractive and, above all, rational and economically efficient infrastructure. The study process at RTA is implemented in four study blocks. The total area of the central building at 115 Atbrivosanas aleja is 4844.5 m<sup>2</sup>. For the study process, there are used 19 classrooms with a total area of 2059.4 m<sup>2</sup>.

The Information Technology Centre with two classrooms and two spacious computer classes is used for the study process. The building of the Faculty of Engineering houses a large and modern library and a reading room, which are accessible to students. There are two computer rooms with an area of 104.9 m<sup>2</sup> and 97.9 m<sup>2</sup> with 25 and 21 computers. In addition, students in the direction of "Law Science" can use the computer room of the Faculty of Economics and Management with 15 workstations for independent work that are connected to the Internet, equipped with computer equipment and special software. Students and academic staff have access to all necessary resources for the study process. All buildings are accessible to people with special needs, equipped with an entrance and indoor lifts.

The material and technical facilities are constantly updated and improved. The lecture rooms are equipped with new and comfortable furniture, the air conditioners are installed, all the lecture rooms (100%) are provided with the necessary equipment, i.e. boards, screens, blinds, overhead projectors etc. All computers are connected through a computer network. Lecturers and students can use the *open-access Internet and Wi-Fi network*. Video and audio equipment, as well as instructional films, are used to learn foreign languages. RTA has acquired equipment for translation of small conferences and international seminars. Faculty of Economics and Management has an agreement with Rezekne City Council and, if necessary, it can arrange larger conferences, providing sign language interpretation in at least two languages required for legal conferences.

Premises of the Legal Advice Centre, the co-creation room at the RTA Innovation Centre "SalesLab" and the Forensic Science Laboratory are used for the implementation of the study direction "Law Science". RTA students have access to a student's hostel at 22 Maskavas Street, but it is scheduled that in 2020 a new student hostel will be opened on the RTA campus at 115 Atbrivosanas aleja, which is currently undergoing renovation. In order to satisfy students' needs for sports and interests RTA provides premises for sports activities, dancing, choir activities, professional and interest education programmes.

**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 RTA Library** is located at 115 Atbrivosanas aleja in the k-4 block. In 2016, the RTA Library was re-accredited as a local library.

The library collection corresponds to RTA study programmes and directions. The most recent literature in the relevant field is regularly purchased, and most of the funding is used for English books in the field (see Table 3.3.1 for an overview of the literature available at RTA). Lists of book requests are regularly submitted to the library in accordance with the "Literature provision rules". To facilitate this process, a Book request form was created, which is also available electronically on the Library's website. Books purchased or published in projects provide a significant addition to the collection. Subscription to the Databases are decided upon at the session of the Science Council after having familiarized itself with the Database subscription price and statistics on the use of previous periods. Interlibrary loan services are available to library users.

In academic year 2019/2020 the library offers for its users the databases as follow: iFinances, iTiesibas, Latvijas Standartu bibliotēka, EBSCO,, ScienceDirect, Scopus, Web of Science, ASTM Compass Abstracts, LNB Digital collections. Database trials (2019/2020 - 4) are also offered. Some databases can also be used remotely. In order to provide students with knowledge of the RTA library e-resources, their use and availability, the library offers classes and individual counselling. The library regularly offers to try out the e-resources of various foreign publishing houses.

Using the resources of the library, it is possible to obtain an overview of the literature necessary for the implementation of the study process by using the electronic catalogue of the RTA library. In addition to the resources of the Library, students and academic staff have access to literature in the law science programme lecturers' room.

The list of sources necessary for the study process as well as the materials prepared by the lecturers for the study process can be obtained in the e-course (Moodle) system which provides access throughout the study process. The Laboratory of forensic science also offers specialized literature and material resources necessary for the acquisition of a subject of forensic science.

Table 3.3.1.

**Study programme provision with books on 17.10.2019.**

Field	RTA library stock		
	Number of titles (total)	Number of units (Latvian Language)	Number of units (Foreign Language)

Rights. Law, including	1506	3975	669 (English-272, German-23, Russian-364)
International law	263	699	197
National law, Constitutional law, Administrative law	247	591	77
Criminal law, criminal procedure	305	875	99
Civil law, civil procedure	413	1051	140
Labor law	61	217	11

For the convenience of users, a section on e-resources has been created on the library's website, where various hyperlinks to access databases, RTA and other academic articles, and free access resources are compiled. In accordance with the conditions of the quality management system, the resources ensuring the study process are regularly monitored. There has been created and developed such a work environment where students can learn qualitatively, independently generate ideas, develop a creative attitude, be active and motivated. Students have access to a learning environment that has been developed and enhanced in accordance with the principles of functionality, modernity, aesthetics, human safety and ergonomics. RTA is purposefully working to ensure the widest possible availability of information about the study process and study content that is freely accessible to all students. The most important information resources available to students at RTA include:

1. Electronic Information System of Latvian Higher Education Institutions (LAIS) providing the following information available to students: course descriptions, study plans, timetables, changes in them, student performance, information on orders related to the study process (matriculation, exmatriculation, scholarships, etc.) . There is also a unified anti-plagiarism control system in LAIS, where students' final papers are tested.
2. Moodle electronic study site [ekursi.rta.lv](http://ekursi.rta.lv), where students have access to study course programmes, requirements for assessment of study results, recommended literature lists, study course study materials. The system is being improved every year with the addition of new study courses. Since 2016 RTA has prioritized the preparation of study courses in the official EU foreign language and the preparation of distance learning course materials on the e-course website.
3. Scientific journal and collection site [journals.rta.lv](http://journals.rta.lv) offers free access to all RTA conference proceedings, collections and journals, including the Journal "[Administratīvā un kriminālā justīcija](#)" (ISSN: 1407-2971) that has been published jointly with the Baltic International Academy since the mutual agreement concluded on 16 December 2017.
4. Annual RTA International student and teacher conference "[Indivīdual. Society. State.](#)" materials.
5. Latvian Library Information System ALISE <https://biblio.rta.lv/Alise/en/home.aspx>, which provides remote access to library catalogues and diverse ways of information search, as well as ordering / booking editions for authorized users.

The procedure, regularity and available funding for the renewal / replenishment of the library collections shall be determined by the "Procedure for the provision of literature at Rezekne

Academy of Technologies" (see Annex)

Funding for the RTA library collections is not divided by study directions, because often the library resources in the study process are used by students of several study directions (see Table 3.3.2). More important literature has been cyclically updated within each course, but the most recent supplementary literature units are updated regularly.

**Table 3.3.2. Funding for the purchase of study literature and subscriptions to electronic databases (EUR) at RTA**

<b>Expenditure library collections</b>	<b>2016 (EUR)</b>	<b>2017 (EUR)</b>	<b>2018 (EUR)</b>
Periodicals	3 814	2 940	3 009
Books	11 402	12 102	8 206
Electronic documents and databases	16 166	19 184	15 828
Total funding	<b>31 382</b>	<b>34 226</b>	<b>27 043</b>

The website of the RTA Library provides links to the [Common Catalogue of Higher Education Institutions and Special Libraries](#), the [Common Catalogue of Rezekne Region](#), and the [National Catalogue](#), which provide the search and request of the necessary resources through interlibrary loan.

The library is open on weekdays from 9am to 5pm/ 6pm. Each year, at the suggestion of master/ part-time students or the head of the study direction, the library also provides readership on Saturdays, but these schedules are not regular- they are tailored to current demand and return to normal working hours when actual demand runs out.

### **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.**

RTA academic staff planning issues are regulated in [RTA operational and development strategy 2016-2023](#), [Academic Staff Development Guidelines 2016-2020](#), RTA Academic Staff Development Plan 2018-2023. Other issues related to the planning of academic staff at RTA are regulated by the [Regulations on planning, registration, control and payment of RTA lecturers' methodological developments and scientific research](#), [Academic staff development guidelines 2016 - 2020](#), [Procedure of planning and accounting of workload of RTA academic staff](#), [Procedure for assessing the quality of work of RTA academic staff](#) and other documents. The most important criteria for the selection of the academic staff are scientific and professional competence.

RTA assistants, lecturers and assistant professors are elected for six years in accordance with the requirements of the Law on Higher Education Institutions. Professors and Associate Professors for the first time shall be elected for a term of six years, providing the conversion of a fixed-term contract into a contract of indefinite duration after the assessment of eligibility within the time limit

set by RTA. All vacancies for academic staff are advertised in open competition, published in the newspaper "Latvijas Vestnesis", and other information sources. Applicants' eligibility for the advertised vacancy is assessed in accordance with the [Regulations on Academic Positions at RTA](#). To attract foreign teaching staff, RTA publishes advertisements on the [Euraxes](#) portal.

Doctoral studies are an important direction to improve qualification of the academic staff. In 2019 two lecturers (I.Krampuža, K.Gailis) are students of doctoral studies. In addition, the study direction is purposefully planning the development of the academic staff, including the promotion of the strongest graduates of the master's programme to further their doctoral studies. From the academic year 2017/2018, RTA graduate J. Kjakšta is studying for a PhD at Daugavpils University at the suggestion of the Direction council and with the consent of the Faculty. On 6 June 2019 J. Kjakšta shared her study experience with the field lecturers at the lecturers meeting. The direction is expected to be strengthened soon with another Doctor of Laws. (Minutes of the study direction council meeting of 06.06.2019).

**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.**

RTA quality management policy sets out the RTA quality principles, including:

- **Staff engagement and development** - employees share a similar value system, mutual trust and a sense of responsibility. RTA invests resources in the professional development of its employees and encourages them to become more involved in the development of the institution. RTA evaluates the professional competence of employees and their compliance with the quality of their duties, supports and motivates the improvement of professional qualification, career development, provides social guarantees. RTA promotes the consolidation of employees and the development of a unified corporate culture.
- **Continuous learning and improvement** - introduction and use of new, innovative technologies, knowledge sharing, introduction of innovations and improvements. Employees are introduced and trained to work with new and innovative technologies, to use them in their work and increase the competitiveness of RTA.

RTA Academic Staff Development Guidelines define the main HR development processes in RTA activities:

- Student-centred **study process**,
- **A research process** focused on public demand for innovative products and services,
- **Communication process**, which provides for the exchange of knowledge and innovation in the inter-university level, effective international academic and research co-operation,
- **Technological process** focused on access to high-quality science-based higher education, introduction of new modern technologies in the study and research process (including distance learning).

In the system of attraction and motivation of the teaching staff, RTA emphasizes the principles of strategic planning of the teaching staff, principles of determining the workload, principles of payment for the amount and quality of work, measures of motivating the growth of the teaching staff.

The academic staff of the study field "Law Science" is selected in order to be able to implement the study programme objectives consistently and to achieve the defined study results. Both the elected lecturers and the visiting lecturers are employed in the study field "Law Science". Visiting lecturers' employment policy at RTA complies with the strategic principles of RTA academic staff development - professionals with great professional work experience are invited to professional study programmes: lecturer, Judge of the Rezekne Courthouse of the District Administrative Court M.Šļakota, Mg.iur.; Assistant Professor, Judge of Rezekne Court A. Jermacāne, Mg.iur. (till 2019 Chairperson of Rezekne Court), Assistant Professor, Judge of Latgale Regional Court I. Tabore, Mg.iur., I. Krampuža and Associate Professor, Dr.iur. I. Bulgakova, lecturer, Mg.iur. K. Gailis and other lecturers have previously practiced as professional lawyers and professionals in the direction of Law Science (Dr.iur. Associate professor A. Gaveika). Until 2019/2020 S. Linkevičs, the Chairman of the Rezekne Courthouse of the District Administrative Court, also taught the courses "Administrative Process" and "Customs Law", till 2018/2019 during the previous accreditation period the the study course "Civil Procedure I, II" was delivered by Latgale Regional Court judge, Mg.iur. V. Lohova.

The competence of elected academic staff is confirmed by scientific activity, three lecturers (I. Bulgakova, L. Mazure, I. Krampuža) have been elected to the post of researcher at the Management Institute for business and society processes, one (A. Gaveika) is engaged in post-doctoral research support project.

The qualification of the teaching staff at RTA is evaluated and raised in several ways:

1. Academic staff elected once at RTA must complete a 160-hour professional development programme in "Higher education didactics" or "Innovation in higher education". The programme offers, among other things, courses on personal development, scientific writing, and other topical issues of higher education: student-centred approach, quality management, etc.
2. All lecturers have the opportunity to apply for the evaluation of the quality of work of the academic staff, which provides the determination of the quality factor applicable to the salary of the next year. Starting from 2018, the quality indicators of lecturers' work are aligned with the student-centred approach, assessing the contribution of the lecturer to the development of the academic, scientific and professional competence of the student. In academic year 2018/2019 only four faculty members took advantage of this opportunity, scoring between 2 and 50, which represents a corresponding percentage increase in salary the following year.
3. Growth opportunities. In the reporting period RTA faculty of economics and management is planning its professional development, namely, to employ 2 professors (currently 0) and 2 associate professors (currently 2) in the study field "Law Science".

**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.**

30 lecturers are involved in the implementation of study programmes corresponding to the study direction. 20 (67%) were elected to RTA academic positions, 10 (33%) were visiting lecturers. 16 (53%) of the teaching staff were elected at RTA academic and scientific positions at the same time. 16 or 53% of the teaching staff have a doctoral degree, and 13 (40%) have a master's degree. 12 (40%) of the teaching staff are doctors and masters in law. The elected lecturers hold the positions of professor (3), associate professor (3), assistant professor (6) and lecturer (4). The visiting teaching staff hold the positions of Visiting Professor (1), Visiting Associate Professor (3) and Visiting Lecturer (5).

The types of academic workload of the teaching staff, regulations on the volume of workload, the planning of work, accounting and control procedures are regulated by the workload planning and accounting procedure of the academic staff of RTA for the current academic year. RTA procedure has been elaborated in accordance with Cabinet of Ministers Regulations No. 445 "Regulation on remuneration for teachers' work" and provides for a full-time professor, associate professor 800 hours per year, an assistant professor with a doctor's degree - 900 hours per year, an assistant professor without a doctor's degree, lecturer, assistant - 1000 hours per year. The academic load consists of the work of the teaching staff in the classroom, consultations, conducting of research work, evaluation of the study outcomes.

The scientific work of the staff elected in the scientific position shall be carried out in accordance with the provisions of planning, accounting, control and payment of the scientific workload at RTA. The scientific workload consists of scientific projects / contract work, scientific publications, research work (if the research staff is studying for a master's or doctoral degree) and other forms of scientific work, such as expertise, evaluation, peer review editing, etc. If the scientist is at the same time elected to the academic position of professor, associate professor, assistant professor, lecturer or assistant, RTA shall ensure that the total annual workload does not exceed the number of hours determined by labor law.

The academic load of the teaching staff employed in the study direction, like at RTA in general, prevails over the volume of scientific work. This is due to two factors: **firstly**, according to the legislation of Latvia, the monthly base salary per researcher corresponds to 50 percent of the professor's lowest monthly salary rate, which weakly motivates teaching staff to become more involved in scientific research; **secondly**, scientific activity is linked not only to the teaching load, but also to professional activity in the field or to administrative duties at RTA, which limits the opportunity to be involved in large-scale research projects.

In order to facilitate the mobility of teaching staff and ensure a high quality of legal education, RTA's activities focus on the development of international cooperation on a global scale and, above all, on integration into the European legal system. The study direction has concluded collaboration [agreements](#) with six higher education institutions within ERASMUS + programme: University of Ruse (Bulgaria), Academy of Security Sciences (Estonia), Kaunas University of Applied Sciences, Mykolas Romeris University (Lithuania), Radom Economy Academy, The National Defence University of Warsaw, University of Wroclaw (Poland). Study direction lecturers have established strategic co-operation with Lithuanian universities, where during the reporting period 11 lecturers participated in staff mobility (for an overview see Annex 7), representing 37% of the teaching staff involved in the implementation of the direction.

In general, the mobility of the academic staff of tRTA in the field of law is assessed as **satisfactory**, which is influenced by the workload of the teaching staff in their professional field, which limits the possibilities of academic mobility. In general, RTA shows high student mobility rates. In [U-Multirank](#)

ranking in 2018 RTA was nominated as one of the top 25 universities for student mobilities. In the academic year 2018/2019 there was an outgoing mobility of 131 teaching staff of RTA, representing 147% of the number of academic staff elected by RTA (89). In order to plan the mobility schedule in a timely manner, RTA has established the order in which the lecturers apply for Erasmus+ mobility. It is a collegial procedure approved by the faculty councils and the RTA Administration meeting. Preference is given to lecturers teaching in joint study programmes, working with Erasmus+ incoming students or using mobility for the first time. RTA fully guarantees staff participation in Erasmus+ mobility events.

### **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.).**

To provide a successful higher education environment, RTA provides both physical resources (libraries, study equipment and IT infrastructure) and human resources (teaching staff, study consultants and other advisors). In addition to the aforementioned RTA administrative units (Dean's Office, Study Department, Science Department, External Relations Department, etc.), RTA offers to its students:

- individual psychologist services on the psychological issues of organizing personal studies, psychological interrelations, etc. issues related to studies and communication in the study process. RTA offers individual and group classes. Exercise-trainings for *interaction, relationship building skills and formation of "I" image* are possible. The service is offered by a practicing psychologist. Consultation for RTA students is free of charge;
- individual career counselling services to help students better identify their interests, skills, opportunities and values, deepen their understanding of career choices, and professional suitability, to study about their personality and occupational characteristics, to obtain up-to-date information on career issues, to get support for successful career planning, to make sure they have chosen the right profession. In the field of career choice, RTA offers individual and group classes led by a certified career counsellor. Consultation for RTA students is free of charge. In addition to individual career counselling services, RTA operates the RTA [Career Portal](#), where information on internship, work and volunteering opportunities is regularly posted;
- the possibility to create an individual study plan for independent studies, which is supported by RTA in cases when the student is working or due to family circumstances cannot fit into the common study schedule. It is determined by RTA student regulations;
- at the beginning of the academic year 2019/2020, the practice of attracting a course mentor (lecturer) has been introduced in the first year of the academic bachelor's programme, which would ensure a more successful integration of students into the academic environment (in particular, a lecturer in the field of law of the FEM, Mg.iur. A.Kaļva is nominated as a 1st year mentor at the joint FEM freshman meeting);
- the Centre for Legal Practice and Professional Development (K.Gailis as a director) provides students with opportunities to consolidate their knowledge and practical skills, [https://www.rta.lv/sv\\_tiesibu\\_zinatne](https://www.rta.lv/sv_tiesibu_zinatne).



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

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

In 2013 RTA has been entered in the Register of Latvian Scientific Institutions (reg. No. 1172165) as a scientific institution. Its research objectives are defined in the Strategy for Scientific work 2019-2023, which derives from the RTA Strategy. The goal of RTA's scientific work is **to develop the knowledge-based economic development potential by providing technological excellence and transfer to the development of entrepreneurship and economy**. Its main tasks are to provide science, research and innovation in line with the research directions defined in the RTA's strategy for action and development, to develop scientific research capacity, to increase the number of people employed in science, to renew and develop human resources, technology and innovation in science, to promote international excellence and quality and maintain and improve scientific infrastructure.

The role of law science at RTA is mainly represented as a horizontal issue of the field in interdisciplinary research. Although the research potential of RTA has been assessed as **small** in the context of Latvian jurisprudence, there has been observed a breakthrough in the development of jurisprudence in RTA in recent years, as evidenced by:

1. Synergy of academic and scientific work in the study direction (16 out of 30 lecturers employed in the study direction (53%) have been elected in both pedagogical and scientific positions).
2. Scientific activity in the study direction is purposefully planned. In academic year 2019/2020 the tasks of the scientific activity are specified in the plan of scientific activity of the study direction in academic year 2019/2020. (Annex 25).
3. There are three scholars working on theoretical and practical jurisprudential issues at RTA's Research Institute for Business and Social Processes.
4. RTA in cooperation with the Baltic International Academy, publishes the scientific journal "**Administrative and Criminal Justice**", which has been available since December 2017 in free access on the RTA website at [rta.lv](http://rta.lv), and has opportunities for RTA lecturers and students (at the recommendation of supervisors) to publish the results of their research. Thus, the article of the master's degree student R.Siliņš on the status of the victim in criminal proceedings has been published in the journal. In the journal No.2, 2019 there was published an article "Admissibility of evidence in pre-trial proceedings for road traffic offenses" by Sanita Labozeviča, an alumni 2019.
5. RTA is implementing a post-doctoral research project on EU external border security, national security, No.1.1.1.2./VIAA/1/16/127, which envisages to elaborate proposals for improvement of the regulatory framework and improvement of the efficiency of law enforcement institutions in the control of external borders and in the implementation of the asylum procedure in the EU and Latvia, to promote the professionalism and capacity of law enforcement officials, as well as to summarize scientific findings in a monograph (researcher A.Gaveika, scientific consultant - I.Bulgakova).

#### **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.**

One of the main tasks of RTA Strategy is implementation of science-based study process. Requirements for scientific research in the study directions in RTA are defined according to the descriptions of knowledge, skills and competences corresponding to the Latvian Qualifications Framework (LQF), which envisage certain skills, knowledge and competences in each programme group.

The link of scientific research with the study process in the study direction is realized also by the participation of the academic staff and students in scientific and scientific practical conferences, seminars, RTA annual international student and teacher conference “Individual. Society. State.” (traditionally held in May), with representatives from both RTA and other higher education institutions, and other public events. In 2019 38 speakers from RTA, Latvian and foreign higher education institutions participated in the conference (RTA master students, whose participation with a report in the conference is mandatory; RTA lecturers with reports - Dr.iur., guest lecturer A.Baikovs; Mg.iur., Mg.sc., lecturer I.Krampuža; Dr.iur., assoc.prof.I.Bulgakova; Mg.iur., guest lecturer A.Kaļva; students and lecturers from Pskov State University; students and lecturers from Utena College). The tradition and geography of the conference are expanding every year. For example, both in the academic year 2017/2018 and 2018/2019 there were two sections (Public and Private Law) for issues of Law. The conference proceedings are published in paper format and, since 2019, electronically. They are available on RTA's open access database [journals.rta.lv](http://journals.rta.lv) <http://journals.rta.lv/index.php/ACJ>. Work is underway to develop the next magazine.

The link between the study process and research in the field of public information is also evidenced by the participation of the teaching staff and students in the activities of the “Scientists’ Night” (for example, A. Gaveika and I. Krampuža participated there on 27 September 2019). Information about the program can be found at: [https://www.rta.lv/uploads/source/news/2019/Septembris/ZINATNIEKU\\_NAKTS\\_programma\\_24.09.2019.pdf](https://www.rta.lv/uploads/source/news/2019/Septembris/ZINATNIEKU_NAKTS_programma_24.09.2019.pdf)

The tripartite link: STUDIES - RESEARCH - SECTOR'S CURRENT PROBLEM is based on the “Lawyers' Day” activities, which is an annual event with a long tradition since the beginning of the implementation of the direction. Guest lectures, attractive events related to getting to know the legal profession and playing litigation are important events during the “Lawyers' Day”. Judges from Rezekne and Latgale Regional Courts are invited to the trial. In the academic year 2019/2020, “Lawyers' Day 2020” will take place from 25 March to 27 March 2020.

As an insight into the format of the event it can be mentioned that the director of the Legal Aid Administration, Mg.iur, Irina Litviņova. Senior Attorney at Law of Latgale Regional Court and Rezekne Court Territory, Attorney at Law in "G.Makarova's Office" Mg.iur. Vitālijs Platpīrs, Financial and Tax Consultant Mg.oec. Inga Pumpure, Head of the Department of Business Law and Fundamentals of Pskov State University, Head of the Business School, Candidate of Law I.Andrejanova and others conducted lectures in [2017 During the “Lawyers’ days”](#) in RTA.

[In 2018 during the “Lawyers' days”](#) event, there was a meeting with Deputy Ombudsman Ineta Piļāne, Senior lawyer of the civil and political rights department of the Ombudsman's Office Laura Lapiņa, etc., as well as there was organized a public discussion “The Role of a Lawyer in Creating and Applying Laws”.

In 2019 during the “Lawyers' days” there were organized meetings with practicing lawyers: Mg.iur., Head of the Legal Department of Rezekne City Council Margarita Voiciša on the challenges of the work of a municipal lawyer; Mg.iur., Judge of the Rezekne Court Pēteris Novičenoku discussed on the work of judge, Vice-Rector of the Pskov State University, Mg.iur. I.Andrejanova conducted the lecture on Labour Law System of the Russian Federation, as well as there was held an Orator competition on the theme “Justice is ...”. See more information on <https://www.rta.lv/aktualitates/1810/>. During the “Lawyers' Days” students are encouraged to choose topical themes for the development of their research papers following the latest developments in the field.

RTA cooperates with CILS (The Centre of International Legal Studies) and students of the study direction have the opportunity to attend annual lecture courses on international law as well as on the US judicial system taught by visiting lecturers, mostly from the US, who take preparatory courses at CILS (in Salzburg, Austria). In the academic year 2013/2014 CILS visiting lecturer John J. Poggi (USA) conducted the course “Litigation and Resolution of Disputes under US Law”; in the academic year 2017/2018 two foreign visiting lecturers held lectures: On 18-29 September 2017, Patrick McNulty (USA) gave lectures on the US judicial system and dispute resolution in courts; on 23 April 2018 to 5 May 2018 Tom Yersild (USA) conducted lectures on commercial law.

Students and postgraduate students take part in the annual “Lawyer's Word” competition of research papers, and each year there are selected the best works (e.g. Ilona Žavoronkova). Public lectures are organized and foreign lecturers are invited. For example, on 25 May 2019. Dr.iur. Gediminas Bičiūnas gave a public lecture on criminal proceedings “Investigation drug relative crimes. Joint investigation team. Students and first-year master programme students participated in this lecture. Information can be found at <http://www.rta.lv/notikumi>

#### **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.**

International co-operation in scientific research in the study direction takes place in two directions; firstly, by cooperating with foreign scientists in **publishing scientific journals**, and secondly, in **carrying out research projects**.

Scientific publishing is one of the main types of international scientific activity, which ensures implementation of open science principle in RTA, including at an international level. In cooperation with the Baltic International Academy, RTA publishes a journal “**Administrative and Criminal Justice**”, which has scientists from **Latvia, Lithuania, USA, Russia, Estonia, Moldova and Bulgaria** in its editorial board. The scientists from different countries, like **Latvia, Lithuania, Belarus, Ukraine, Poland**, etc. countries regularly publish their works in the journal. Since the journal is published electronically on RTA's open access site *journals.rta.lv*, it is possible to track its impact and evaluate the topics and scholars whose publications have attracted the widest readership. For example, in the 1st issue of 2018, the number of unique views in scholarly articles ranges from 600 to 700 in topics related to the criminal justice sub-sector (e.g., the fight against terrorism, qualification and investigation of road safety offenses) and state and administrative law (including police rights, road safety), etc. questions.

Academic staff is also involved in publishing interdisciplinary scientific journals, such as the editorial board of the scientific journal “[Border Security and Management](#)”, together with **Latvia, Spain, Lithuania, Slovenia, Bulgaria, Romania** and others. The members of the national editorial board are academic lecturers Dr.iur. A. Gaveika and Dr.oec. I. Mietule. Focusing on current issues of the Border Guard, the journal provides an interdisciplinary link between Border Guard, Management and Law.

During the period from 2013 to 2018, the teaching staff of the study field implemented the post-doctoral research project “Security of the External Borders of the EU, Internal Security of Latvia” within the implementation of the measure 1.1.1.2 “Post-doctoral Research Funding” (PostDoc Latvia) in the framework of 1.1.1. specific support objective “To Increase Research and Innovation Capacity of Scientific Institutions of Latvia and their Ability to Attract External Funding by investing in Human Resources and Infrastructure” within EU Operational Programme “Growth and Employment” implemented by Dr.iur. A. Gaveika (Scientific Advisor Dr.iur. I.Bulgakova) in collaboration with Mykolas Romeris University (Lithuania).

Systematic and purposeful international co-operation in **research projects** is a challenge for the future work of the study direction, which has already laid the foundation by establishing a team of legal science researchers at RTA Research Institute for Business and Social Processes. As the research team has only started its activities in 2017/ 2018, international scientific projects have not been developed yet. It is also influenced by the small FTE (the workload of three scientists employed in law direction is 0.25).

The study direction plans to continue publishing scientific journals and involving in international editorial boards. The study direction plans to participate in scientific projects at the national level, using as much as possible the opportunity to participate in interdisciplinary international scientific projects in cooperation with BSPI and other RTA scientific institutes.

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

The involvement of RTA faculty members in scientific research is governed by the “Regulations on Scientific Activities at RTA”, which stipulates that scientific work is a mandatory part of the academic staff's work. This can be done in the form of academic work as a researcher (leading researcher, researcher or research assistant), scientific research technical staff, scientific research service staff. Exceptionally, the Regulations stipulate that scientific work in the workload may not be planned if the academic staff perform full-time or part-time administrative duties at RTA or if the academic staff is elected as the academic staff of professional study programmes and its main task is to ensure the acquisition of practical knowledge and skills in professional study programmes .

The academic staff of the study direction is involved in scientific research processes. Publications of academic staff, participation in conferences and other activities of innovations see in Annex 8.

Three lecturers of the direction also participate in conferences and projects of RTA Research institute for business and society processes, On the RTA homepage, in the section scientific work of the study direction "Law Science" can be viewed at [https://www.rta.lv/tz\\_zinatniska\\_darbiba/](https://www.rta.lv/tz_zinatniska_darbiba/)

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#### **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 content and volume of students' research work is determined by the content of the study programme and the work plans of the scientific units. See table 4.5.1. for the structure of students' scientific work.

*Table 4.5.1.*

**Structure of students' scientific work**

	Study courses	Study work	Semester work	Qualification work	Bachelor's work	Master's work	Total amount of scientific work
1 <sup>st</sup> level professional higher education programme in law science	Research Module (3CP): Introduction to Research (1CP) + Legal Analysis and Fundamentals of Research (2CP)	Study work (1 CP)	-	Qualification work (8 CP)	-	-	12CP
Bachelor's study programme "Law Science"	Research Module (3CP): Introduction to Research (1CP) Legal Analysis & Document Development (2CP)	Study work I (1 CP) Study work II (2 CP) Study work III (2 KP)	-		Bachelor's work (10CP)	-	18CP
Professional master's study programme "Law Science"	Studies of legal methods and case solutions (2 CP)		Semester work (2CP)			Master's thesis (18CP)	22CP

In addition to the basic module shown in the table, the elements of research work are included in the content the study course. For students studying for a master's programme in RTA, it is mandatory to take part with the report at a student or any other conference and prepare a publication. The most successful and highly regarded Master's theses are also published in separate editions. In 2019 publishing house "GlobeEdit" published R.Prikule's book "Surrogate maternity relationships and their legal implications" and I.Bokiša's book "Telemedicine and its implementation in medical treatment legal relationships" which are based on the [research papers written by](#)



Since 2016 RTA has been working purposefully with the students of the master's programme, encouraging them to become involved in the work of scientific institutes. In 2019, seven graduate students of law were employed as laboratory assistants by the FEM Research Institute for Business and society processes. During this period they developed their Master's theses on topics such as the Concept of telemedicine and its implementation in medical relationships, Criminal liability for manipulations related to sports activities, Real estate purchase agreement in theory and practice, Virtual currency transactions in legal relationships, Temporary protection against domestic violence, and other topics. When developing Master's thesis at the Institute, the Master's students are members of an interdisciplinary team of scientists that gives them the opportunity to discuss with the branch or inter-branch specialists about the complex or systemic aspects of the respective discipline or professional field.

**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 order to improve the quality of the RTA study process, it follows that new scientific, technical, social, cultural or other field ideas, developments and technologies are applied in the study process and are aimed at achieving RTA's strategic goals. Particular attention is paid to RTA indicators related to the study process, such as the relevance of the study programs to current issues in the field of law, industry needs, research-based studies, and student-cantered study process. To this end, RTA has developed, implemented, regularly monitored and improved a number of organizational innovations:

1. There has been established a study direction expert council at RTA, which evaluates the compliance of study programme results with the needs of the branch and recommends improvements in the content and didactic strategy of the study programmes. The composition of the Expert Council of the study direction "Law Science" is based on the RTA Senate decision of 26 February 2019 No.4 "Regulations on Study Expert Councils at Rezekne Academy of Technologies" and is recommended by the decision of the study direction council (01.10.2019. study direction protocol No. 1), as well as the decision of the RTA Council of the Faculty of Economics and Management approved at its meeting on 17 October 2019. The members of the Council of Experts of the study direction "Law Science" are: Andris Gusarovs, Chief Prosecutor of Latgale Regional Court; Sandra Romāne, sworn notary; Andris Strauts, Chairman of Latgale Regional Court; Pēteris Novičenoks, Chairman of Rezekne Court; Margarita Voiciša, Head of Rezekne City Council Legal Department; Agita Papkova, Event Manager and Project Manager of SIA „Austrumlatvijas koncertzāle"; Vjačeslavs Ļebedevs, Deputy Head of the department for combating organized crime and economic crime of Latgale region state criminal police administration office. The first meeting of the Board of Experts is planned on October 29, 2019, and where the members of the board will express their opinions and give recommendations for the study process. Recommendations of the Study Expert Council on the study process in 2019/2020, see Annex 31.
2. RTA has established the Centre of Legal Practice and Professional Development (see [https://www.rta.lv/sv\\_tiesibu\\_zinatne](https://www.rta.lv/sv_tiesibu_zinatne)), which operates on the basis of the Regulations of the Centre of Legal Practice and Professional Development approved by RTA Senate, provides

students with the opportunity to improve their legal knowledge, to acquire legal skills and abilities by providing legal assistance to citizens.

3. The Forensic Science Laboratory has been established in the RTA and its operation is regulated by the "Regulations on Forensic Laboratory". Until the academic year 2019/2020, the laboratory was supervised by an associate professor, M.iur. Modris Marcinkevičs. It is planned that a forensic specialist from a law enforcement agency will be recruited to work in the laboratory this academic year.
4. RTA lecturers' quality of work is evaluated on the basis of student-centred approach criteria and evaluation of the lecturer's contribution to the development of the professional, scientific competence of students. The quality of work ratio determines the remuneration of the teaching staff for the following year.
5. RTA has developed a transparent research-based study process system that facilitates and enables to follow each student's growth of research competence. During the study process, individual study courses include project papers, reports, two undergraduate and bachelor's theses in the undergraduate programme, and a semester and master's thesis in the master's study programme.
6. Activities for the development of professional, linguistic-communicative, managerial and organizational, research-professional and collaborative competencies are integrated into RTA study process: Lawyers' Day events (orator competition, litigation play, debates), student conferences, extra-curricular activities.

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

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

Building partnerships is one of the key principles of RTA's quality policy. It states that partnerships are based on **mutual benefit, equality, a high culture of communication and respect**. RTA identifies potential partners and engages them in achieving common goals by maintaining a long-term **partnership for aid and assistance**. Collaboration partners in the study direction and the respective study programmes are selected so as to cover the main areas of academic and professional activity in the study direction. In the academic sphere, partnerships are established with higher education and science institutions in Latvia and abroad, in the sphere of professional activity - with professional organizations, institutions, labor market representatives.

Cooperation in the study direction is developed in two essential aspects: (see table in Annex 10):

1. In cooperation with the professional sector, law enforcement agencies:
  - provision of student internships,



- participation in national examination boards (representatives of Rezekne court, prosecutor's office, Rezekne City Council Legal Department),
- guest lectures for students and staff,
- work environment-based studies (RTA staff - professionals),
- study visits to law enforcement institutions,
- recommendations for research topics (Supreme Court, Prison Administration, Ministry of Justice).

General education activities of students:

- study tours.

Every year study trips are organized for students to learn about the diversity of the legal profession. They visit Supreme Court, Daugavgrīva, Prison Administration, Ilģūciems Prison, Rezekne office of State Police Latgale regional department, Daugavpils and Rezekne Territorial Units of the State Probation Service, State Border Guard Center for Illegal Immigrants in Daugavpils. The students were on general educational excursions: for example, Riga Cathedral - in 2019, Marco Rothko Museum - in 2017, 2018.

In order to strengthen co-operation with employers, RTA offers employers to participate in guest lectures and seminars organized within RTA networks, employers participating in the Study Expert Council can attend to vocational or informal education programmes free of charge offered by RTA Centre for Lifelong Learning. The Lawyers' Day is attended by professionals from the judiciary and law enforcement institutions.

#### 1. Cooperation with the academic sector in Latvia and abroad:

- contracts on the rights of students to continue their studies in the event that the RTA study programme will be discontinued (Annex 23),
- collaboration in science: magazine "Administrative and Criminal Justice" in collaboration with BIA, implementation of joint projects (see paragraph 2.4.3. ),
- conferences ("Individual. Society. State", other annual RTA conferences) with participation of cooperation partners from Latvia and abroad, [https://www.rta.lv/konferences\\_zin\\_pasakumi\\_rta](https://www.rta.lv/konferences_zin_pasakumi_rta),
- participation in state examination boards (cooperation with DU, BSA, Riga Stradiņš University),
- guest lectures (representatives from Vytautas Magnus University, Mykolas Romeris University, Riga Graduate School of Law, BA Turība, etc.)

The impact of established partnerships on the study process and the development of the study direction is significant. They help to implement the study process in accordance with strategic goals, allow to evaluate the study process, its correspondence to the current challenges and development tendencies of the higher education and professional sector, and help to improve study programmes and study course study outcomes and their evaluation procedure.

## **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.**

Foreign students and lecturers are attracted to RTA in the framework of international cooperation

agreements (for an overview see Annex 9): <https://www.rta.lv/notikums/622>

1. Within the framework of bilateral cooperation agreements:

- RTA and Pskov State University (Russia) - 3 lecturers conducted guest lectures from 2017 to 2019, students' participation in RTA Lawyers' Day.
- RTA and Mykolas Romeris University (Lithuania) - Dr.iur. Gediminas Bičiūnas 29.05.2019. public lecture "Investigation drug relative crimes. Joint investigation team. Covert investigative actions", see <https://www.rta.lv/events/622>

2. Guest lectures in cooperation with embassies:

- 17.10.2019. Lecture by Cherie Jimenez, a human rights activist with the support of the US Embassy in Latvia, on risk factors for young women, see <http://www.rta.lv/event/708>

3. Participation of foreign students in scientific conferences organized by RTA, for example, in 2018 Student and teacher scientific conferences "INDIVIDUAL. SOCIETY. STATE." 7 students from Pskov, St. Petersburg (Russia) participated in the [law section](#), on 18 May 2019 3 students (in the private law section) and 3 students (in the public law section), one student from Utena College participated in law section.

4. Guest lectures from Latvian cooperation partners (in academic year 2019/2020):

On 10.29.2019. public lecture by Dr.iur. Gatis Litvins (associate professor at BA "Turība"), subject - "Legal regulation of administrative liability from 1 January 2020 (Administrative liability law)", see <https://www.rta.lv/events/709>

On 11.02.2019. Ieva Miļūna, PhD student at the University of Latvia (lecturer from Riga Graduate School of Law), subject "International Humanitarian Public Law".

**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.**

1st Level Professional Higher Education Study Programme "Law Science"	Academic bachelor's study programme "Law Science"	Professional master's study programme "Law Science"
Introductory practice (12 CP) Qualification practice (4 CP)	Professional internship is not provided. At least half of the contact hours are given in the form of practical classes in the study courses which contain the actual problems of the field. The involvement of two lecturers in the study course is practiced, one is a theoretician and the other is a professional.	Professional internship (26 CP)

The procedure of organization of internship at RTA is regulated by the Regulations on Internships approved by the Senate, which define the types, aims and tasks of internship, organizational issues, procedure of defence at RTA, and methodological guidelines approved in study directions.

The internship in the professional programmes is carried out in accordance with the internship agreement on the provision of the internship sites or in accordance with the decision of the RTA Study Council on the provision of internship places at the institution itself. RTA has established long-term and successful cooperation with employers and employers' organizations in Rezekne city and Latgale region. Co-operation agreements have been concluded on provision of internships for students of the study programme "Law Science" with state and municipal institutions, the largest enterprises of Rezekne city, whose main activity or one of its activities is provision of legal services. The definite number and terms of internship placements for RTA students are agreed with the abovementioned employers on a yearly basis, because the number of internship places within certain deadlines depends on the availability and workload of the internship supervisors in the particular internship place.

Before commencement of the internship, a tripartite internship agreement is concluded between RTA, the employer and the student, specifying the objectives, tasks, deadlines of the internship, as well as the supervisor of the internship, and other issues. After the internship, the student submits an internships report and a diary showing the progress of the practice, the performance of the tasks, their reflective evaluation by the student and the supervisor in the company / institution. In the end, in accordance with the requirements of the cooperation agreement, internship defence is organized in a joint internship commission, where each student gives an overview of what has been done and is evaluated.

Although internship is not included in the academic Bachelor's programme, attention is paid to the acquisition of practical skills of students in practical classes of study courses, for example, in civil law courses. Part II and Criminal Procedure Law. Part II is practiced in litigation play. In order to develop students' professional competence, RTA also has a Centre for Legal Practice and Professional Development, where students have the opportunity to engage in solving practical issues (cases) of the society under the guidance of lecturers.

**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.**

The academic discipline has developments in elaboration and implementation of joint study programs with foreign partners of academic cooperation. However, at the moment in the process of the internal reform (there has been completed the transition from professional to academic bachelor's program, orientation of Master's studies to united lawyer state examination, successful completion of accreditation process) implementation of plans requires time.

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

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

The previous accreditation of the study field was carried out in 2012, offering two study programmes: professional bachelor's study programme "Law Science" and professional master's study programme "Law Science". Experts of the direction highlighted **the strengths** of the study direction, such as a high number of graduates, intensive cooperation with employers, a strategic position in the region and a positive impact on the development of the region. Among the weaknesses of the study direction, the experts pointed out: decrease in the number of students, insufficient financial resources, updating of library resources, strengthening of the English language in the study process. The experts recommended that the study field should pay more attention to practical cooperation between the academy and employers, introduce more practical problem solving tasks, strengthen the EU law block, attract more foreign lecturers, improve the English language skills of the academic staff, strengthen cooperation with the Baltic International Academy.

RTA evaluated the experts' recommendations and took measures to reduce the identified shortcomings and improve the quality of the study process, planning the study direction development tasks each year and observing their implementation. See chapter 1.3. for study direction self-evaluation report.

**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).**

During the reporting period, two new study programmes corresponding to the study direction have been licensed - the 1st level professional higher education study programme "Law Science" and the academic bachelor's study programme "Law Science". Based on the recommendations of the experts and the Study Quality Commission, a recommendation implementation plan was developed for both programmes, which is implemented sequentially and systematically. See Annex 15 for an overview of the implementation of the recommendations.

# Annexes

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Information on the implementation of the study direction in the branches of the higher education institution/ college (if applicable)		
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II. Description of the Study Direction - 1. Management of the Study Direction		
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II. Description of the Study Direction - 3. Resources and Provision of the Study Direction		
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Statistical data on the mobility of students (by specifying the study programmes)	Annex 12.docx	12.pielikums.docx
Description of the organisation of the traineeship of the students	Annex 13.doc	13.pielikums.doc
Information on the agreements and other documents confirming the traineeship of the students in companies	Annex 14.docx	14.pielikums.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	Annex 15.docx	15.pielikums.docx
Description of the Study Programme - Other mandatory attachments		

Confirmation signed by the rector, director or the head of the study programme or the study direction of the higher education institution/ college which states that the official language proficiency of the teaching staff involved in the implementation of the relevant study programmes of the study direction complies with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.	Annex 27.doc	27.pielikums.pdf
<b>III. Description of the Study Programme - 1. Indicators Describing the Study Programme</b>		
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		
<b>III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof</b>		
Compliance of the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		
Curriculum of the study programme (for each type and form of the implementation of the study programme)		
Descriptions of the study courses/ modules		
<b>Description of the Study Direction - Other mandatory attachments</b>		
Sample of the diploma to be issued for the acquisition of the study programme.		
<b>Description of the Study Programme - Other mandatory attachments</b>		
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.		
Description of the Study Direction - Other mandatory attachments		
Electronically signed application form for assessment of a study direction	lesniegums.edoc	lesniegums.edoc

## Other annexes

Name of document	Document
Studiju virziena "Tiesību zinātne" sadarbības aspekti	10.pielikums.docx
Cooperation aspects of the study direction " Law Science "	Annex 10.xlsx
RTA EPF studiju virziena „Tiesību zinātne” docētāju zinātniskās darbības plāns 2019./2020. studiju gadam	25.pielikums.doc
RTA Faculty of Economics and Management, study direction „ Law Science” plan of academic activity of the academic staff for the academic year 2019/2020	Annex 25.doc
Procedure for provision of literature.docx	Procedure for provision of literature.docx
Literaturas nodrošinājuma kartība.docx	Literaturas nodrošinājuma kartība.docx
preciz. 8.pielikums Publikaciju saraksts.docx	preciz. 8.pielikums Publikaciju saraksts.docx
Precizets Annex 8 Staff Publications.docx	Precizets Annex 8 Staff Publications.docx
precizets CV LV 6piel.zip	precizets CV LV 6piel.zip
CV ENG Ann6.zip	CV ENG Ann6.zip



# Law Science

Title of the higher education institution	Law
ProcedureStudyProgram.Name	Law Science
Education classification code	41380
Type of the study programme	First level professional higher education study programme
Name of the study programme director	Ilga
Surname of the study programme director	Krampuža
E-mail of the study programme director	ilga.krampuza@rta.lv
Title of the study programme director	Mg.iur., Mg.soc.sc., lekt.
Phone of the study programme director	
Goal of the study programme	<i>To prepare the specialists for the labour market with the theoretical and practical knowledge, skills and professional competence corresponding to the profession's "Legal Assistant" standard and the NQF/EQF qualification level 5.</i>
Tasks of the study programme	<i>1. Prepare students for the profession of legal assistant, promoting their development as harmoniously developed, free, responsible and creative personalities. 2. Promote the acquisition of knowledge and skills (including independent learning skills) that provide acquisition of the fourth level professional qualification "Legal Assistant" and contribute to competitiveness in a changing socio-economic context. 3. Create motivation for further education and prepare for undergoing of a full cycle of law education by continuing studies at the later stages of the academic Bachelor's study programme "Law Science" and the professional Master's programme "Law Science" to obtain the fifth level professional qualification "Lawyer".</i>
Results of the study programme	<i>1. Ability to demonstrate comprehensive and specialized knowledge and understanding of the facts, theories, regularities, and technologies relevant to the professional field of a legal assistant. 2. Based on an analytical approach, ability to perform practical tasks in the legal assistant profession, to demonstrate skills enabling creative solutions to professional legal problems. 3. Ability to collaborate with colleagues, clients, and management, develop personal competencies, perform or monitor work activities that are subject to unpredictable change. 4. Ability to formulate, describe and analyze practical problems in the legal assistant's profession, to select the information needed and use it to solve well-defined problems, to participate in the development of the law enforcement agencies' professional field.</i>
Final examination upon the completion of the study programme	Qualification paper defence

## Study programme forms

**Part time extramural studies - 2 years, 6 months - latvian**

Study type and form	<i>Part time extramural studies</i>
Duration in full years	2
Duration in month	6
Language	<i>latvian</i>
Amount (CP)	80
Admission requirements (in English)	
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	
Qualification to be obtained (in english)	

**Places of implementation**

Place name	City	Address
Rēzekne Academy of Technologies	RĒZEKNE	ATBRĪVOŠANAS ALEJA 115, RĒZEKNE, LV-4601

**Full time studies - 2 years - latvian**

Study type and form	<i>Full time studies</i>
Duration in full years	2
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	80
Admission requirements (in English)	
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	
Qualification to be obtained (in english)	

**Places of implementation**

Place name	City	Address
Rēzekne Academy of Technologies	RĒZEKNE	ATBRĪVOŠANAS ALEJA 115, RĒZEKNE, LV-4601

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

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

Title of the study programme	Tiesību zinātne
Title of the study programme in English	<i>Law Science</i>
Code of the study programme according to the Classification of the Latvian Education	41380
Type and level of the study programme	1st level professional higher education study programme
Qualification level to be achieved (NQF/EQF)	5.
Code of occupation in the Classification of Occupations	3411 02
Amount of credits (CP, also recommending ECTS)	80 CP 120 ECTS
Form, type, duration (if less than a year, indicated in months) and language of implementation	
Full-time	2 years (4 sem.)
Part-time	2 years and 6 months (5 sem.)
Place of implementation	Rezekne, Atbrivosanas aleja 115
Programme director	Mg.iur., Mg.soc.sc., lekt. Ilga Krampuzā
Admission requirements	Three centralized exams (or the final mark in the secondary education document if the CE has not been taken): <ul style="list-style-type: none"> <li>· mathematics;</li> <li>· foreign languages;</li> <li>· Latvian language and literature.</li> </ul>

Degree, professional qualification or degree and professional qualification awarded	4th level professional qualification "Legal Assistant"
Objective of the study programme	To prepare the specialists for the labour market with the theoretical and practical knowledge, skills and professional competence corresponding to the profession's "Legal Assistant" standard and the NQF/EQF qualification level 5.
Tasks of the study programme	<ol style="list-style-type: none"> <li>1. Prepare students for the profession of legal assistant, promoting their development as harmoniously developed, free, responsible and creative personalities.</li> <li>2. Promote the acquisition of knowledge and skills (including independent learning skills) that provide acquisition of the fourth level professional qualification "Legal Assistant" and contribute to competitiveness in a changing socio-economic context.</li> <li>3. Create motivation for further education and prepare for undergoing of a full cycle of law education by continuing studies at the later stages of the academic Bachelor's study programme "Law Science" and the professional Master's programme "Law Science" to obtain the fifth level professional qualification "Lawyer".</li> </ol>
Study outcomes to be achieved	<ol style="list-style-type: none"> <li>1. Ability to demonstrate comprehensive and specialized knowledge and understanding of the facts, theories, regularities, and technologies relevant to the professional field of a legal assistant.</li> <li>2. Based on an analytical approach, ability to perform practical tasks in the legal assistant profession, to demonstrate skills enabling creative solutions to professional legal problems.</li> <li>3. Ability to collaborate with colleagues, clients, and management, develop personal competencies, perform or monitor work activities that are subject to unpredictable change.</li> <li>4. Ability to formulate, describe and analyze practical problems in the legal assistant's profession, to select the information needed and use it to solve well-defined problems, to participate in the development of the law enforcement agencies' professional field.</li> </ol>
The final examination foreseen at the end of the study programme	Qualification paper defence

### **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.**

The implementation of the first level programme "Law Science" was started in the academic year 2018/2019. In the autumn admission, 5 students were matriculated for part-time extramural studies with private funding, in the winter admission - 5. In the academic year 2019/2020, 6 students enrolled in part-time extramural studies with private funding. Currently the study programme is being studied by 1st and 2nd year part-time students. In the second year, there are 5 students, in the 1st year - 10 students. The study programme is implemented in Latvian. See the overview in Annex 16. Applicants who combine studies and work are the main candidates for the programme. 11 out of 15 students currently enrolled in the programme are working, including six students requiring the qualification of a legal assistant at least to enable them to apply competently their legal knowledge in professional activities (work in a logistics company, individual business, work in border guards, etc.). It is anticipated that the programme could be of increasing interest to those working directly in public and private institutions, as well as to individual workers, self-employed persons who would like to develop their legal expertise.

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

The title of the first level programme is developed in accordance with the thematic area of education and thematic group "Law Science", as defined by the International Standard Classification of Education (ISCED-F 2013). As mentioned above, this title has been purposefully retained for all three study programmes of the study direction "Law Science", in order to emphasize the conceptual coherence of RTA law studies and to mark the consistent progression of law education towards the acquisition of level 5 professional qualification "Lawyer" after graduating the academic Bachelor's study programme and professional Master's study programme and passing the Unified Lawyer Exam in Latvia.

The objectives, tasks and learning outcomes of the study programme are defined on the basis of the knowledge, skills and competences specified in the LQF level 5, which conceptually covers the professional competences, skills and knowledge at the level of perception, understanding and use required for the professional activity (see Annex 18) for compliance of the programme with the profession standard). RTA bases on the matrix shown in the table 5.1.3.1. for planning and coordinating of the programme's objective and tasks and learning outcomes.

Table 5.1.3.1. Matrix of coordination of study programme's objective, tasks, learning outcomes and content with normative regulation.

Corresponding to LQF 5th level	competences	skills	knowledge		
Necessary for carrying out the basic tasks of the professional activity specified in the professional standard "Legal Assistant"	competences	skills	knowledge		
			at the level of perception	at the level of understanding	at the level of use
Compulsory curriculum as defined in the 1st level professional higher education standard	qualification paper	introductory practice, qualification practice	study courses		
			general courses	field courses	

The basic structure of the study programme consists of study courses (general and field study courses), practice and qualification paper (see Annex 17 for the compliance of the programme with the 1st level professional higher education standard).

The results of the study programme are coordinated with the learning outcomes of the study courses (see Annex 19 for a map of the study results).

Admission to the study programme is based on the results of secondary school exams (mathematics; foreign languages; Latvian language and literature). In order to select students with higher competence in law studies, RTA gives additional points for the winners of the 1st to 3rd place in the competition/conference of the regional or national research work in politics and law - 1 point (for each); mark 8 (very good) and above in the document on secondary education in foreign language, Latvian and literature- maximum score of 0,98 points (for each); final mark in the document on secondary education in politics and law, history of Latvia and/or the world, informatics - maximum score of 0,98 points.

### 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.**

5.2.1. Evaluation of the Topicality of the Study Course Content and Its Relevance to the Needs of the Field, Labour Market and Scientific Trends

The topicality of the content of the first level study programme "Law Science" and its correspondence to the needs of the field, labour market and scientific trends are determined by:

- evaluating the programme in the context of the EU Higher Education,
- implementing the RTA strategic tasks to ensure links with the labour market and employers,
- complying with the regulations of the Republic of Latvia on the linking of studies and scientific research in the study programmes corresponding to the LQF 5th level.

A study published by Eurashe in 2019 on short-cycle study programmes in EU countries shows that, in 2013, only 36% of countries implement short-cycle programmes in the field of law science. At the same time, researchers point out the benefits of short programs such as good employability, programmes are open to a wide range of students, innovation in skills and competences, unity of theory and practice, learning content based on the work environment, flexibility in responding to real needs, etc. There is no common approach across the EU and the world to the requirements for training a legal assistant. Specialization of Legal assistant or Paralegal studies that is close to the understanding of a legal assistant can be demonstrated by both a certificate and a Bachelor's diploma. In the context of higher education in the EU, Bachelor's study programmes are the most appropriate in terms of content, didactic strategy and structure for the 4th professional qualification level programs corresponding to LQF level 5.

Comparing the programme implemented by RTA with the Bachelor's study programmes of Utena University of Applied Sciences and the University of Amsterdam, it can be concluded that the study content is similar; the compulsory and limited optional courses differ with insignificant changes in credit points and particular subject areas. In Bachelor's programmes, the study courses have a higher CP amount and more emphasis is placed on research work, methodology and international law, which are included in RTA 1st level study programme only at the introductory level. Similar tendencies are found in the learning outcomes of the selected study programmes. They are broader in Bachelor's programmes because they are aligned with EQF level 6, emphasizing the international dimension and research orientation, while RTA study programme defines learning outcomes based on EQF-compliant LQF level 5, which serves as a basis for further acquisition of knowledge, skills and competences at LQF level 6 by studying in the Bachelor's programme.

The link between the study process and the labour market is an important setting of the RTA Strategy. The procedure for evaluating the content of the study courses, agreed with the study schedule, is common to all study programmes relevant to the field of study and is already outlined in Chapter 2 of the self-evaluation report.

The strength of the first level programme is the strong link between employers and the academic sector. The content of the study programme is elaborated and regularly analyzed taking into

account the demand and recommendations of the labour market. The teaching staff involved in the study process provides the students with the most up-to-date information in the field, follow the fulfilment of the study results according to the needs of the field and profession. The persons involved in the preparation of the study course programmes are directly involved in the regular evaluation of the study programme through the preparation of self-evaluation reports that pay particular attention to the topicality of the study results and the quality of the study programme.

The content and amount of students' scientific work is determined by the content of the study programme in accordance with the regulations of scientific activity approved by RTA Senate. The study research module of the first level programmes includes research work within individual study courses, study paper and final qualification paper that allows to evaluate the competence defined in LQF level 5 to formulate, describe and analyze practical problems in the legal assistant's profession, select the necessary information and use it to solve well-defined problems, participate in the development of the legal field, and show understanding of the profession in a wider social context. The teaching staff - professionals of the field - plays an important role also in the research field of the study programme. They take part in the study process, suggesting topics of qualification papers relevant to the field, advising students in the process of developing study research papers. The themes of study paper are chosen according to the current issues in the field of law science. For example, in the academic year 2019/2020, students are offered topics of study papers that deal with legal aspects of personal income tax calculation and payment obligations, topical aspects of construction law, legal consistency of hate speech and freedom of expression, etc. A student chooses the topic of his/her study paper in consultation with the lecturers and according to the topical issues of the law science. In accordance with the Section 4.4 of "Methodological Guidelines for the Development and Defence of Research Papers in the Study Direction "Law Science"", the study paper must analyze in detail the topicality of the chosen study paper topic.

**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.**

As stated above, the development of study course programmes at RTA is governed by the "Regulations on the Development of Study Course Programs" approved by the Study Council (see Section 3.2.2 for procedure description). To ensure that the content of each study course is linked to the objectives and results of the study programme, RTA study programme (see Figure 5.2.1) is designed to demonstrate the correlation between the study programme and the study course learning outcomes and the evaluation of the planned study results depending on the programme implementation type.



Learning outcomes of the study programme	Planned learning outcomes of the study course for achievement of the study results of the study programme	Examination form of learning outcomes	
		Full-time studies	Part-time studies

Fig. 5.2.1. Correlation scheme of the study program and the study course in the study program.

The united procedures elaborated by RTA provide for close cooperation between the program director and teaching staff both in procedures for defining learning outcomes and evaluation thereof. Cooperation between the program director and teaching staff is coordinated by the Council of Academic Discipline. Study program director contacts the teaching staff involved in program both in person and remotely. Personal meetings take place during **general meetings of the academic discipline** which take place at least three times a year according to the Regulation on Councils of Academic Disciplines: in the beginning of every study semester and at the end of study year, and at the meetings of the Council of Academic Discipline.

Regular communication between the program director and teaching staff takes place using **opportunities offered by the means of remote communication**. Staff Rules of the RTA provide for that RTA staff for performance of their duties use the e-mail address ensured by RTA with the domain name @rta.lv for send and receive information, and check the received electronic mail at least two times a day (in the morning and afternoon).

To relieve transfer and receipt if information, RTA has developed Internal Document Management System of RTA where all the documents governing the study process in RTA in general and in a particular academic discipline are available to the teaching staff.

The common procedures developed by RTA provide for close cooperation between the programme director and the teaching staff, both in the process of defining and evaluating study results.

A lecturer is responsible for the content of the study course and its correspondence to the latest developments in the field. He/she composes the study course program, keeping in mind that the content is oriented towards the realization of the study programme and study course results, that it covers the topicalities of the field and is grounded in the field theory and the latest research. When structuring the study course program, a lecturer ensures that not less than 30% of the study course is implemented in practice, defines the tasks of independent work and the ways of controlling their implementation.

Considerable attention is paid to the study literature specified in the study course. The procedure of literature supply approved by RTA Study Council states that provision of study courses with study and latest scientific literature and its availability are considered as one of the most important quality indicators of the study process. For this purpose RTA provides for certain procedures, including the obligation of the teaching staff to update the list of literature used at the beginning of each academic year, to prepare proposals for new books necessary for the implementation of study courses and to submit them to the study programme's director. The director of the study programme, in turn, collects the requests of the lecturers at least once a semester and coordinates them with the Council of study direction and the Dean of the Faculty,

who submits a list of applications to the library manager. Multiple coordination of study literature is needed to agree requests between different study programmes and identify priorities. The library, on the other hand, regularly updates the list of latest books on its website in the section "New Acquisitions". The funds allocated for the purchase of RTA books are primarily allocated to the purchase of the latest scientific, methodological and textbooks in foreign languages (English, etc.), electronic publications and subscription (periodicals, databases, supplements to regulatory enactments, etc.).

(the study course programs are shown on Annex 21, see Annex 19 for the map of the study results).

**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 specifics of study implementation methods in the study programme are determined by the type and form of studies. The first level study programme "Law Science" is implemented in the part-time extramural form, which provides that the contact hours shall constitute not less than 15% of the total volume of CP, with the exception of such study forms as the defence of study paper, qualification paper and practice. Taking into consideration the specifics of part-time studies, lectures and consultations are the main contact lessons.

Lecture is an important study form in the part-time studies for a number of reasons: first, students receive structured information; second, they receive direction to specialized knowledge of facts, theories and regularities relevant to legal assistant's professional scope; thirdly, students engage in communication with theorists or practitioners of the field, enabling the development of a personal reflection on the field of professional activity. RTA offers a wide range of remote communication options for consultations in the part-time studies: telephone, e-mail, e-course on [ekursi.rta.lv](http://ekursi.rta.lv), Skype, etc. that are mutually acceptable to students and teaching staff. Lecturers and students agree on the form of communication in the first lesson. RTA has an academic staff consultation system that is also included in the academic staff's workload, to provide students with feedback on the assessment of their learning outcomes or other issues related to the implementation of the course.

As the number of part-time students in the group is small (depending on the study course 6-11 students in the classroom), lecturers can outline the planned study content and also apply practical work forms, of which the method of solving legal cases is particularly important. It is an important method at higher study levels and is one of the tasks of the Unified Lawyer Exam in Latvia. The second most frequently used practical method, which is only partially possible in part-time extramural studies, is discussion. It is especially effective, because part-time students work in the field of law, allowing talking over and reasonably discussing practical issues and solutions in professional practice, as defined for the skills of LQF level 5. The method of discussion ensures active student participation in the class, encourages students to listen and learn from each other, develops verbal communication skills, and transfers the emphasis of the study from the teaching staff to students. It provides feedback to the lecturer on the student's level of competence and also

enables the lecturer to learn. Respecting the requirement of the 1st level professional higher education standard, which stipulates that at least 30% of the study volume is practically implemented, part-time extramural studies also use fragmentary methods such as situation analysis and brainstorming approach to problem solving.

The largest part of part-time extramural studies is devoted to students' independent work. Its planning is governed by "Methodological Recommendations for the Organization of Students' Independent Work at RTA", which regulates the amount of independent work, the main types of independent work, their amount in hours and the possible types of examination. At the beginning of each semester, the lecturer elaborates the study course program, which also includes the types of independent work, their amount in hours, the type of assessment, the requirements of summative and formative assessment. At the beginning of the study course, students are informed about the planned independent work in the respective study course (see Annex 21 for study course programs, where the planned independent work is shown).

The basic principles of the assessment of learning outcomes in the study programme are based on the European Standards and Guidelines (ENQUA) for Quality Assurance in Higher Education in the European Higher Education Area (approved on 15-16, 2015), which outline the main principles of the student-centered process. In accordance with ENQUA standards, formal requirements and rules for evaluation have been developed in RTA. The most important documents are the following: "Regulations of Examinations and Testing Session at RTA", "Methodological Recommendations for Organizing Students' Independent Work at RTA", "Regulations on Course Exams and Tests", "Regulations on Practices at RTA", "Regulations on State and Final Examinations at RTA", "Study Quality System Based on Learning Outcomes at RTA", "Regulations on Plagiarism Control and Prevention at RTA". The principles of assessment in the study programme are based on Regulations No.141 "Regulations on the State Standard of First Level Professional Higher Education" on 20.03.2001 of the Cabinet of Ministers and the Law on Higher Education Institutions.

The main forms of student assessment are defined in the study plan. They include the following: qualification examinations (defending a qualification practice, developing and defending a qualification paper), semester control - exams and graduation tests, formative control - assessment of test papers, individual papers and reports (essays). If the requirements for qualification testing and semester control in part-time studies are identical to those for full-time studies, formative control may involve a greater amount of tests, taking into consideration that students' independent work in part-time extramural studies is significantly higher than in full-time studies.

Examinations and tests are conducted in written and oral form. Some of the study courses have control tests, some - individual assignments that are updated every semester. In some study courses, it is ensured that assessment is carried out by at least two lecturers (business start-up module, environmental and civil protection, ICT, defence of study paper, practice, qualification paper). Representatives of professional organizations or employers are included in the composition of the state final examination attestation commission (chairman and at least half of its members).

There is a procedure at RTA that at least 40% of the learning outcomes must be certified by the student during the semester in the formative assessment process. RTA ensures that the criteria and methods for the assessment of learning outcomes are published at the outset of the course and that they are applied consistently and fairly to all students, following a previously published procedure. There is an increasing practice of assessment by more than one expert (these include commissions for state examinations, study papers, practice and study courses taught by more than one lecturer).

Courses on the principles of development and assessment of learning outcomes and foreign experience are being organized for the academic staff regularly (approximately once a year) within the framework of the Higher Education Didactics Program. The academic staff is invited to take into account mitigating circumstances in their assessment in accordance with ENQUA standards. At the same time, however, RTA provides for sanctions for violations of academic ethics set forth in "Regulations on Plagiarism Control and Prevention".

RTA also has the opportunity to appeal to a student bias. The procedure for appealing examinations and tests' results is stipulated in "Regulations on Exams and Tests" and "Regulations on State and Final Tests".

**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.**

In the first level programme, in accordance with the requirements of the Standard of the First Level Professional Higher Education, there is a practice amounting to 16 CP (introductory practice (4CP) and qualification practice (12CP)). The objective of the practice is to get acquainted with the work of law enforcement institutions (public administration institutions and commercial enterprises) and to acquire practical knowledge, skills and abilities that are necessary for specialists, who meet the criteria of the State of Latvia and who are capable of performing the duties of a legal assistant in public administration and the economy in accordance with the interests of the State of Latvia. The tasks of the practice are to deepen the knowledge acquired in theoretical courses, enabling to improve existing or develop new systems, products and technologies and to prepare students for work in the chosen field of professional activity, to involve students in purposeful collection, systematization and explanation of the material with the aim of acquiring new knowledge and promoting its use in the study process, and to promote students' competitiveness in the labour market.

The practice in the first level programme is organized in accordance with the regulations No. 141 "Regulations on the State Standard of First Level Professional Higher Education" on 20. 03. 2001 of the Cabinet of Ministers and the Regulations on Practices at RTA approved by the Senate.

Contracts for the implementation of the practice in the programme have been concluded with the Court Administration, Rezekne Municipality, Vilani Municipality, Vilaka Municipality Council, Rieбини Municipality, "Paligs-R" Ltd. (legal services). RTA allows individual tripartite practice agreements between RTA, employer and trainee, if the student has chosen the placement independently and it is in line with the didactic strategy of the study programme.

In order to provide support to students, the practice is preceded by an informative practice event at RTA, during which students meet with the practice supervisor and get acquainted with methodological instructions of the practice. The practice supervisor introduces students to the content of the practice and gives specific practice tasks, advises on practice-related issues throughout the whole practice, coordinates the practice in cooperation with the practice place, supervises students' work at the practice place, and participates in the defence of the practice and evaluation of the results.

The student-trainee becomes acquainted with the objectives, tasks and assessment criteria of the practice, performs the tasks specified in "Methodological Regulations of the Practice" and observes the instructions of the practice supervisors, complies with the requirements of labour law and the internal regulations of the practice place, and draws up the documentation of the practice and submits it to the faculty in accordance with the procedure specified in the methodological guidelines of the practice.

In addition, students are individually supported, advised and provided help in problem solving within the framework of the study practice by a lecturer assigned to each student, with whom the student maintains constant contact; taking into account the recommendations of the lecturer, a student compiles his/her practice report.

"Methodological Guidelines of Introductory Practice" are available for students (4 CP/4 weeks in public administration, municipal institutions and at entrepreneurs). The objective of the introductory practice is to get acquainted with and analyze the work of public administration, municipal institutions and entrepreneurs and to acquire practical knowledge, skills and abilities typical in the sphere of activities of public administration, municipal institution or entrepreneurs in legal aspect. The main tasks of the introductory practice are to ensure that a student understands and is orientated in the normative acts related to the internship place, gets acquainted with the legal provision of the practice place, is able to draft the simplest decisions and documents of the management of a public administration institution, municipal institution or entrepreneurs independently, and acquires skills of working with visitors. Students are offered a sample of "Report and Diary of the Introductory Practice" to record the practice process and results.

"Methodological Guidelines of the Qualification Practice" (12 CP/12 weeks at law enforcement agencies, (government, municipal, and entrepreneurs)) has been developed within the program, with specific guidance on professional practice in state probation authorities, professional practice in district, city, and regional courts, professional practice in prosecutor's offices, professional practice in pre-trial investigation institutions, professional practice in a sworn notary's office, professional practice in a sworn advocate's office, thus explaining and facilitating the student's work in the practice institution.

The qualification practice takes place at the final stage of the studies and aims at consolidating the theoretical knowledge and skills of the first level professional higher education study programme "Law Science" in practice, thus confirming the student's compliance with the chosen legal work profile. During this practice, approbation of the student's suitability for the profession of a legal assistant takes place.

The methodological guidance of the qualification practice reflects the tasks of a trainee. A student is offered a sample of the practice diary, and instructions for filling in the diary are prepared.

The main tasks of the qualification practice are as follows: to offer a student the opportunity to develop a holistic view of the structure, organization and functions of law enforcement agencies, public administration (commercial enterprises); to understand the principles of operation of public administration institutions and be oriented in the normative acts related to the practice place; to develop professional abilities to implement regulatory functions in public administration and national economy institutions; to strengthen and approbate acquired theoretical knowledge in practice; to ensure that a student understands and orientates in the normative acts related to the practice place; to get acquainted with the legal provision of the practice place - law enforcement institution or other institution, enterprise; to acquire the skills of legal practice and professional communication; to collect the necessary legal practice materials for elaboration of the qualification paper; to collect materials, summarize them and prepare the practice report.

Students are offered to use the practice time in addition to developing the qualification paper, collecting and supplementing the necessary legal practice material. In this way, it is ensured that a student achieves the goals set for the practice and accomplishes the tasks.

RTA has established long-term and successful cooperation with employers and employers' organizations in Rezekne city and Latgale region. Cooperation agreements have been concluded on provision of practice places for students of the study programme "Law Science" with state and municipal institutions, the largest enterprises of Rezekne city, whose main activity or one of its activities is provision of legal services (Annex 14).

The specific number and terms of practice placements for RTA students are agreed annually with the above mentioned employers, as the number of practice places within certain terms depends on the availability and workload of the practice supervisors in the particular practice places. Before the beginning of the practice, a tripartite practice agreement is concluded between RTA, the employer at the practice place and a student, specifying the objectives, tasks, terms of the practice, as well as the supervisor of the practice, etc. issues.

After the practice, a student submits to the Academy the practice report and a diary showing the progress of the practice, the performance of the practice assignments, their reflective evaluation by a student and the practice supervisor in the company/institution.

In the end, in accordance with the requirements of the cooperation agreement, the practice defence is organized in a joint practice commission, where each student gives an overview of the practice and receives an evaluation.

The practice enables a student to demonstrate and test in practice the knowledge and understanding of the facts, theories, regularities, and technologies relevant to the professional field of a legal assistant. Overall, it can be seen that the practice included in the programme, its scope and tasks form a well-organized system for the development of students' professional competence and competitiveness in the labour market. It is important to emphasize that the planned steps for starting, implementing and defending practice, as well as the support provided by the academic staff and the practice supervisor to students within the framework of the practice ensure linking of the practice tasks to the objectives and implementation of the study programme.

## **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.**

Taking into account that the first students of the programme will develop their qualification papers in the academic year 2020/2021, the recommended topics of qualification papers are still in the process of preparation. Students will be offered such topics of final papers (qualification papers) that are relevant to the law science and current issues in the labour market. The topics of the qualification papers offered cover current areas of administrative law, civil law and civil procedure, as well as criminal law and criminal procedure.

Similarly to choosing the study paper, a student chooses the topic of his/her qualification paper either independently or from the subjects offered in the study

courses of the law field (according to the offered list of topics) in consultation with the prospective supervisor and respecting the requirements of the 1st level professional study programme. "Methodological Guidelines for the Development and Defence of Research Work in the Study Direction "Law Science"" set forth the following requirements for the choice of the topic: the topic corresponds to the requirements of the study programme; the topic is topical; the topic is interesting for a student; information acquisition and processing capabilities on the topic; possibilities of using research methods in the given topic. This also applies to the development of qualification papers by students of the first level professional higher education programme "Law Science".

A preliminary defence of the paper is held no later than 25 days before the deadline for submission of the qualification paper. The qualification paper is evaluated according to the following main criteria: relevance of the content of the paper to the chosen topic, as well as novelty of the paper's topic; fulfilment of the set objective and tasks of the paper; originality and depth of topic discussion; ability to draw scientifically sound conclusions; ability to make concrete, feasible and sound proposals; reasonableness of the study structure and presentation; language culture; technical presentation of the paper; materials used in the research and the results of their processing; public speaking skills; ability to defend one's conclusions and proposals; ability to respond to critical remarks; ability to defend one's opinion; participation in scientific conferences in the field of research.

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

In order to find out students' opinion about the study process and related issues, RTA organizes both centralized and targeted student surveys. Centralized permissions are used to find out whether and how 1st year students have adapted to study. In the survey in 2016, students of the EMF study direction "Law Science" display a positive attitude towards the study process (72%). Among the most important reasons causing anxiety, students name social factors (new environment), academic (lack of independent work skills, lack of examination experience, free time between lectures), and personal (lack of self-confidence, suitability of chosen profession, connectivity options of study and work, fatigue). Among the factors that are statistically more satisfactory, students name the material and technical provision of studies (fully -39%, partly -11%) and study forms (fully -30%, partly 21%), while the lowest satisfaction is with the skills acquired during the previous study period for successful studies (fully -8%, partly -35%).

In 2017, a centralized survey "From Session to Session" was conducted online. Several recommendations were received in the conclusions of the survey: to introduce students to the RTA website, where information about the courses, changes, session schedule, consultations, etc.; to organize seminars for teaching staff on teaching technologies and resources (forms of independent work, databases and their use), encourage students' interest and motivation, psychological peculiarities of students, and the features of the *Moodle* system. Recommendations

of some students have been taken into consideration by offering additional training to the teaching staff for work on the e-course website, and the latest technologies. Workshops on student-centered approach in the study process took place in the professional development courses "Didactics of Higher Education Institutions" in 2019.

In the 1st year survey in 2018, students of the study direction commented on the cases, when the lecturer dictated information in the lecture, emphasized the need to substantiate the theory more with examples from practice. The students' remarks were evaluated and conceptually supported at the meeting of the study direction.

In the survey in 2019, the opinion of the students of the first level programme "Law Science" about the organization of the study process was surveyed. The students had no significant criticisms regarding the responsiveness of the faculty staff, lesson planning, availability of counselling, independent work planning, which was rated as fully satisfactory by 70% and more respondents. The more controversial questions where the answers split between 'Always' and 'Sometimes' were the amount of contact hours typical for part-time studies.

As the study programme has not yet had its first graduation, the survey of employers in 2018 identified potential demand for legal assistants as well as conceptual views on the learning outcomes planned in the study programme. A. Gusarovs, Chief Prosecutor of the Latgale District Prosecutor's Office, Member of the Prosecutor's Certification Commission, I. Zerzhova, Chairman of the Board of Legal Services at "Paligs-R" Ltd., S. Strankale, Head of Rezekne County Social Service, I. Turka, Head of Rezekne District Legal and Records Division acknowledged that legal assistants are needed for the regional labour market and noted that the structure of the programme conceptually meets the requirements of the legal assistant's profession.

In 2019, the structure of the study programme, the planned learning outcomes were discussed at the meeting of the Study Direction Expert Council, attended by Mg.iur. M. Voicisa, Head of the Legal Department of Rezekne City Council, Mg.iur. A. Strauts, Chairman of Latgale Regional Court, Mg.iur. V. Platpīrs, Senior of sworn advocates practicing in the territory of Latgale Regional Court. Experts offered to involve more public lectures of employers in the study process, to involve practicing lawyers in the work of RTA Lifelong Learning Center, to involve employers more in provision of practice places; in order for a student to choose the area of interest, to invite practicing lawyers before the practice with the aim to acquaint students with the work of the potential practice places, after that organizing the visit of specific practice places and contacts with the potential practice supervisors (A. Strauts), to think about the practical side of the 1st level programme, developing the idea of a balance between theory and practice, increasing the importance of the practical side in the 1st level programme (M. Voicisa), to organize students' familiarization with the work of the institutions during the course on law enforcement institutions, inviting practicing lawyers to introduce the work of the institutions within the course (A. Strauts), a greater offer of practice places is needed, it is more appropriate to invite practicing lawyers to RTA rather than students themselves going to institutions, offices, etc. for potential practice places (V. Platpīrs).

Participants of the meeting of the study direction evaluated the proposals of the experts and decided to take them into account already in December 2019, when starting the first professional practice for students of the first level programme (the minutes of the Study Direction Expert Council's meeting are kept in the records of the Study Direction Council). The Study Direction Council decided to carry out the next employment survey after the first results of professional practice that is planned from 27.11.2019 to 22.12.2019.



**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 abroad is provided to RTA students by inter-university cooperation agreements, for example, under the ERASMUS + programme. The number of agreements is extended according to the interests of the study programmes implemented. Each student can choose to spend one semester/year of study and one practice at a partner university. These rules also apply to students in the first level professional higher education study programme "Law Science".

Taking into consideration that this study programme has only begun in the last academic year and is being studied by part-time students, none of the programme students have yet taken the opportunity to participate in study mobility.

### **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.**

Description of study, informative, incl. the library, material and financial foundation is available in Chapter 3.1. Sources of financing of the study programme consist of state budget financing and student tuition fee. Tuition fees are approved by RTA Senate decision for each subsequent academic year. Costs are calculated taking into account the most significant expenses for the study process. According to RTA's accounting calculations, the expenses required for the examination of one student are EUR 263,17 per student per year (including SSIMCs and vacations), while the expenses for contact hours are EUR 6202, 82 per year if there are at least 5 students per student group. The cost of maintaining facilities and administrative costs is also taken into account in the calculation of tuition fees. Thus, if there are at least five students in the group, the tuition fee should be EUR 1819,52, whereas if there are 25 or more students in the group, the study process costs would be lower and would amount to EUR 618,66. RTA tuition fee for the 1st level programmes is based on the projected number of 15 or more students in a group. Thus, the planned tuition fee for 2018/2019 and 2019/2020 is EUR 1220 for the part-time studies for the first level programme.

See Table 5.3.3.1 for financial analysis of the first level study programme "Law Science".

Table 5.3.3.1. Funding of the first level programme

Financial year	2019
Thematic area of study cost ratios: 1. Law Science	1
Minimum study cost ratio:	1
Study level coefficient:	1
Cost of studies (EUR)	1518.98
Amount of scholarship (EUR)	145.13
Maternity leave grant (EUR)	5.69
Sport, culture, student hostel (EUR)	13.52
Number of state-funded study places	0
Financing for the number of study places financed by the state budget	0
Financing to ensure the implementation of the study programme	6832
Financing to ensure research (creative) activities of the study programme's academic staff	0
Financing to the study programme for the purchase of literature	61
Financing for electronic databases subscription of the study programme	34

**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).**

Not applicable

### **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.**

27 lecturers are involved in the implementation of the study programme. 18 of them or 66.7% are elected by RTA, 9 or 33.3% are associates. At the time the program was licensed (2018), the

proportion was 58% of the elected academic staff and 42% of associates. The employment policy of associates at RTA coincides with the strategic principles of development of RTA academic staff - professionals with great professional work experience are invited to teach profile subjects in the professional study programmes: M.Slakota, Judge of the Rezekne Administrative District Court, I. Tabore, Judge of the Latgale Regional Court, A. Jermacane, Judge of the Rezekne Court (former Chairman of the Court), I. Novika, Labour Law Specialist, RTA Lawyer and others. I. Bulgakova and I. Krampuza, Sworn Solicitors, also started their work as guest lecturers at RTA, at present they are both elected to academic positions. It is important to emphasize that involvement of the professionals of the field in the provision of study courses is an important factor in the implementation of learning outcomes of the 1st level professional education study programme. 9 out of 18 academic staff members involved in the implementation of the programme have a Doctoral degree and 9 have a Master's degree. A total of 11 Doctors of Science and 16 Masters are involved in the provision of the programme. For a list of the teaching staff involved in the study programme, see Annex 5. Since 12 of the 27 lecturers involved in the implementation of the programme (mainly academic staff teaching courses of Law Science) are also involved in the implementation of the Bachelor's study programme "Law Science", this enables the successful and effective transfer of the acquired knowledge, skills and competences for the graduates of this programme prospectively studying in the Bachelor's programme.

**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.**

Planning issues of RTA academic staff are regulated in "Operation and Development Strategy of Rezekne Academy of Technologies 2016-2023" and "Academic Staff Development Guidelines 2016-2020". Other issues related to academic staff planning at RTA are regulated by "Regulations on Academic Positions at Rezekne Academy of Technologies", "Regulations on RTA Academic Staff", "Regulations on Planning, Recording, Control and Payment of Teaching Methodological Developments and Scientific Research", "Academic Staff Development Guidelines 2016-2020", "Procedure of Planning and Record Keeping of the Study Work Amount of RTA Academic Staff", "Procedure of Work Quality Evaluation of the Academic Staff of Rezekne Academy of Technologies", etc. documents. The most important criteria for the selection of the academic staff are scientific and professional competence. The teaching staff of the study programme is designed to ensure that all major areas of Law Science are covered. See Figure 5.4.2.1.

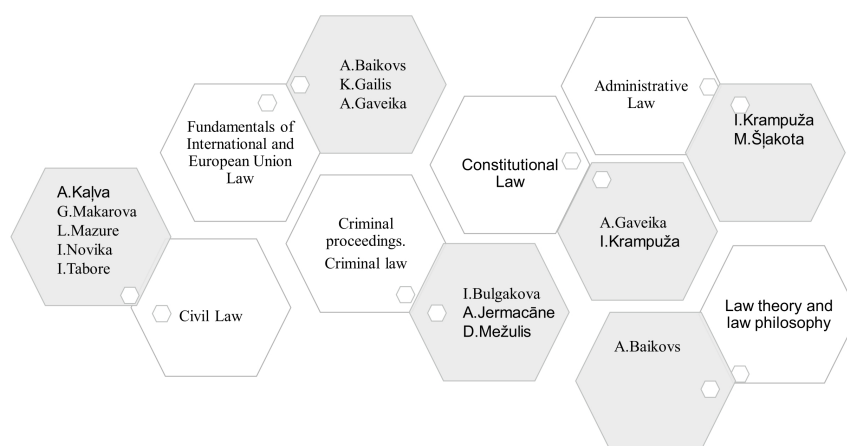


Figure 5.4.2.1. Areas of specialization of the programme's teaching staff.

The academic staff involved in the study programme mainly performs their academic duties: they conduct study courses and carry out scientific research. The scientific excellence of the academic staff elected in the academic positions is confirmed by the scientific publications (see the list in Annex 8). Their scientific and academic work experience helps formation and development of students' abilities to demonstrate general and specialized knowledge and understanding about facts, theories, regularities and technologies typical of the professional field of lawyer's assistant at the end of their studies.

The professional work experience of teaching staff in the legal profession (I. Bulgakova, G. Makarova, I. Krampuža), court system (I. Tabore, A. Jermacāne, M. Šļakota), at the positions of a lawyer and position related to legal issues in an authority or company (I. Novika, K. Gailis, A. Kaļva, J. Kjakšta), with work experience in the field of law in public administration, company (A. Gaveika, I. Bulgakova, A. Baikovs) helps implementing the learning outcome set for the program - to perform practical tasks in the profession of a lawyer's assistant, show skills enabling to find creative solutions for professional problems in the field of law.

Interdisciplinary link, by activities of practitioners of internal safety structures in the program (experience of A. Gaveika in managing the border guard structures, experience of I. Bulgakova in police and border guard work, experience of A. Baikovs in an international enterprise) as well as specialists in business (I. Mietule, A. Čerpinska), IT (M. Kijaško, P. Grabusts, J. Musatovs) and other fields ensure the competence of students to cooperate with colleagues, clients and management, to improve own competences, carry out or supervise such work activities where unpredictable changes are possible.

In turn, visiting lecturers have either professional experience in the field (not less than 6 years) or significant results in scientific research (for the overview, see Annex 5). 66,7% of the teaching staff have been elected to RTA.

#### 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).

Not 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).**

Not 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.**

Taking into account that the first level professional education study programme envisages not only acquisition of law disciplines but also development of interdisciplinary competence for students studying general studies, the programme employs the academic staff who represent not only law but also the fields of history, linguistics (English, German), ICT, business, environment and social security, which encourage interdisciplinary collaboration not only between the academic staff, but also students. The principles and areas of scientific activity of the teaching staff are described in sections 2.4 and 4.4.3 of the self-evaluation report. For the list of publications by the academic staff, see Annex 8.

The influence of the academic staff's scientific activity on the study process in basic studies and LQF level 5 study programmes is significant for several reasons: -) it is the students' first acquaintance with the specifics of scientific activity at higher education level, -) the first research skills in the field of law science are developed, -) students have the opportunity to learn from researchers practicing in their field of science, learning about different research methods and forms of scientific activity in jurisprudence.

The experience and results of the academic staff's research work are available to students in several ways: -) the academic staff uses the data and results of their research during the lectures and guides students to the methodology of the research work, -) the scientific publications of the academic staff are available and can be used when developing the study research paper, -) students have the opportunity to listen to the academic lectures of the academic staff on topical issues of the field during the Lawyers' Day, scientific conferences etc. events.

**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 collaborative models of the teaching staff involved in the programme are broadly in line with the descriptions in the sections 3.4.4 and 4.4.4 of the self-evaluation report that are common to the entire study direction. In addition to the collaboration between the teaching staff and support staff mentioned in Section 4.4.4, it is important to emphasize that collaboration between the teaching staff and specialists in record management is the most important context for collaboration within this group, which becomes topical in the cases when the teaching staff are the professionals in the field and need additional technical and methodological support in documentary, organizational and procedural issues of the study process. In cases where this cooperation is lacking or inadequate, faculty management seeks solutions by strengthening administrative support or replacing record management professionals, as it happened in the study direction “Law Science” in the academic year 2019/2020.

At the time of submission of the self-evaluation report, the ratio of the number of lecturers to students in the 1st level professional study programme is 7, which is formed by dividing the students' FTE in the programme (2,7) by the lecturers' FTE (0,4).

# Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	Annex 16 First Level.docx	16.pielikums 1.lim..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	17First Level.docx	17.pielikums 1.lim..docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	1.lim.salidzināsana_EN.xlsx	labotssalidzināsana 1.lim. 18.piel..xlsx
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	kartesana 10 EN.xls	19.pielikums 1.lim..xls
Curriculum of the study programme (for each type and form of the implementation of the study programme)	L 20 First level.docx	20.pielikums 1.lim.docx
Descriptions of the study courses/ modules	papildināts 1līmeņa studiju kursu programmas.docx	1limTies_zin_studiju kursu programmas P.docx
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	22. Diploma asist..doc	22.pielikums 1.lim.docx
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	1lim vienos.ar BSA.docx	23.pielikums 1.lim.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	Annex 24.docx	24.pielikums.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 <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	29 Contract.docx	29.pielikums.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.		

# Law Science

Title of the higher education institution	<i>Law</i>
ProcedureStudyProgram.Name	<i>Law Science</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>Ilona</i>
Surname of the study programme director	<i>Bulgakova</i>
E-mail of the study programme director	<i>ilona.bulgakova@rta.lv</i>
Title of the study programme director	<i>Asociētā profesore, Dr.iur.</i>
Phone of the study programme director	<i>29511421</i>
Goal of the study programme	<i>To provide students with the acquisition of theoretical knowledge and research skills in the field of law, achieving the learning outcomes specified in the study programme, which correspond to the knowledge, skills and competence of the EQF level 6 defined in the Latvian Education Classification.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <li><i>1. To prepare students for further studies in law in the professional master's programme by ensuring their development as a mentally and physically developed, free, responsible and creative personality.</i></li> <li><i>2. To promote acquisition of knowledge and skills (including independent learning skills), which ensure acquisition of bachelor's degree in law and to promote competitiveness in changing socio-economic conditions.</i></li> <li><i>3. To create motivation for further education and to provide the opportunity to prepare for the succession of the full cycle of law education by continuing the professional master's degree study programme "Law" and acquiring the fifth level professional qualification "Lawyer".</i></li> </ol>
Results of the study programme	<ol style="list-style-type: none"> <li><i>1. Ability to demonstrate comprehensive legal knowledge and understanding of facts, theories, regularities, and technologies.</i></li> <li><i>2. Ability to perform abstract and concrete tasks in the legal field based on an analytical approach, to demonstrate skills of applying creative and complex solutions to legal problems.</i></li> <li><i>3. Ability to collaborate with colleagues, clients, and managerial staff, to develop competencies and perform or monitor activities that are subject to unpredictable change.</i></li> <li><i>4. Ability to formulate, describe and analyze theoretical legal problems, select the necessary information and use it to solve clearly defined problems, participate in the development of the legal field.</i></li> <li><i>5. Ability and willingness to continue his/ her studies in order to obtain the fifth level professional qualification "Lawyer".</i></li> </ol>
Final examination upon the completion of the study programme	<i>Elaboration and defense of bachelor's thesis</i>

## Study programme forms



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

Study type and form	<i>Full time studies</i>
Duration in full years	3
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	120
Admission requirements (in English)	
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	
Qualification to be obtained (in english)	

**Places of implementation**

Place name	City	Address
Rēzekne Academy of Technologies	RĒZEKNE	ATBRĪVOŠANAS ALEJA 115, RĒZEKNE, LV-4601

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

Study type and form	<i>Part time extramural studies</i>
Duration in full years	3
Duration in month	6
Language	<i>latvian</i>
Amount (CP)	120
Admission requirements (in English)	
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	
Qualification to be obtained (in english)	

**Places of implementation**

Place name	City	Address
Rēzekne Academy of Technologies	RĒZEKNE	ATBRĪVOŠANAS ALEJA 115, RĒZEKNE, LV-4601

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

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

Title of the study programme in Latvian	Tiesību zinātne
Title of the study programme in English	<i>Law Science</i>
Code of the study programme according to the Latvian Education Classification	43380
Type and level of study programme	Academic bachelor's study programme
Qualification level to be achieved (NQF / EQF)	6.
Volume of study programme (CP, also recommending ECTS)	Full time studies– 120 CP or 180 ECTS Part time studies – 120 CP jeb 180 ECTS
Form, type, lengths (if less than a year, in months) and language of implementation	
Full time studies	3 years (6 sem.)
Part time studies	3 years 6 months (7 sem.)
Place of implementation	Rezekne, Atbrivosanas aleja 115
Director of the study programme	Dr.iur. asoc.prof. Ilona Bulgakova
Admission requirements	Admission is based on the results of the centralized examination in secondary education
Degree, professional qualification or degree and professional qualification to be conferred	Bachelor of Social Sciences in Law Science

Aim of the study programme	To provide students with the acquisition of theoretical knowledge and research skills in the field of law, achieving the learning outcomes specified in the study programme, which correspond to the knowledge, skills and competence of the EQF level 6 defined in the Latvian Education Classification.
Tasks of the study programme	<ol style="list-style-type: none"> <li>1. To prepare students for further studies in law in the professional master's programme by ensuring their development as a mentally and physically developed, free, responsible and creative personality.</li> <li>2. To promote acquisition of knowledge and skills (including independent learning skills), which ensure acquisition of bachelor's degree in law and to promote competitiveness in changing socio-economic conditions.</li> <li>3. To create motivation for further education and to provide the opportunity to prepare for the succession of the full cycle of law education by continuing the professional master's degree study programme "Law" and acquiring the fifth level professional qualification "Lawyer".</li> </ol>
Learning outcomes to be achieved	<ol style="list-style-type: none"> <li>1. Ability to demonstrate comprehensive legal knowledge and understanding of facts, theories, regularities, and technologies.</li> <li>2. Ability to perform abstract and concrete tasks in the legal field based on an analytical approach, to demonstrate skills of applying creative and complex solutions to legal problems.</li> <li>3. Ability to collaborate with colleagues, clients, and managerial staff, to develop competencies and perform or monitor activities that are subject to unpredictable change.</li> <li>4. Ability to formulate, describe and analyze theoretical legal problems, select the necessary information and use it to solve clearly defined problems, participate in the development of the legal field.</li> <li>5. Ability and willingness to continue his/ her studies in order to obtain the fifth level professional qualification "Lawyer".</li> </ol>
The final examination at the end of the study programme	Elaboration and defense of bachelor's thesis

## 1.2. Analysis and assessment of the statistical data on the students of the respective study programme, the dynamics of the number of the students, and the factors affecting

**the changes to the number of the students. The analysis shall be broken down in the different study forms, types, and languages.**

The implementation of the academic bachelor's programme "Law Science" was launched in 2019/2020, when 68 students were matriculated (63 of them full-time, 5 part-time and 61 students have state-funded studies, but 7 cover their studying expenses from their personal budget (for an overview see Annex 16)). Considering that the academic bachelor's programme "Law Science" at RTA has been based on experience since 1995 by implementing a professional study programme, then later a professional bachelor's study programme "Law Science", there is provided an insight into the number of students in the professional bachelor's study programme "Law Science" from 2013 to 2018 (see Table 1.2.1.).

Table 4.1.2.1. Number of students in the professional bachelor's study programme "Law Science".

2013./2014.	2014./2015.	2015./2016.	2016./2017.	2017/2018.	2018./2019.	2019./2020.
129	129	120	113	115	98	3

Decrease in the number of students in the professional bachelor's degree study programme from the academic year 2018/2019 can be explained by the announcement made in the public space regarding the exclusion of the professional qualification of a legal adviser from the classification of professions. RTA informed the students in due time about the situation. Comparatively, the number of students enrolled in the academic bachelor's programme has slightly decreased from an average of 29 students per year in the professional bachelor's programme to an average of 23 students per year in the academic programme, which is explained by RTA in its self-evaluation report that students are less motivated to obtain an academic degree without a professional qualification.

The small number of students with personal funding in the study programme shows a common tendency for limited socio-economic development in the regions. It can be observed in the proportion of students who pay for their studies themselves in regions in the period of 2017-2018: 40-50% (LiepU), 30-40% (LLU), 20-30 % (RTA, DU), 7-13% (ViA, VeA). [1].

[1] MoES [statistics](#) on higher education, 2017., 2018.

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

The **title** of the academic bachelor's study programme is based on the subject group of "Law Science" and the thematic field of education allotted in the Classification of Fields of Education and Training (ISCED-F 2013). This title has been purposefully retained for all study programmes relevant to the study field "Law Science" in order to emphasize the conceptual unity of RTA law studies and to mark the academic and professional advancement of law education towards the acquisition of the 5th level professional qualification "Lawyer" of master's degree programme and passing the

unified Lawyer examination.

**The aim, tasks and learning outcomes** of the academic bachelor's study programme are defined in accordance with the descriptions of knowledge, skills and competences relevant to LQF level 6, and the study course outcomes that are closely connected with them (see Annex 19 for a mapping of the study outcomes).

In the academic bachelor's degree programme there may be admitted students with at least previously acquired secondary education and passed centralized exams in accordance with the procedure determined by the state, or after the acquisition of the first level professional study programme, continuing their studies in accordance with the Cabinet of Ministers regulations "Procedure for commencement of studies in later stages of studies" of 16.11.2004 and RTA regulations "On academic recognition of study courses at RTA". The obtained bachelor's degree in social sciences in accordance with the Cabinet of Ministers regulation No. 240 "[Regulations on the state academic education standard](#)" of 13.05.2014. gives the right to continue studies in the professional master's study programme, if the requirements for admission to the respective study programme are fulfilled.

[The admission rules of RTA](#) stipulate that applicants in the academic bachelor's programme in Law may be chosen on the basis of competition taking into account the results of three centralized exams (Mathematics, Foreign Languages, Latvian). The choice of these centralized exams was determined by the required skills in the legal field, with special emphasis on the ability to find, compile and classify information, as well as the ability to master the official language and at least two foreign languages.

In order to promote competition in the admission process and to select applicants who have already demonstrated a high level of competence in the profession of legal assistant, RTA has determined the possibility of earning extra points for grades above 8 in subjects such as Politics, Law, Latvian and/ or World History, Informatics, Latvian, Foreign Language, or a Certificate of Honor in the Olympiades and Scientific Contests in the field of Law and Political science .

Admission requirements for undergraduate programmes is the first step in a meaningful selection of applicants for qualified legal staff training that is implemented by RTA in the field of law. The statistics of previous years show that more than two thirds of the graduates of the professional bachelor's study programme "Law" continued their studies in the professional master's study programme "Law" to obtain the 5th level professional qualification. It is expected that at least 50% of the graduates of the study programme will continue their education after the completion of the programme to acquire the 5th level professional qualification.

### **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 procedure for evaluating the content of the study courses coherent with the study schedule is common to all study programmes relevant to the field of study and is already outlined in section 3.2.1 of the self-evaluation report. The content and structure of the academic bachelor's study programme have been developed, firstly, by comparing the content of the study programme with the bachelor's study programmes implemented in other higher education institutions of Latvia (University of Latvia and Riga Stradiņš University) EU universities (Mykolas Romeris University (Lithuania)) and University of Amsterdam (The Netherlands).

Secondly, according to Cabinet of Ministers regulation No. 240 "[Regulations on the State Academic Education Standard](#)" of 13.05.2014. the basic principles, structure and methodology of law, history of development of law and current problems, as well as characterization and problems of law in the interdisciplinary aspect are incorporated into the content of the study programme.

Thirdly, taking into account the possible model of further education of the graduates of the academic bachelor's programme, choosing to continue their studies in the master's programme, the content of the bachelor's programme is basically aligned with the requirements of the standard of the legal profession, providing for the acquisition of competences of disciplines at the basic knowledge level that will be further developed in the master's degree study programme.

In order to ensure that the content of the study courses **corresponds to the scientific tendencies** in the content of the bachelor's study programme, the attention is paid to the development and updating of the study course programmes, including the latest scientific literature and emphasis on scientific methodology in the content of the study course, especially planning the students' research topics.

**Labor market topicalities** in the academic bachelor's programme are ensured by attracting lecturers with professional experience in the field, which in the study content actualizes the topicalities of the field and outlines the topics of study course acquisition and students' research work. Representatives of professional organizations or employers are included in the final examination commission (a chairman and at least half of its members).

## **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 development of the study programme is regulated by RTA "Regulations on study course programme development" approved by the Study Council (for procedure description see section 3.2.). In order to ensure the connection of the study course content, the achievable results with the aims and results of the study programme, the RTA study course programme has been designed to demonstrate the correlation between the study programme and the study course outcomes (see Annex 19 for more information on study course programmes and see Annex 19 for mapping of study outcomes ) The procedures developed by RTA envisage a close cooperation between the programme director and the lecturers both in terms of learning outcomes and their assessment procedures (see Table 4.2.2.1).

Table 4.2.2.1. Internal evaluation and review of study results

THE GROUPS INVOLVED IN EVALUATION	TYPE OF STUDY OUTCOMES	THE PERSON IN CHARGE OF THE ORGANIZATION OF EVALUATION	REGULARITY OF EVALUATION
Head of study direction Employers Council of Experts Graduates	STUDY OUTCOMES OF THE STUDY PROGRAMME	Director of the study programme	Licensing Accreditation Annual self-evaluation Major changes
Director of the study programme/ module Students	STUDY OUTCOMES OF THE STUDY COURSE	Lecturer of the study course	Commencing and completing the course in accordance with the study plan
Director of the study programme / module Students	STUDY OUTCOMES OF STUDY ACTIVITIES	Lecturer of the study course	According to the study course programme during the implementation of the study course

The academic results of the study program are defined with the **aim** to ensure the acquisition of the theoretical knowledge of Law and research skills for the students by achieving the academic results provided for in the study program, which correspond to the knowledge, skills, and competence of level 6 of the European Qualifications Framework provided for in the Latvian Classification of Education. The aim of the studies is implemented in five main learning outcomes of the study program, which are described in more detail in the learning outcomes of the study courses.

The **didactic strategy** of the study program is aimed at the preparation of Bachelors of Law motivated to continue studying for a Master's degree (this is also one of the learning outcomes of the study program), which is especially important because full integration into the job market in the legal system is only possible after the acquisition of the 5<sup>th</sup> level professional qualification "Lawyer". For this purpose, the content and problems of the education courses are created so as to enable students to evaluate their knowledge acquired at the Bachelor level and to motivate them to improve it at the Master level. To make sure that Bachelor program graduates are motivated to continue studies, the content of the education program provides for such results the evaluation of which allows making sure that students are motivated. This motivation is discovered the most successfully when designing research papers.

The academic results defined for each study course are created with the aim to expand and improve the academic results of the education program. Each education course covers:

- the knowledge of the theories, terminology, methodology (especially research) and technologies corresponding to its topic;
- the ability to complete abstract as well as specific tasks in their field of legal work;
- the ability to cooperate, perform and monitor different activities in legal work;

- the ability to work with information, evaluate it analytically, formulate recommendations for the development of the legal field.

Particular attention in the learning outcomes of the study courses is paid to research work. In addition to study paper, the Bachelor thesis, the course devoted to the acquisition of research foundations (Introduction into Research) and the specialised research course (Legal Analysis and Document Analysis), scientific research and analysis issues are also covered in many specialised Law courses.

The correlation of the program aim with the program and course results provided for in the study program can be evaluated as **logical and purposeful**. It also provides for regular reviewing and improvement by performing annual internal self-evaluation of the courses and study programs.

**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 specifics of the bachelor's degree study programme is determined by the fact that its content consist not only of study courses containing the basic principles, structure and methodology of the field of law, history of the development of the field and topical problems, but also courses covering the characteristics of the field of law and problems in the interdisciplinary aspect: thus, the content of the study programme also includes the requirements for the content of the study courses specified in the [Environmental Protection Law](#) and the [Civil Protection Law](#).

The implementation of study courses in the bachelor's programme at RTA takes the form of lectures, seminars, practical works, preparation and presentation of reports, consultations and independent work. The ratio between lectures and practical work in the study course is determined by the lecturer depending on the content of the study course. One CP consists of 40% of contact hours and 60% of students' independent work (see "Methodological recommendations for organizing students' independent work at RTA").

During the study process the solving of legal cases is widely used, acquiring different methodologies: claim, conclusion, historical. Study courses include discussions, case studies, and legal issues in the form of a brainstorming session. In applied situations students should be able to apply theoretical knowledge in practice, to work with clients and be prepared to solve various non-standard situations.

To ensure the study process, leading specialists and scientists of the field are engaged as visiting lecturers to deliver individual lectures, study courses or lecture cycles. In 2019 Egils Levits who was then the judge of the EU court and now is the President of the Republic of Latvia conducted a guest lecture on the topic "Values in the European Union and Latvia".

During the study process students' communication, ability to work in a team, to overcome conflicts and to defend their own opinion is promoted and encouraged. A great deal of attention is paid to professional ethics, mastering knowledge-based legal cognitive techniques and developing students' emotional intelligence and critical thinking.



The main forms of student knowledge assessment are defined in the study programme syllabus.

- **final examination** - elaboration and defense of bachelor's paper;
- **semester control** - passing examinations and tests in the study courses acquired during the semester, completing a report, presentation or other practical (independent) work or practical tasks, developing and defending a study paper;
- **semester control** - assessment of tests, independent work and presentation of reports or essays, as well as participation in practical and seminar classes.

[Methodological guidelines](#) for the development of study papers and bachelor theses have been developed and available on the RTA website.

Examinations and tests are taken in written and oral form, enabling fully and qualitatively assess students' knowledge on the ECTS Achievement Scale. For this purpose, control tests were developed for some subjects and individual tasks were updated for each semester.

**Basic principles and procedure of evaluation of the acquired education.** Study results at RTA are evaluated on the basis of RTA Regulations on Course Exams and Tests and [“Regulations on state and final examinations at RTA”](#), methodological recommendations “Study quality management system based on study results at RTA”, which defines the main principles of assessment. The level of study programme acquisition that is not lower than 4 (almost satisfactory) is considered positive. Credit is given for each study course, study paper, or achieved practice goal if they have a positive level of achievement. The final examination (defense of the bachelor's thesis) is evaluated by the final examination committee and the chairman. The representatives of the committee are proposed by the Council of the Faculty of Economics and Management for the respective academic year and approved by the Rector.

Self-reflection and peer review are important forms of assessment during studies. The criteria for assessment of knowledge in study courses, form and procedure of examinations are determined by the lecturer by recording it in the study programme, which is issued to students at the beginning of the semester and placed in *Moodle environment* ([ekuri2.rta.lv](#)). In elaboration of the evaluation criteria the lecturer bases on the methodological recommendations approved by the RTA Study Council [“Study quality system based on study results at RTA”](#).

In the study programme, the basic principles for the assessment of learning outcomes are based on the European Standards and Guidelines (ENQUA) for Quality Assurance in Higher Education in the European Higher Education Area (2015), which outline the main principles of a student-centered process. In accordance with ENQUA standards, formal requirements and rules for evaluation have been developed at RTA. The most important of these are: [Rules of examinations and testing session at RTA](#), [Methodological recommendations for organizing students' independent work at RTA](#), [Regulations on course exams and tests](#), [Regulations on internship at RTA](#), [Regulations on state and final examinations at RTA](#), [RTA study quality system based on study outcomes](#), [Plagiarism control and prevention rules at RTA](#). Evaluation principles in the study programme are based on the Cabinet of Ministers regulations No.240 "Regulations on state academic education standard" of 13.05.2014. and the requirements of the Law on Higher Education Institutions. Study results at RTA are evaluated in [10 point system](#).

At RTA there is a procedure whereby at least 40% of the study course results must be verified by the student during the semester in the formative assessment process. RTA ensures that the criteria and methods for the assessment of learning outcomes are published at the outset of the course and that they are applied consistently and fairly to all students and are in accordance with the previously published procedure. RTA has an established academic staff consultation system, which is also

included in the academic staff's workload, in order to provide students with feedback on the assessment of their learning outcomes. There is an increasing practice of assessment by more than one expert (it includes commissions for state examinations, study papers, internships and study courses taught by more than one lecturer). Academic staff regularly (approximately once a year) organize courses on the principles of elaboration and assessment of study results and experience abroad. Academic staff are invited to take into account mitigating circumstances in their assessment in accordance with ENQUA standards. At the same time, however, RTA provides for sanctions for violations of academic ethics as defined in the Plagiarism control and prevention rules.

RTA also offers its students the opportunity to appeal a biased assessment. The procedure for appealing examinations and tests is stipulated in the Regulations on Exams and Tests, the Regulations on state and final examinations.

**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.**

Not applicable

**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 implementation of the education program was started in academic year 2019/2020. The students of the professional Bachelor program "Law" were enrolled in the new program at later stages of studies. This transition had been planned in advance by coordinating the study plans and implementing the reform taking place in the State, which provided for the termination of professional Bachelor programs. Thus the first bachelor theses (13 in total) were completed and defended at the spring session of 2019 and 13 students graduated from the academic bachelor's degree programme. The topics of the bachelor's theses dealt with various issues of criminal procedure (legal regulation of the principle of prohibition of torture and humiliation in criminal proceedings) and criminal liability (criminal liability for mass disorder, non-compliance with a decision on protection against violence, etc.), human rights (immigrant rights, human rights mechanisms in Latvia), family law (child care SOS villages, babyboxes), family law in relation with other sectors (legal nature of church marriage in state and canon law). Topics of municipal law related to labor market developments in the region (peculiarities of the legal regulation of social assistance in Ludza municipality); property issues (management of dwellings), etc. questions.

Bachelor theses are evaluated at RTA in accordance with the Provisions for the State and Final Tests by the Bachelor Examination Commission with at least three teachers as its members. The president and deputy president must have a doctoral degree. To ensure objectivity of the evaluation and to receive external evaluation, RTA invites teachers from other higher education institutions to the State and Final Test Commissions. In 2019, the president of the Test Commission

in the program "Law" was Dr.iur. V.Zahars, Daugavpils University professor; deputy president was Dr.iur I.Bulgakova. Bachelor theses received evaluation ranging from 6 marks (1 work) to 9 marks (2 works). One Bachelor thesis was evaluated with 7 marks (good), and 8 papers were evaluated with 8 marks (very good). Since these were the first Bachelor theses presented in the academic Bachelor program, the results achieved can be considered as very good. The president of the Commission also appreciated the topicality of the topics of the Bachelor theses and the quality of their development.

Students choose the topics of their bachelor's thesis independently or from the topics offered in the study courses, in consultation with the prospective supervisor, but at the same time respecting the common requirements of the bachelor's study programme. [The methodological guidelines for the elaboration and defense of research work in the study direction "Law"](#) set forth the following requirements for the choice of topic: the topic corresponds to the requirements of the study programme; the theme is topical; the topic is interesting for the student; opportunities to acquire and process the information on the topic; possibilities of using research methods in the given topic.

There are two stages in defending bachelor's thesis: the preliminary defense, when the degree of readiness of the bachelor's thesis is evaluated before its completion, and the defense of the bachelor's thesis, which takes places in public sessions of the State Examination Commission. Bachelor's thesis is evaluated according to the following criteria: relevance of the content of the thesis to the chosen topic, as well as novelty of the thesis, fulfillment of the aim and tasks of the research work, originality and depth of the revealed topic, ability to draw scientifically sound conclusions, ability to make concrete, feasible and sound proposals, the reasonableness of the research structure and presentation, language culture, technical presentation of the work, materials used in the research and the results of their processing, public speaking skills, ability to defend conclusions and proposals, ability to respond to critical remarks, ability to defend own opinion, participation in scientific conferences in the field of research. Bachelor's theses are also tested in the unified plagiarism control system before their defense.

## **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 bachelor's programme students' survey in the academic year 2019/2020 was organized with the aim to find out the main problems of the students in the study process, considering that it is the first year of the implementation of the bachelor's programme. The didactic strategy of the programme has changed, shifting the emphasis from vocational to academic education, which may require in-depth consideration of a seemingly conventional study process. The results of the bachelor's programme students' survey outlined three sets of study process related issues that were assessed at the study direction meeting, identifying immediate and planned measures to address the students' identified problems, designating the person in charge, setting deadlines for the event and scheduling a repeated student survey to see if the planned events have delivered results.

Questionnaires of students of the study programme include questions whether they are satisfied with the study plan and timetable, what students would recommend for the study process, what innovations would be offered, what problems students encountered during the study process, whether there was a reasonable balance between theory and practice, if the number of practical

classes is considered sufficient by the students, whether students are satisfied with the study environment or whether the study environment has shortcomings or failures. The results of the student surveys are evaluated at the meetings of the Council of Study Direction, Faculty Council meetings, and Study Council, and the results are taken into account when evaluating the quality of work of the academic staff, developing study plans, determining the content of study programmes and study courses as well as determining the procedure for evaluation of study results. Meetings of the Council of Study Direction are open to the public and representatives delegated by students may be invited to discuss issues important to them.

The most urgent problem is **the availability of study literature for students** (*the literature specified in the study course programmes is not always freely available, the library does not have enough copies of the indicated textbooks, books are available for a limited time, although they are needed for the whole semester*). The following steps have been taken to address the reported issue:

- at the study council meeting and at the study direction council meeting the issue of the Library collection was considered;
- the teaching staff of the study courses update the list of literature used in the study course, prepare proposals for new books necessary for the implementation of study courses and submit them to the director of the study programme;
- director of the study programme collects the requests of lecturers and submits them to the head of the library;
- at the end of semester, the Faculty conducts a repeated survey on the availability of literature and summarizes the results.

Lecturers are encouraged to use the RTA e-course website, where the materials necessary for the study process for students' independent work are placed.

The second problem identified is student workload, lack of time, including inability to combine work with studies (*overload; busy study schedule; excessive amount of independent work; 3rd year both study and bachelor's theses; several days when classes are from 8.00 to 20.00*). This issue also requires serious consideration. In academic year 2019/2020 a new academic bachelor's programme was launched with a modified curriculum and obviously the scope of independent work was not fully considered. During the study direction meeting this issue was considered and planning of students' independent work was started without overloading them.

The third problem identified by the students is the **variable, intensive schedule of lectures** (*there is a very busy schedule, in some days the duration of studies can be very long; to plan a study schedule so that students can find work outside the school*). After evaluating this problem, the Study Council came to the conclusion that it was a sporadic problem that aggravated only in unplanned situations (postponing classes due to the justified absence of teaching staff). In order to deal with such exceptional cases, RTA has the possibility to organize lectures up to 20% of the total number of lecture hours at the expense of independent work, giving concrete tasks for the study of relevant topics (report, study of literature sources, etc.).

The students' survey showed high motivation of students to work in the chosen field of study. The information obtained in October 2019 attests that at least 3 out of 11 3rd year students of the bachelor's academic programme are currently working (1 in court, 1 in custody court, 1 in non-related field).

Students of the academic bachelor's study programme are provided with opportunities to participate in the improvement of the programme, including participation in extra-curricular activities, in particular Career Days in various institutions; Law Days (held annually by the study

field "Law Studies" (late February-early March), Researchers' Night events (held annually at RTA premises at the end of September). Students will also be provided with the opportunity to participate in the development of the programme by offering participation in the preparation and dissemination of informative materials on study opportunities at RTA and providing information at Info Days organized by RTA and at regional exhibitions.

Employer surveys are also conducted regularly, at least once a year. The results of the surveys, during the last accreditation period, show an overall positive attitude of the employers towards the knowledge being acquired during studies at the bachelor's study programme.

The surveyed employers are satisfied, the question *"Whether and to what extent are you satisfied with the professional competence of RTA graduates?"* was answered in affirmative (*fully satisfied* - Latgale Judicial Region Prosecution Office; *satisfied* - limited liability company "Austrumlatvijas koncertzāle"; *we are satisfied with the level of knowledge gained. Professional competence and skills are being acquired at the institution* - Latgale Regional Court). For example, Rezekne Court, where more than 20 graduates work, has indicated that, *overall, the level of theoretical knowledge of RTA students is good. The theoretical knowledge provided by the academy in conjunction with professional practice in law enforcement institutions makes RTA graduates competitive on the labour market and these graduates successfully participate in competitions for public administration positions.*

Answering the question: *How do you evaluate the attitude of RTA graduates, working at your institution/company, towards their job responsibilities?* 100% of employers indicate that RTA graduates are conscious of their job responsibilities.

To the question: *What do you think are the strengths of the bachelor's and master's study programmes in the study field "Law"?* various responses and comments have been received from employers, including, *Difficult to answer; Teaching practitioners who can explain not only theory, but also substantiate it with practical examples; A major benefit was the professional bachelor's programme because the students had already acquired a variety of practical skills during their internship; The strong or weak side is made up by the student and not RTA; Extensive and comprehensive theoretical knowledge.*

To the question: *How would you rate the chances of the RTA graduates' working at your institution/company to compete in the labour market?* more than 50% answered that the chances to compete in the labour market are assessed as real.

To the question: *What are your suggestions for the improvement of the RTA study process (choosing bachelor's and master's thesis topics, solving organizational issues, study process, etc.)?* several answers were received, the most important suggestions made by the employers are as follows: *A research that is practically useful for the industry and for the student himself, has a greater value. Especially if the student has decided how further to develop his/her career; The study process must include practical courses during which students acquire skills that will be of real use in the labour market, from drafting a document to developing rhetoric and argumentation skills; It is important for the student to acquire not only theoretical knowledge, but also to be able to work and to be competitive in the labour market; Solving of real problems/issues should be introduced in all study courses, as students should be prepared for the local labour market so that he/she would be able to enter it immediately after graduation.*

The results of the employers' survey are used for the improvement and development of the study process. In particular, the recommendations on the need for more practical skills in the programme were taken into account. Practically in every study course of the field, master's students not only acquire theoretical knowledge, but also deal with cases, get acquainted with and analyse actual law

enforcement practice.

Attention is paid to the development of cooperation with employers, representatives of employers are invited to participate in events organized by RTA (for example, on 20 March 2019, Head of the Legal Department of Rezekne City Council M. Voiciša took part in the jury of Speaker Contest, on 21 March 2019, M. Voiciša, Chairman of the Rezekne Courthouse of the Administrative Court S. Linkevičs, and former lecturer of RTA and former judge of the Latgale Regional Court A. Biksiniece took part in a moot; among the judges of the moot of 2018, were K. Valdemiers, former judge and former lecturer of RTA, Chairman of Latgale Regional Court A. Strauts, A. Biksiniece). From the academic year 2019/2020, the Direction Expert Council is operating (its first meeting was held on 29 October 2019), it is planned to discuss issues important for the development of the programme, to identify the problems noticed by employers and to find ways to solve them. Particularly, the views of experts-employers on the development of the direction and problem solving were heard and discussed at the meeting of the Council of Experts. Although most of the proposals concerned the improvement of the 1st level and the academic bachelor's programme (the main issue - to improve the link between theory and legal practice), the master's programme should also take these suggestions into account for the development and improvement of the programme.

The structure of the study programme for **2019**, planned learning outcomes were discussed at the meeting of the **Council of Experts of Study Direction** attended by Head of the Legal Department of Rezekne City Council, Mg. iur. M. Voiciša, Chairman of Latgale Regional Court, Mg. iur. A. Strauts, Senior Associate of sworn advocates practicing on the territory of Latgale Regional Court, Mg. iur. V. Platpīrs. The experts offered to include more public lectures by employers in the study process, involve practicing lawyers in the work of RTA Lifelong Learning Center, involve employers more in providing placements; in order to make it easier for students to choose the area of interest, before the practice, invite practicing lawyers to acquaint students with the activities of the potential practice places, then organize visits to the specific practice places and contacts with potential practice supervisors (A. Strauts), think about the practical side of the 1st level programme developing the idea of a balance between theory and practice, increasing the importance of the practical side in the 1st level programme (M. Voiciša), within the law enforcement course, familiarise students with the activities of law enforcement institutions inviting practitioners to introduce to institutional practice within the course (A. Strauts), more offers for placements are needed, it is more appropriate to initially invite practicing lawyers to RTA rather than students go themselves institutions, offices and other places for potential internships (V. Platpīrs).

At the meeting of the study direction, the experts' proposals were evaluated and it was decided to take them into consideration (minutes of the meeting of the Council of Experts of the Study Direction are deposited in the records of the Council of Study Direction).

Proposals and suggestions of employers are discussed at general meetings of the lecturers of the study direction; practice issues are summarized (for example, thanks to the initiative of the lecturer Mg. iur. I. Tabore, who is also a practicing judge, the study course "Residential Property Law" was included in the academic bachelor's programme). It would be necessary to further develop joint lecturers' seminars on topical issues of the study process, as well as more active discussion on legal practice issues.

## **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 abroad is provided to RTA students by inter-university cooperation agreements, for example under the ERASMUS + programme. The number of contracts is enlarged according to the interests of the study programmes. Each student can choose to study one semester / year or have one internship at a partner university.

Since the implementation of the academic bachelor's study programme has been started only in the academic year 2019/2020, the analysis of the opportunities used by ERASMUS + is based on the experience of the professional bachelor's study programme previously implemented by RTA. In the period from 2015 six students have used ERASMUS study mobility opportunities: two at University of Applied Sciences in Kaunas, Lithuania, two at Wroclaw University in Poland, one at the Polish Military Academy, and one at the University of Ruse in Bulgaria. In accordance with the RTA ERASMUS Charter (No. 69790-LA-1-2014-1-EN-E4AKA1-ECHE), all ERASMUS Mobility courses are fully recognized in RTA study programmes.

### **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.**

The description of study, informative, including of the library, material and financial facilities is available in section 2.3. The funding sources for the bachelor's study programme consist of state budget funding and student tuition fees. Tuition fees are approved by RTA Senate decision for each subsequent academic year. Costs are calculated taking into account the most significant expenses for the study process. The tuition fee for RTA is determined by forecasting the number of students in the group of 15 and more. Thus, the planned tuition fee for 2019/2020 for full-time studies is EUR 1520 and EUR 1300 for part-time studies.

Table 4.3.1. Costs of the professional bachelor's study programme

<b>Academic bachelor's study programme "Law Science"</b>						
	2013	2014	2015	2016	2017	2018
Thematic field of study cost coefficient: 1. Law	1	1	1	1	1	1

Minimum study cost coefficient: 1,0	1	1	1	1	1	1
Study level coefficient: 1.5	1	1	1	1	1	1
Cost of studies (EUR)	1333.11	1333.11	1333.11	€1,333.11	€1,393.33	1458.51
Amount of scholarship (EUR)	145.13	145.13	145.13	€145.13	€145.13	145.13
Maternity leave grant (EUR)	5.69	5.69	5.69	€5.69	€5.69	5.69
Sport, culture, dormitory (EUR)	13.52	13.52	13.52	€13.52	€13.52	13.52
Number of study places financed from the state budget	80	76	76	€57.00	62	62
Financing for the number of study places financed by the state budget	119796	113806.2	113806.2	85354.65	€96,575.54	100616.7
	127404	138120	139454	135266	139307	136392
Study programmes to ensure the implementation	3579	9405	15580	15903	16802	25172
Study programmes to ensure research (creative) activities of the academic staff	970	979	668	818	914	1112
Financing of the study programme for the purchase of literature	359	363	142	224	229	217

Academic bachelor's programmes use the same scientific resources as described in Section 3.3.

RTA evaluates the resources available for the implementation of the academic Bachelor program as **sufficient**. Several items of expenditure (funding for purchasing literature, for ensuring the research (creative) activity of the academic staff) tend to increase, which indicates the growth and development of the program in the field of science and academic provision. In addition to the funding from State budget, own income is also used for the implementation of the program, which fluctuates around 130,000.00 euro per year in the reporting period. Considering that RTA has a centralised financial planning system in place, all expenses related to the program are planned and



controlled in advance.

**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).**

Not applicable

### **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.**

25 lecturers are involved in the implementation of the bachelor's study programme, 16 of them or 64% are elected at RTA, 9 or 36% are visiting lecturers. Employment policy of RTA complies with strategic principles of RTA academic staff development - in order to ensure coherence of the study programme with the current labor market trends and issues, the academic programme employs professionals with great professional work experience: judge of Rezekne court (former chairman) A. Jermacāne, judge of Latgale regional court I.Tabore, judge of Administrative district court M.Šlakota, sworn advocates G.Makarova, I.Bulgakova, I.Krampuža and others. 11 lecturers out of 16 elected academic staff have a doctoral degree and 4 have a master's degree. The program has a total of 14 doctors of science and 9 masters.

The study programme employs 3 professors, 4 associate professors, 1 associate visiting professor, 5 assistant professors, 3 visiting assistant professors, 3 lecturers, 5 visiting lecturers, including 9 leading researchers and 4 researchers. For a summary of the teaching staff involved in the study programme, see Annex 5.

Since the implementation of the academic bachelor's programme has been started in 2019/2020, it is not possible to carry out evaluation during the reporting period.

**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 teaching staff in the bachelor's study programme is formed to provide students with the theoretical knowledge and research skills of law, reaching the study outcomes specified in the study programme, which correspond to the knowledge, skills and competence of EQF level 6 defined in the Latvian Education Classification.

To enable students to demonstrate a comprehensive knowledge, understanding of the facts, theories, regularities relevant to the legal field, faculty members of the bachelor's program discover the core and specialized knowledge of law in their course content, encourages critical understanding of this knowledge, possibly by integrating professional experience and current industry concerns into the theoretical framework of the field because the programme employs six lecturers who are also practicing lawyers (I.Bulgakova, A.Jermacāne, I.Krampuža, I.Tabore, M.Šlakota, G.Makarova). The professional, academic and scientific background of the teaching staff creates preconditions for the development of students' abilities, based on an analytical approach, to perform abstract and concrete tasks in the legal field, to demonstrate skills that allow creative and complex solutions to legal problems.

Ability to cooperate with colleagues, clients and managerial staff, to develop competencies and perform or supervise such work activities, where students experience possible unpredictable changes by practically encountering lecturer cooperation in the study programme, which is manifested in jointly taught study courses and assessment procedures.

Research and professional specialization of the teaching staff in bachelor's programme covers all major fields of law: criminal law and criminal procedure law (I.Bulgakova, A.Jermacāne, D.Mežulis), civil law, civil procedure law and commercial law (A.Baikovs, A.Kaļva, G.Makarova, L.Mazure, I.Tabore), Constitutional Law, Administrative Law and Administrative Procedure Law (I.Krampuža, M.Šlakota), International and European Union Law (A.Gaveika, K.Gailis), Law Theory, Law Philosophy and History Latvian Law (A.Gaveika, V.Malahovskis) (see Annex 5 for an overview). In order to strengthen the field of international and EU law, foreign visiting lecturers regularly give lectures to bachelor's programme students.

**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).**

Not 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).**

Not applicable

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

The specificity of the academic bachelor's programme is determined by its interdisciplinary nature; the programme employs not only the academic staff of law, but also specialists of linguistics (Latin, English, German), history, ICT, environment and social security. The scientific activities of the teaching staff include:

- **scientific publications** in both national and international editions. For example, in *Scopus* database RTA h5-i for publications until 2017 has reached a score of 5, while in *WoS* database an institutional h-i is 4 (see summary of publications in Annex 8);
- **scientific publishing activities.** The academic staff of RTA (I. Bulgakova, A. Gaveika) are the members of The Editorial Office and D. Mežulis is the editor-in-chief of the scientific journal "Administrative and Criminal Justice";
- **scientific projects.** ERDF project "Security of the EU External Borders, Internal Security of Latvia" No.1.1.1.2./VIAA/1/16/127 "(A.Gaveika), Researchers' Night. 543239-LLP-1-2013-1-LV-KA2-KA2N "Enhance Teaching and Learning of Less Used Languages through OER / OEP" (S.Lazdiņa), "Development of a Unified Latvian National Core Academic Network for Scientific Research" (M .Kijaško) etc.;
- **scientific contract work and RTA scientific grants:** ICT, in the fields of history (Creation of RTA Oral History Archive (2016) (V.Malahovskis), Cultural and historical objects in the area of bus stops of Atbrivosanas aleja (2016) (V.Malahovskis), development of proposals and suggestions for improvement of application technology and comments in international and European Union regulatory framework of Asylum law (2016) (A.Gaveika)).

The scientific activity of the staff is an essential part of the study process. It has a significant impact on the promotion of student scientific activities, which is described in section 4 of the self-evaluation report.

**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 collaborative models of the teaching staff involved in the programme are in line with the description of self-evaluation report in section 3.4.4, which is common to the whole study direction. The cooperation of the teaching staff in the study programme reveals several characteristic features of RTA activity:

- **Collaboration between the elected academic staff and visiting lecturers** is generally considered successful, because the elected academic staff form the academic core of the study programme, which is complemented by the visiting lecturers. RTA has identified a number of tasks that concern the pedagogical and methodological support of visiting lecturers, especially when starting an academic activity. RTA offers free professional development courses, but visiting lecturers are not always able to attend them due to their professional workload;
- **interdisciplinary collaboration of the academic staff** - the programme employs lecturers from different fields who can discuss topical issues at study direction meetings;
- **co-operation between teaching and supporting staff** is systematically provided, but practically there have been identified procedural problems, which are being solved during the academic year 2019/2020.
- **cooperation between lecturers and students.** At the time of submitting the self-evaluation report, the ratio of lecturers to students in the academic bachelor's programme is **7**, which is formed by dividing the students in the FTE program (26.2) by the lecturers FTE (1.9).

# 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	The number of students Bach.docx	pielikums 16 BAK.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	conformity to national education standard.docx	17.pielikums Bak..doc
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	kartesana 19EN.xls	kartesana 19.xls
Curriculum of the study programme (for each type and form of the implementation of the study programme)	ENG_Studiju planojums bak 20.docx	Bakalauras planojums 20piel.docx
Descriptions of the study courses/ modules	Papild_ENG_Studiju kursi BAK21.docx	Papildinats LV_Studiju kursi BAK 21.doc
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	22Diploma Bak.doc	22pielikums Bak.docx
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	Vienosanas ar RSU 23.docx	23pielikums Bak.docx
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	contr24.docx	24.pielikums.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.		
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	Atbilstiba AL 28.docx	Ak pers atbilstiba AL.docx
Sample (or samples) of the study agreement	29 Contract.docx	29.pielikums.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.	AIP atzinums 30.docx	30.pielikums.docx

# Law Science

Title of the higher education institution	<i>Law</i>
ProcedureStudyProgram.Name	<i>Law Science</i>
Education classification code	<i>47380</i>
Type of the study programme	<i>Professional master study programme</i>
Name of the study programme director	<i>Ilona</i>
Surname of the study programme director	<i>Bulgakova</i>
E-mail of the study programme director	<i>ilona.bulgakova@rta.lv</i>
Title of the study programme director	<i>Asociētā profesore, Dr.iur.</i>
Phone of the study programme director	<i>29511421</i>
Goal of the study programme	<i>To provide practically applicable and competitive professional studies based on theoretical knowledge of legal science that is in line with national economics and social needs and Lawyer profession standards; to provide in-depth academic knowledge and professional skills appropriate to the legal science sector as a whole and to its sub-branch, which provides the opportunity to perform highly qualified functions in the legal profession, as well as gives the opportunity to work in specialized legal professions such as sworn attorney, prosecutor, judge, sworn notary, sworn bailiff and others, having obtained the practical work experience specified in regulatory enactments and passing relevant qualification tests.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <li><i>1. To provide students with in-depth academic knowledge and professional skills to enable graduates to work creatively in their chosen legal specialty, as well as to deal with complex theoretical and practical issues in the legal profession, including where law is connected with other related disciplines, thus promoting their competitiveness in the international and European Union labor markets.</i></li> <li><i>2. To develop in-depth knowledge of the latest developments in legal science and developments in legal practice, and to facilitate their continued learning and research, which enhances the quality of the professionals to be trained and their capacity to adapt to changing socio-economic and societal paradigms in the long term perspective.</i></li> <li><i>3. To develop an analytical approach in students, which gives the ability to analyze and develop drafts of legal acts in law, thus carrying out further development of law, as well as to organize and carry out research with scientific value in the fields of law.</i></li> <li><i>4. To promote students' self-education and motivate them for further education and systematic improvement of their professional competence.</i></li> </ol>

Results of the study programme	<p>1. demonstrate in-depth knowledge and understanding of facts, theories, regularities, and technologies relevant to the legal field, as well as to orientate in the legal system, evaluate historical aspects of the development of legal field, and to demonstrate deeper understanding and critical evaluation of relevant concepts and regularities.</p> <p>2. identify problems and find solutions to problems in the field, based on research methods and the latest knowledge in legal science, and to develop creative practical approaches to the application of substantive and procedural law.</p> <p>3. apply and demonstrate acquired knowledge and skills in the application of legal norms, and to find and apply legal norms in a methodologically correct manner.</p> <p>4. independently make and justify decisions in the field of legal science and practice and to reasonably explain and discuss legal aspects both with legal professionals and with the representatives of other disciplines.</p> <p>5. independently acquire, select, analyze and use new findings and data, to reflect an understanding of legal ethics and ethical responsibility for job performance and its potential impact on individuals and society as a whole.</p> <p>6. successfully complete a unified state examination, successfully work as a lawyer and continue to qualify for a lawyer's profession, as well as upon completion of the programme continue education in doctoral studies.</p>
Final examination upon the completion of the study programme	<p>Master's Thesis</p> <p>RTA State Exam (until the spring semester of 2020/2021) / Joint Exam in Law (from the spring semester of 2020/2021)</p>

## Study programme forms

### Full time studies - 1 years, 6 months - latvian

Study type and form	Full time studies
Duration in full years	1
Duration in month	6
Language	latvian
Amount (CP)	60
Admission requirements (in English)	
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	
Qualification to be obtained (in english)	

### Places of implementation

Place name	City	Address
Rēzekne Academy of Technologies	RĒZEKNE	ATBRĪVOŠANAS ALEJA 115, RĒZEKNE, LV-4601

### Full time studies - 2 years - latvian

Study type and form	Full time studies
Duration in full years	2
Duration in month	0
Language	latvian
Amount (CP)	80

Admission requirements (in English)	<i>Admission by competition is based on the average grade in the supplementary diploma of second level higher education in law.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional master's degree in Law</i>
Qualification to be obtained (in english)	<i>Lawyer</i>

#### **Places of implementation**

<b>Place name</b>	<b>City</b>	<b>Address</b>
Rēzekne Academy of Technologies	RĒZEKNE	ATBRĪVOŠANAS ALEJA 115, RĒZEKNE, LV-4601



### 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

##### 3.1.1. Parameters characterizing the professional master's study programme "Law":

Title of the study programme in Latvian	Tiesību zinātne
Title of the study programme in English	Law Science
Code of the study programme according to the Latvian Education Classification	47380
Type and level of study programme	Professional master's study programme
Qualification level to be achieved (NQF / EQF)	7.
Occupation code in classification of occupations	2611 01
Volume of study programme (CP, also recommending ECTS)	1. 60 CP or 90 ECTS (if previously completed at least four years of the second level professional higher education study programme in the field of law) 2. 80 CP or 120 ECTS (if previously completed academic Bachelor's program of at least three years in Law)
Form, type, lengths (if less than a year, in months) and language of implementation	
Full time studies	1) 1 year, 6 months, the Latvian language. 2) 2 years, the Latvian language
Place of implementation	Rezekne, Atbrīvošanas aleja 155
Director of the study programme	Dr.iur. Ilona Bulgakova
Admission requirements	Admission by competition is based on the average grade in the supplementary diploma of second level higher education in law.
Degree, professional qualification or degree and professional qualification to be conferred	Professional master's degree in Law and professional qualification "Lawyer"
Aim of the study programme	To provide practically applicable and competitive professional studies based on theoretical knowledge of legal science that is in line with national economics and social needs and Lawyer profession standards; to provide in-depth academic knowledge and professional skills appropriate to the legal science sector as a whole and to its sub-branch, which provides the opportunity to perform highly qualified functions in the legal profession, as well as gives the opportunity to work in specialized legal professions such as sworn attorney, prosecutor, judge, sworn notary, sworn bailiff and others, having obtained the practical work experience specified in regulatory enactments and passing relevant qualification tests.
Tasks of the study programme	1. To provide students with in-depth academic knowledge and professional skills to enable graduates to work creatively in their chosen legal specialty, as well as to deal with complex theoretical and practical issues in the legal profession, including where law is connected with other related disciplines, thus promoting their competitiveness in the international and European Union labor markets. 1. To develop in-depth knowledge of the latest developments in legal science and developments in legal practice, and to facilitate their continued learning and research, which enhances the quality of the professionals to be trained and their capacity to adapt to changing socio-economic and societal paradigms in the long term perspective. 2. To develop an analytical approach in students, which gives the ability to analyze and develop drafts of legal acts in law, thus carrying out further development of law, as well as to organize and carry out research with scientific value in the fields of law. 3. To promote students' self-education and motivate them for further education and systematic improvement of their professional competence.
Learning outcomes to be achieved	Graduates of the study programme are able to: 1. demonstrate in-depth knowledge and understanding of facts, theories, regularities, and technologies relevant to the legal field, as well as to orientate in the legal system, evaluate historical aspects of the development of legal field, and to demonstrate deeper understanding and critical evaluation of relevant concepts and regularities. 2. identify problems and find solutions to problems in the field, based on research methods and the latest knowledge in legal science, and to develop creative practical approaches to the application of substantive and procedural law. 3. apply and demonstrate acquired knowledge and skills in the application of legal norms, and to find and apply legal norms in a methodologically correct manner. 4. independently make and justify decisions in the field of legal science and practice and to reasonably explain and discuss legal aspects both with legal professionals and with the representatives of other disciplines. 5. independently acquire, select, analyze and use new findings and data, to reflect an understanding of legal ethics and ethical responsibility for job performance and its potential impact on individuals and society as a whole. 6. successfully complete a unified state examination, successfully work as a lawyer and continue to qualify for a lawyer's profession, as well as upon completion of the programme continue education in doctoral studies.
The final examination at the end of the study programme	Master's Thesis RTA State Exam (until the spring semester of 2020/2021) / Joint Exam in Law (from the spring semester of 2020/2021)

#### 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.

The RTA master's study programme has a relatively stable number of students during the reporting

period. In the academic year 2019/2020 the total number of full time students is 45, where 25 are the first year students and 20 are the second year students (for statistics see Annex 16), 37 of them have state-funded studies, 8 of them cover their studying expenses from personal funds. The lowest number of students (38) in the programme was in 2016, but the highest in 2013 (46). After 2016, a small but steady increase in the number of students is observed.

Statistics show that in the period 2013-2019 the number of applicants with prior four-year education in law significantly exceeded the number of applicants with prior academic bachelor's education (at least 90% of the total number of applicants). This can be explained by the fact that the RTA professional master's study programme was mostly continued by the RTA graduates of professional bachelor's programme "Law". It is predicted that from 2020 the situation will change as in 2019 the professional bachelor's degree study programme "Law Science", which envisaged the conferment of the qualification of "Legal Adviser", was completed by the last graduates of the "Legal Adviser" qualification, and the graduates of the bachelor's study programme will dominate in the master's study programme.

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

The title, aim, tasks and learning outcomes of the study programme "Law Science" are defined according to:

- A framework for national classifications in line with the European Qualifications Framework. As the professional master's study program corresponds to LQF level 7, its learning outcomes are defined according to the level 7 knowledge, skills and competence descriptions available in the Cabinet of Ministers regulations No. 332 "Regulations on the Classification of Education in Latvia". of 13.06.2017
- Requirements for the **standard of lawyers profession** of the fifth professional qualification level, ensuring that the content of the study programme corresponding to the professional standard correlates with the goals, tasks and study results defined for the study programme.
- CM Regulation No. 46 "Procedure for national unified legal professional qualification examination" of 15.01.2019. for the examination of students' knowledge and skills.
- the right of graduates of bachelor's study programmes to continue their studies in the professional master's study programme provided in the Cabinet Regulations No. 240 "Regulations on the state academic education standard" of 13.05.2014., if the requirements for admission to the relevant study programme are met, which include appropriate prerequisites for successful completion of the study programme.
- CM regulations No. 512 "Regulations on the national standard for the second level professional higher education" of 26.08.2014. for the acquisition of the second level professional higher education and the fifth level professional qualification.

In order to achieve the aims, tasks and study results of the study programme, RTA selects the most suitable applicants. In addition to the assessment areas set out in the admission rules, RTA provides the opportunity to earn additional points in the competition for the activities as follows:

1. publication in a legal or scientific editions in the field of law since 01.09.2011. (copy of publication required) - 1 point (for each);

2. participation in a conference with a report or a board report on the subject of law since 01.09.2011. (copy of the report or board report and confirmation of participation in conference) - 0.5 points (for each).
3. participation in the international conference with a report or a board report on the subject of law since 01.09.2011. (copy of the report or board report and confirmation of participation in conference) - 2 points (for each).

Admission requirements focus on selecting students who will be able to fully achieve the envisaged learning outcomes and acquire the planned knowledge, skills and competences.

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

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

Evaluation of the topicality of the study course content, its relevance to the needs of the field and labor market is a mandatory measure for study quality at RTA. Evaluation is carried out in several stages, which are coordinated with the study schedule:

- during the **process of elaboration, coordination and approval** of the annual study plans, the study course programmes are reviewed, the supply of literature is updated, and the concordance with the study results of the study programme is updated. In order to control the correlation between the study course and the study programme results, each lecturer defines the study results of his/ her study course in agreement with the results of the respective study programme in the form approved by RTA;
- **in the process of drafting annual self-assessment reports on study directions and study programmes**, including the feedback from student, employers and graduates acquired in surveys;
- discussing the content of the study programme, the outcomes of the study programme and study courses, requirements for the development of research papers at the **Study Direction Council and study direction lecturers' meetings**;
- discussing the content of the study programme, the results of the study programme and study courses in the **Council of study direction experts**;
- in master's thesis defense process.

The master's programme pays particular attention to current research issues to ensure that the conferment of degrees is based on the achievements and knowledge of law. RTA has unified conditions regarding the requirement for master's degree students to attend at least one scientific conference so that they can independently formulate and critically analyze complex scientific and professional problems, justify their decisions and, if necessary, carry out additional analysis, and

elaborate and defend their master's thesis.

In order have Master's thesis contribution to the creation of new knowledge, the development of research or professional practice, and to demonstrate the ability of the master's student to show in-depth or expanded knowledge and understanding, which correspond to the latest developments in the legal or professional field, RTA Rector has issued a decree No. 4-5/100 on the requirement to use the latest journals and scholarly articles of the branch from internationally recognized databases in English for the development of Master's theses. This requirement enables the master student to identify the latest research in the field and to evaluate the innovation of his research idea. "Methodological guidelines for the development and defense of research papers in the study direction "Law"", are approved and constantly updated by the Direction Board (*available at [https://www.rta.lv/epf\\_informacija](https://www.rta.lv/epf_informacija), last updated on 01.02.2019 in the Direction Board meeting, Protocol No. 4* ). The above mentioned regulations stipulate the requirements for the preparation and defense of the Master's thesis as well as the internal quality control system of the Master's thesis. Specifically, prior to the defense of the Master's thesis, a study course is organized in pre-defense, during which the lecturers and students of the study direction discuss the chosen methodology, literature, and innovative capacity of the research. Before defense of Master's thesis it is tested in the Unified Latvian anti-plagiarism system. The study direction board analyzes each case of coincidence. Master's thesis defense at RTA takes place in open session where the State Examining Board, each present person can ask the Master's degree candidate questions, while the Master's degree candidate demonstrates his/ her ability to reasonably explain and discuss the complex or systematic issues in the respective field of law both with specialists and non-specialists.

**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 structure of study programmes at RTA is regulated by the regulations "Regulations on the development of study course programmes" approved by the Study Direction Council, which provide for the inclusion of information such as requirements for commencement of the study course, the set of knowledge, skills and attitudes (study outcomes) to be acquired at the end of the study course, which correspond to the learning outcomes of the study programme and topics planned according to the volume and title of the study course, as well as individual work of students, requirements for assessment of study results for obtaining credit points, literature, and other organizational issues of the content of a definite study course.

**Outcomes of the study programme.** At the end of the master's programme the student is able to:

1. demonstrate in-depth knowledge and understanding of facts, theories, regularities, and technologies relevant to the legal field, as well as to orientate in the legal system, evaluate historical aspects of the development of legal field, and to demonstrate deeper understanding and critical evaluation of relevant concepts and regularities.
2. identify problems and find solutions to problems in the field, based on research methods and the latest knowledge in legal science, and to develop creative practical approaches to the

application of substantive and procedural law.

3. apply and demonstrate acquired knowledge and skills in the application of legal norms, and to find and apply legal norms in a methodologically correct manner.
4. independently make and justify decisions in the field of legal science and practice and to reasonably explain and discuss legal aspects both with legal professionals and with the representatives of other disciplines.
5. independently acquire, select, analyze and use new findings and data, to reflect an understanding of legal ethics and ethical responsibility for job performance and its potential impact on individuals and society as a whole.
6. successfully complete a unified state examination, successfully work as a lawyer and continue to qualify for a lawyer's profession, as well as upon completion of the programme continue education in doctoral studies.

In order to ensure the relation between the content of the study courses and the results to be achieved:

1. the lecturer plans the attainable results of the study course in accordance with the definite outcomes of the study programme reflected in the form of the study course programme;
2. the lecturer coordinates the learning outcomes defined in the study course with the director of the study programme, who is responsible for determining the study outcomes of the study programme;
3. all study course programmes are approved at the Study Council meeting, after assessing whether the content of the study course does not overlap with the content of the 6th EQF level programs and other master study programme courses, whether the independent work of the master student is reasonably included in the study programme, whether the latest literature in the field is included (including English or another foreign language in accordance with the objectives of the study programme), whether the examination forms can fully assess the competences acquired by the master student, and other questions. If the Study Council has any objections regarding the compliance of the content of the study course with the didactic strategy of the study programme, the Council asks the teaching staff to remedy the shortcomings and supplement the study programme,
4. in order to control the planning of study outcomes, the study programme director, in cooperation with the Study Department specialist in charge, conducts the mapping of study courses, which allows verifying and, if necessary, adjusting study course content to ensure fulfillment of study programme goals and outcomes. (See mapping in Annex 19).

**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 basic principles for the evaluation of learning outcomes in the study programme are based on the European standards and guidelines for quality assurance in the European Higher Education Area (approved on 15-16.2015), which outline the main principles of the student-centered process. In accordance with ENQUA standards, RTA has developed formal requirements and rules for evaluation. The most important of these are: [Rules of examinations and testing session at RTA](#),

Methodological recommendations for organizing students' independent work at RTA, Regulations on course exams and tests, Regulations on internship at RTA, Regulations on state and final examinations at RTA, RTA study quality system based on study outcomes, Plagiarism control and prevention rules at RTA. Evaluation principles in the study programme are based on the Cabinet of Ministers regulations No.512 "Regulations on the National Standard for the Second Level Professional Higher Education" of 26.08.2014. and the requirements of the Law on Higher Education Institutions.

The main assessment principles are :

- the principle of summing up positive achievements - the acquired education is evaluated by summing up the positive achievements;
- the principle of compulsory assessment - it is necessary to obtain a positive assessment for acquiring the compulsory content contained in the main parts of the programmes;
- the principle of openness and clarity of requirements - a set of basic requirements for the assessment of the education acquired is set in accordance with the objectives and tasks of the programmes as well as the objectives and tasks of the study courses;
- the principle of diversity in the types of assessment - different types of assessment are used to assess programme acquisition;
- the principle of appropriateness of assessment - test work provides the opportunity to demonstrate analytical and creative abilities, knowledge, skills and abilities in assignments and situations appropriate to all levels of learning. The scope of the content to be included in the tests corresponds to the content of the course programmes and the skills and knowledge requirements of the profession standard.

Study results at RTA are evaluated in a [10-point scale](#).

At RTA there is a procedure whereby at least 40% of the study course results must be certified by the student during the semester in the formative assessment process. RTA ensures that the criteria and methods for the assessment of learning outcomes are published at the outset of the course and that they are applied consistently and fairly to all students and are in accordance with the previously published procedure. RTA has an established academic staff consultation system, which is also included in the academic staff's workload, in order to provide students with feedback on the assessment of their learning outcomes. There is an increasing practice of assessment by more than one expert (these include commissions for state examinations, study papers, internships and study courses taught by more than one lecturer). Academic staff regularly (approximately once a year) organize courses on the principles of elaboration and assessment of study results and experience abroad. Academic staff are invited to take into account mitigating circumstances in their assessment in accordance with ENQUA standards. At the same time, however, RTA provides for sanctions for violations of academic ethics as defined in the Plagiarism control and prevention rules.

Master's studies are based on the principle of continuity - after completion of the programme graduates can continue their doctoral studies, ensuring continuity of education levels; the principle of **lifelong learning** - providing the opportunity to further improve lifelong learning and **the principle of accessibility** - providing equal opportunities to study regardless the place of residence. The master's study programme is implemented in full-time studies, providing contact hours that comprise 30% of the total amount of the programme. Respecting students' needs (90% of students combine their studies with work, including in law), the study process is organized at weekends - Fridays, Saturdays and Sundays, from 8.00 to 20.00.

Contact classes are organized taking into account that students have different experience and background knowledge. Acquisition of new knowledge, **in addition to lectures on topicalities in the field**, is based on the ability to integrate knowledge from different disciplines, contribute to the creation of in-depth or advanced knowledge, development of research or professional practice methods, depending on the specifics of the particular study course, using contact hours such as:

- solving legal cases,
- drafting of legal provisions,
- discussion about current legal issues,
- analysis of problem situations,
- modeling of situations,
- evaluation and analysis of legal provisions,
- drafting of laws and legal practice materials, etc.

In order to meet the individual learning needs of students, **individual counseling** (20 hours per semester) plays an important role in the study process, and lecturers' consultation schedules are publicly available on the RTA website and accessible in the faculty. Communication between students and lecturers is also done via telephone, e-mail, Skype, e-course website ([www.e-kursi.rta.lv](http://www.e-kursi.rta.lv))

In order to ensure students' ability to independently develop their competences and specialization, to carry out work, research or further study, the master's programme puts a strong emphasis on students' independent work, which comprises 70% of the CP volume. Planning of the independent work in each study course is done at the beginning of the semester in agreement with students and included in the study course programme available on RTA e-course website.

**Students' research work** in the master's programme comprises 40% (if the programme volume is 60 CP) and 28% (if the programme volume is 80 CP). It covers study courses (Law methods and case solving), semester work and master thesis development, presentation and defense. Research work focuses on students' ability to explain and discuss reasonably complex or systematic aspects of law, to formulate and critically analyze complex scientific and professional problems, to justify decision making and learn from each other.

Since the master's programme envisages the acquisition of the 5th level professional qualification "Lawyer", after defending the Master's thesis and passing the unified lawyer examination, the professional practice has a significant role in the study programme - 26 CP if the student is a graduate of academic bachelor's programme and 6 CP if the student is a graduate of professional bachelor's study programme. For more details on the organization of internship, see section 5.3.

The **system of assessment of learning outcomes** is described in section 1.6 of the report. In the master's programme, according to the student-centered approach, 35% of all tests are assessed by at least 2 assessors. The summative assessment of the study course is usually done in two parts: **a theoretical examination** of the students' written answers to the study course questions and **a practical part**, in which the student solves five practical tasks (cases) in writing. This form of examination in the master's programme is chosen to enable students to better prepare for the state unified lawyer examination, which will theoretically and practically test students' knowledge and skills in criminal law and criminal procedure law, civil law, civil procedural law and commercial law, constitutional law, administrative law, and EU law, legal theory, philosophy of law and the history of Latvian law.

**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.**

Internship is an essential part of the master's programme. For the acquisition of practical experience and improvement of master students' skills there is a professional internship of 6CP in the second semester of the first study year, whereas students with an academic bachelor's degree in law are expected to have professional practice in the amount of 26 CP, which begins in the second semester of the first academic year and continues in the third semester of the second academic year.

Coherence of the internship with the theoretical part of the study programme is regulated by Professional internship regulations of the professional higher education master's study programme "Law Science" (hereinafter the Internship regulations). Cooperation agreements are regularly concluded with the State Police, the Ministry of Justice, the Court Administration and the Prosecutor General's Office to ensure professional internship. As a result, RTA provides internship opportunities are provided to the students. There are also situations where the placement of a trainee does not lead to a question, as in most cases the students also work, mostly in legal positions.

The aim of the internship is to strengthen and supplement the student's knowledge, to improve his/her professional skills according to the requirements of the legal profession, as well as to provide the opportunity to develop skills and abilities to plan and conduct research in the respective field. The tasks of the internship are to get acquainted with the legal provision of the internship placement and its organization principles, to consolidate and approbate the acquired theoretical knowledge in practical work, to improve practical skills in the interpretation and application of laws and regulations, paying attention to the identification of shortcomings and problems in the interpretation and application of legal norms, to develop practical skills for developing definite proposals to address identified practical shortcomings and problems in the interpretation and application of laws, to collect and compile legal internship materials for the development of Master's thesis. The aim and tasks of the internship are to obtain and strengthen:

- competence to independently use theory, methods and problem solving skills based on the study programme outcomes indicated in LQF level 7 in order to perform highly qualified professional functions, to reasonably explain and discuss systemic aspects of the professional field, advance independently competence development and specialization, contribute to the development of methods of professional practices, and to demonstrate awareness and ethical responsibility for the potential impact of professional activities on the environment and society;
- common skills in the field, specific professional skills and general skills / abilities required by the lawyer's profession standard.

**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.**



Master's thesis is a research confirming the MA student's research competence with a theoretical, methodological or applied orientation, as a result of which the author provides independently developed conclusions and suggestions for solving a problem, proves his readiness to work in the field of law. Unlike the authors of lower study level research papers, the authors of Master's theses have a greater responsibility for the practical or theoretical relevance of the findings and conclusions, as well as the need for novelty, independently developed conclusions and suggestions.

Students can choose the theme of their Master's thesis in RTA in several ways:

- independently in accordance with their research or professional specialization interests. Quite often the student of the master's thesis continues the research already started in the bachelor's thesis, but the Study Direction Council decides whether the topic chosen by the student corresponds to the requirements of the master's programme. It is a regular practice when graduate students choose the subject of their Master's thesis in the field of their professional activities in municipal legal departments, custody courts, State Police, prosecutor's offices and courts, sworn bailiffs' offices, sworn notary offices, etc.
- choosing a lecturer (a list of topics is offered) or research topics offered by a board of experts in the field. The teaching staff's topic offer is related to their research/ professional interests and their experience, allowing them to apply for topical research in the relevant branch.
- selecting topics from the topical issues of law enforcement institutions (e.g. the State probation service, the Prison administration), the Supreme Court, the Ministry of Justice, which are proposed for research to all higher education institutions implementing the study programme in law.

RTA statistics show that in the period from 2013 to 2019 94 Master's theses were developed and defended. Most of the MA students chose to study topics related to criminal proceedings. Recent research in the field of criminal proceedings concerns the examination and assessment of evidence in pre-trial on road traffic offenses (2019), modification of the content of the indictment in pre-trial proceedings (2018), simplification of small-scale theft investigations in pre-trial criminal proceedings (2017), regulations and application of mediation in criminal proceedings (2016) and other issues.

The other research area most represented by RTA MA students is family and inheritance law, where issues such as Legal protection of unmarried partners (2019), Civil custody of foster family (2019), Testament form and its innovative trends in legal development (2017), Children, grandparents' legal maintenance obligation and its legal consequences (2014), and other issues.

Increasingly, MA students are addressing current legal issues such as medical law (Access to treatment and legal solutions to its obstacles (2019), The concept of telemedicine and its implementation in medical relationships (2019), Legal provision of the child's artificial creation and specifics of its development (2016) Human tissue and organ transplantation and its civil consequences (2015), Patient's privacy and its civil protection (2014), and other topics), asylum law (Asylum procedure in Latvia (2019), Integration of a refugee and a person with alternative status in Latvia (2019), etc.). Labor law, copyright, construction law, human rights, and other issues are also analyzed in MA theses. In the academic year 2019/2020, Master's theses are written on countering radicalization and terrorism, state and local government pre-emption rights, cassation litigation in criminal proceedings, procedural actions in cases of illegal crossing of the state border, and other topics.

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

In the study programme students are regularly asked to fill in the questionnaires on the implementation of the study process in order to improve the quality of the study programme, general quality of the study process in order to improve the organization of the study process and graduates are asked to provide the information on the quality of the study process organization, commencement of work in order to improve the quality of the study programme and study process organization.

Surveys include questions for students of the study programme on whether they are satisfied with the curricula and schedule, what students would recommend for the study process improvement, what innovations might be offered, what problems students encountered during the study process, whether there is a reasonable balance between theory and practice, whether students consider the amount of practical classes sufficient, whether students are satisfied with the study environment or the study environment has shortcomings or drawbacks. The results of the students' surveys are evaluated at the Study Direction Council meetings, faculty council meetings, Study Council, their results are taken into account when evaluating the quality of work of the academic staff, developing study plans, determining the content of study programmes and study outcomes. Meetings of the Study Direction Council are held in public and delegated representatives of the students may be invited to discuss issues important to them.

The results of the students' survey carried out in the programme of the academic year 2019/2020 show an overall positive development of the direction, a positive attitude of the students towards the organization and provision of the study process. According to the students survey it was figured out that 1st year MA students have problems, *such as the study schedule, lack of time, difficulties in choosing scientific supervisors of their choice, lectures are held on Saturdays and Sundays, lack of time to complete tasks*. If the study schedule has been developed taking into account the choice of the majority of students, it is not expected to change it during the semester, but the choice of scientific supervisors at RTA is updated as discussable issue. It is planned to find a unified solution already during the semester by approving recommendations for study research work at RTA Study Council. Asked about the problems that students face outside the direct study process, MA students highlighted problems *such as the burden of combining studies with work; inaccessibility of cafe at RTA premises when they have lectures; the library is open at weekends; lack of time to do independent work at home* (1st year of Master's programme). To solve the issue of library availability at weekends, RTA periodically provides its opening hours on Saturdays to Sundays. Unfortunately, the statistics on library visits at weekends are inconclusive, which is due to the increasing availability of textbooks and legislation in the e-environment. Therefore, in 2019/2020 students' proposal for *longer library opening hours at weekdays and wider use of e-courses in the study direction* is being considered. In the direction of studies, the proposal of the 1st year MA students *to assign less homework* is considered, but is not fully feasible, because the mandatory content of the Master's programme envisages 70% of independent studies to ensure the achievement of the study programme outcomes.

Only two first-year MA students gave a negative answer to the question whether he/she plans to work according to their education, but answering the question of combining studies and professional activities 12 out of 13 2nd-year MA students indicated that they work in the legal sphere, 5 in the court, 1 in the police, 2 in the City Council Legal Department, 1 in the city

housekeeper's legal department, 2 are lawyers in a private company, 1 in the Ministry of the Interior (investigator), 1 at the border guard. The first year MA students are also mostly employed - only 4 MA students out of 25 are not employed. The others do different jobs (in Orphan's court, court, in a municipal institution as a legal adviser, in private organizations as legal adviser, as a self-employed person).

Students of the study programme are provided with opportunities to participate in the improvement of the programme, including participation in extra-curricular activities, namely, in Career Days in various institutions; Lawyers' Day (held every year in the study direction "Law" (late February-early March), Researchers' night events (held at RTA premises every year at the end of September). Students will also be offered the opportunity to participate in programme development process, distribution and provision of information during Information Days at RTA, and in regional exhibitions.

Employer's surveys are also conducted regularly, at least once a year. The results of the aforementioned surveys during the last accreditation period show a generally positive attitude of employers towards the knowledge and skills of the graduates of the Master's study programme.

The programme maintains a positive tendency of preparing professional staff for institutions in the region, such as Rezekne Court, Latgale Regional Court, Latgale Region Prosecutor's Office, State Police Latgale Region Administration, other law enforcement institutions, Rezekne and Rezekne County council legal department, sworn bailiffs and sworn notary offices, as well as private companies. Thus, there are 12 graduates of the programme in Latgale Regional Court, more than 20 graduates in Rezekne Court, 13 graduates in SIA "Austrumlatvijas koncertzāle", and 2 graduates in Latgale District Prosecutor's Office. The mentioned data show the importance of the programme and RTA in general in the training of lawyers and specialists and in the development of the Latgale region in general.

The surveyed employers are satisfied because they have given positive answers to the question *"Are you satisfied with the professional competence of RTA graduates?"* (fully satisfied - Latgale Region Prosecutor's Office; we are satisfied - SIA "Austrumlatvijas koncertzāle"; we are satisfied with the level of knowledge students have gained; Professional competence and skills are acquired in the institution - Latgale Regional Court) For example, in a questionnaire of Rezekne court, which employs more than 20 graduates, it is stated *that the level of theoretical knowledge of RTA students is generally commendable. The theoretical knowledge provided by the Academy in conjunction with professional internship in law enforcement institutions makes RTA graduates competitive in the labor market and they successfully participate in competitions for public administration positions.*

To the question: *How do you evaluate the attitude of RTA graduates working in your institution / company towards their job duties?* 100% of employers' questionnaires indicate that RTA graduates are conscientious about their job responsibilities.

To the question: *What do you think are the strengths of the RTA bachelor's and master's programmes in the field of law?* there were received various responses and comments, including, for example: *difficult to answer; Teaching practitioners who can explain not only theory to the student, but also substantiate it with practical examples; A major benefit of the professional bachelor's programme was that students had already acquired a variety of practical skills during their internship; The strength or weakness is made up by the student and not by RTA; Extensive and comprehensive set of theoretical knowledge.*

And to the question: *How would you rate the RTA graduates', who are working in your institution/ company, chances of competing in the labor market?* More than 50% of the answers say that the

chances of competing in the labor market are assessed as possible.

To the question *What are your suggestions for the improvement of the study process at RTA (choosing bachelor's and master's theses, solving organizational issues, study process, etc.)?* many answers were received, but the most important suggestions being made by the employers are as follows: *More value is given to research that is practically useful for the industry and for the student himself, especially if the student has decided how to develop his career further; The study process must include practical courses in which the student acquires skills that will be of real use in the labor market, starting from drafting legal document to developing rhetoric and argumentation skills; It is important for the student to acquire not only theoretical knowledge, but also to gain practical experience and to be competitive in the labor market; It should be introduced in the study process that students solve real problems / issues in all study courses, as the student must be prepared for the local labor market so that he/ she will be able to enter it immediately after graduation.*

The results of the employers' survey are used for the improvement and development of the study process. In particular, the recommendations on the need for more intense development of practical skills in the programme were taken into account. In almost every study course of the study direction, MA students not only acquire theoretical knowledge, but also deal with case studies, get acquainted with and analyze actual law enforcement practice.

Attention is paid to the development of cooperation with employers. Representatives of employers are invited to participate in events organized by RTA (for example, on 20 March 2019 the head of the Legal Department of Rezekne City Council M.Voiciša participated in the jury of the Orators' Competition, on 21 March 2019 M.Voiciša, a chairman of the Rezekne Courthouse of the Administrative Court S.Linkevičs, as well as a former lecturer of RTA and a former judge of the Latgale Regional Court A.Biksiniece took part in the trial simulation. The judges of the 2018 trial simulation were K.Valdemiers, a former judge and a former lecturer of RTA, A.Strauts, a chairman of Latgale Regional Court, and A.Biksiniece. From the academic year 2019/2020, there is the Council of direction experts (its first meeting was held on 29.10.2019) at RTA. In its meeting it is planned to discuss issues important for the programme development, to identify problems noticed by employers and to find the ways to solve them. Specifically, the views of the expert - employers on the development of the direction, proposals for the improvement of the direction and solutions of problems were heard and discussed at the meeting of the Council of direction experts. Although most of the proposals concerned the improvement of the 1st level and the academic bachelor's programme (as the main issue is to improve the link between theory and practice), however, the master's programme should also take these suggestions into account for development and improvement of the programme.

Proposals and suggestions of employers are discussed at general meetings of the study field lecturers and problems of practice are summarized (for example, thanks to the initiative of the lecturer, Mg.iur. I.Tabore, who is also a practicing judge, the study course "Housing Law" was included in the bachelor's programme and, consequently, MA students, having acquired courses related to the realization of civil law relations, have a much easier understanding of the issues related to the management of residential houses and rental rights).It would be necessary to further develop joint lecturers' seminars on topical issues of the study process, as well as more active discussion of legal practice issues.

## **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.**

In self-evaluation of studies, student mobility in the master's study programme is recognized as a weakness of the study direction.

RTA annually evaluates the opportunities for Master students to participate in ERASMUS mobility. In 2019/2020 an electronic survey of students of the professional master's study programme was carried out. It was found out that none of the respondents had used Erasmus + mobility opportunities during the master's study period. 20% of the respondents indicated their willingness to participate in the programme, while 100% respondents said that the main reason for discouraging them from participating in Erasmus + mobility was their job. 33% of the respondents indicated that they had participated in ERASMUS + mobility during their previous studies. Based on the responses received, RTA external relations department will offer MA students the opportunity to participate in mobility. An overview of RTA students' participation in mobility programmes is provided in the Annex 12.

### **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.**

The resources of the study programme consist of the study base, science base, information base (including library), material technical base and financial base. For information on the studies, informative, material-technical base, and library resources of the master's study programme, see sections 3.1-3.3.

**The science base** provided by the Research Institute for Business and Society Processes of the Faculty of Economics and Management (FEM), which aims to provide scientific research in social sciences and related interdisciplinary fields, as well as to provide research and practical support in FEM study directions. The Institute offers research methodological and informational support to the students of the master's programme, invites students to participate in research (including interdisciplinary) projects, encourages them to participate in conferences organized by the FEM and outside RTA, to prepare publications for the journal "Administrative and Criminal Justice" and other issues.

Full-time studies of the master's study programme are financed from the state budget, study credits or contributions of the students themselves. The costs of the study programme are calculated by the financial analyst of RTA taking into account the basic costs of the study place, the

level of the study programme, its duration, form, as well as the structure and field of the academic staff. The amount of the tuition fee for each study year is reviewed and approved by the RTA Senate. The tuition fee during the reporting period has gradually increased from EUR 1350 in 2014. up to EUR 1690 in 2019 due to changes in the basic cost of the study place. The use of financial resources shall be in accordance with the estimates drawn up by the departments and approved by the RTA Rector, which shall also be considered by the Faculty Council. The tuition fee is mainly used for the provision of the study process, co-financing of projects, and remuneration of visiting lecturers. See in table 3.1 for costs of the professional higher education master's study programme "Law" during the reporting period.

Table 3.1. Costs of the professional master's study programme

	2013	2014	2015	2016	2017	2018
Thematic field of study cost coefficient: 1. Law	1	1	1	1	1	1
Minimum study cost coefficient: 1,0	1	1	1	1	1	1
Study level coefficient: 1.5	1.5	1.5	1.5	1.5	1.5	1.5
Cost of studies (EUR)	1333.11	1333.11	1333.11	1333.11	1393.33	1458.51
Amount of scholarship (EUR)	145.13	145.13	145.13	145.13	145.13	145.13
Maternity leave grant (EUR)	5.69	5.69	5.69	5.69	5.69	5.69
Sport, culture, dormitory (EUR)	13.52	13.52	13.52	13.52	13.52	13.52
Number of study places financed from the state budget	15	14	14	14	16	16
Financing for the number of study places financed by the state budget	32460.08	30296.07	30296.07	30296.07	36069.36	37633.68
	2013	2014	2015	2016	2017	2018
Study programmes to ensure the implementation	94661	73527	69031	45009	46574	59084

Study programmes to ensure research (creative) activities of the academic staff	671	1733	2870	3906	4336	6496
Financing of the study programme for the purchase of literature	153	168	205	250	253	243
Study programmes that need subscribing to electronic databases	42	42	40	93	94	52

**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).**

Not applicable

### **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 (2013-2019) there has been no significant change in the teaching staff of the study direction. In academic year 2013/2014 there was an intergenerational exchange in the programme, when such outstanding leturers as Janis Rozenbergs, Zigurds Mikainis, Andris Plotnieks stopped working at RTA, however, already in 2014/2015 the current teaching staff of the study programme had stabilized. There is a relatively greater variability in the composition of visiting lecturers, but this change does not give the reason to believe that the qualification of the academic staff working in the study programme has decreased since the previous accreditation of the study direction.

In the academic year 2019/2020 the study programme employs the following law professors: 3 associate professors (2 elected, 1 part-time employee), 5 assistant professors (3 elected, 2 visiting lecturers), 5 lecturers (2 elected, 3 visiting lecturers). The FEM Academic Personnel Development Plan approved by the RTA Study Council envisages that by 2024 there will be 2 elected professors, two elected associate professors and 2 elected assistant professors. The plan is designed taking into account the growing potential of the existing academic staff as well as the recruitment of additional academic staff (including from abroad).

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

In 2019/2020 13 lecturers are involved in the implementation of the study programme, where 9 of them or 69% are elected at RTA (10% more than in the previous year), 4 or 31% are visiting lecturers. Employment policy of RTA complies with strategic principles of RTA academic staff development - professionals with great professional work experience are invited to professional study programmes: Rezekne court judge (former chairman) A. Jermacāne, Latgale regional court judge I.Tabore, Administrative district court judge M.Šlakota, sworn advocates G.Makarova, I.Bulgakova, I.Krampuža and others. Out of 13 lecturers, 8 or 62% of the lecturers have a doctoral degree and 5 have a master's degree.

The research and professional specialization of the teaching staff covers all major fields of law: criminal law and criminal procedure law (I.Bulgakova, A.Jermacāne, D.Mezulis), civil law, civil procedure law and commercial law (A.Baikovs, A.Kaļva, G.Makarova, L.Mazure, I.Tabore), Constitutional Law, Administrative Law and Administrative Procedure Law (I.Krampuža, M.Šlakota, A.Gaveika), International and European Union Law (A.Gaveika, K.Gailis, I.Bulgakova, A.Baikovs), theory of law, philosophy of law and history of Latvian law (A.Gaveika, V.Malahovskis, A.Baikovs). In order to strengthen the field of international and EU law, foreign visiting lecturers regularly conduct lectures to students of master's programme.

Taking into account that the teaching staff involved in the implementation of the programme are highly qualified specialists in their fields, students are provided not only opportunities to update and acquire new theoretical knowledge, but also to find out the topicalities in application of law. The qualification of the lecturers involved in the implementation of the programme complies with the requirements of the regulatory enactments and allows ensuring the appropriate quality level of study programme.

**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).**

Not 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).**

Not 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.**

8 out of 13 lecturers employed in the study programme, carry out more or less active research in their field. In terms of scientific publications, the most productive scientists in the reference period are doc. A.Baikovs (83 publications), A.Gaveika (25 publications), I.Bulgakova (15 publications), L.Mazure (11 publications), lecturer A.Kalva (7 publications) and other teaching staff.

The added value of scientific publications is the availability of a large part of them in open scientific resources, including the scientific journal website *journals.rta.lv* maintained by RTA.

The development challenges of the publications of the teaching staff of the study programme correspond to the common challenges of RTA - increasing the citation coefficient, indexing of the RTA journal "Administrative and Criminal Justice" in the international database, increasing its impact factor. Two lecturers of the programme - Dr.iur. I.Bulgakova and Dr.iur. A.Gaveika are involved in the editorial board of the journal. The journal is currently working on accessing the Copernicus database. The journal publishes articles written by the programme's MA students as well as articles written by the programme's graduates.

Scientific publications of the lecturers employed in the study programme are an essential supplement to the latest literature in the study process, they encourage students to choose the research field and develop the competence of the lecturers as supervisors of the research work. The research interests of the scientists employed in the master's programme correspond to all major fields of law, which are essential for the development of students' research interests and academic activities by developing in students the competence to demonstrate the basic and specialized knowledge and critical understanding of the field of law and the legal profession, understanding that a part of the knowledge corresponds to the highest level of excellence in the relevant discipline or profession, including personal research of the teaching staff.

ERDF project "Security of the EU External Borders, Internal Security of Latvia, Nr.1.1.1.2./VIAA/1/16/127" implemented by A. Gaveika and consulted by assoc.prof. I.Bulgakova see [http://www.rta.lv/tz\\_zinatniska\\_darbiba](http://www.rta.lv/tz_zinatniska_darbiba), has a significant influence on the organizational issues of the study process, including formation of scientific cooperation, involvement of academic staff in scientific research and creativity, as well as lecturers' participation in other projects. Some lecturers have considerable national and international experience in participating in projects (eg A.Gaveika, A.Baikovs).

The teaching staff working in scientific positions at RTA (2 leading researchers, 1 researcher) also makes a significant contribution to increasing the scientific capacity of the programme. Work of the Research Institute for Business and Society Processes promotes the involvement of the most

promising students in the Institute's work, which in the future, according to the RTA, will bring the expected results by engaging new researchers in scientific research.

**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).**

Co-operation of the teaching staff in the study programme is encouraged in several ways and levels:

- the **cooperation between the study programme director and a lecturer** is implemented throughout the study process and concerns firstly the coordinated management of the study programme results and study course results, including choosing the most suitable methods for the assessment of the study results, self-evaluation and quality control of the study programme;
- **collaboration between the teaching staff** in cases where at least two lecturers agree on the learning outcomes, content, methodology, assessment of the course (for example, the courses taught by two lecturers are Theory and practice of international public and private law; Theory of civil law and realization of civil relations; Interaction and relationship between criminal law and criminal procedure law, Application of criminal law and criminal procedure law);
- **collaboration of teaching staff in research** through joint publications, participation in project development;
- collaboration in the **process of improvement of pedagogical qualification** by jointly attending RTA professional development programme "Higher education didactics" or "Innovations in higher education" and discussing topical issues of the study process. As an example, in August-September 2018, several lecturers of the programme (I.Bulgakova, I.Tabore, I.Krampuža, A. Kaļva, A.Gaveika) had a training related to the application of the e-course system in the study process that enables to expand the use of e-courses in the study process.
- participating in collegial meetings (general meeting of the study direction, meeting of the Council of the study direction) and deciding on topical issues of the study process. The following lecturers of the programme participate in the Council: I.Bulgakova, I.Krampuža, A.Gaveika;
- participating in public lectures taught by lecturers from foreign and other higher education institutions in Latvia (e.g. BA Turība, Assoc.prof.G.Litvins, 29.10.2019) gave a public lecture on the upcoming Administrative Liability Law, which will come into force on 01.01.2020; Lecturer of RGSL, Doctoral student of University of Latvia J.Milūna delivered a public lecture "International Humanitarian Law" to master students and other interested persons, 25.05.2019. Dr.iur. Gediminas Bičiūnas, a lecturer at Mykolas Romeris University, gave a public lecture to master students on undisclosed criminal proceedings) /[www.rta.notikumi](http://www.rta.notikumi)

Despite the fact that RTA has established a basic system for lecturers' cooperation, there are some cases related to study process planning problems such as planning of study research or internship supervisors, conducting of study courses. Thus, the lecturer's workload is confirmed at the

beginning of each study year and later, but if the lecturer undertakes to conduct more research work than expected, the work payment problems may arise. In such cases RTA attempts to address the situation in two ways: firstly, by calling for a constructive dialogue at the level of the direction of study, and secondly, by developing institutional recommendations that would apply to all study programmes implemented by RTA. At the program level, it is proposed to introduce a semester and electronic application system for master's theses (similarly to the beginning of the academic year 2019/2020, an electronic application system for elective courses was established, which proved to be convenient and less time consuming in processing information). For example, with reference to the expressed lack of understanding related to the planning of research supervisors in the study direction, in December of the academic year 2019/2020 the recommendations will be viewed at the Study Council meeting.

The ratio of students to teaching staff in the study programme is considered according to the methodology defined by the OECD by dividing the full-time equivalent (FTE) of students with the staff employed in full-time FLE programme. The number of full-time students (FTE) in the programme is calculated on the basis of the calculation that the number of contact hours in the full-time master's programme is 30% of the total number of hours per year (1600 hours):
$$= \frac{30\% \times 1600}{100} = 12,4.$$

The FTE of the teaching staff is the ratio of the annual hours they have worked to the total annual working hours that is calculated according to the formula as follows:
$$= \frac{\text{annual hours}}{\text{total annual working hours}} = 0,72.$$

According to the data of 2018 the ratio of FTE students to FTE teaching staff (17.2 in the Master's study programme is **17.2**, which according to OECD data is close to the average in Latvia (16.6) and other OECD countries.

At the time of submitting a self-assessment the ratio of lecturers to students is **22.5**. The ratio of students to teaching staff in FTE terms is more objective than the arithmetic ratio of students to teaching staff. In order to ensure a qualitative study process, to achieve the planned study outcomes, as well as to prepare Master's students for the state unified lawyer examination, visiting lecturers are attracted to the study programme as specialists in specific legal fields, which increase the number of teaching staff .

# 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	Annex 16 Mast.docx	16.pielikums MG..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	Annex 17 Mg.docx	17pielikums Mg.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	labots mg salidzin EN.xlsx	Mg.salidz prof.st.LV.xlsx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	atbilstiba regul EN.docx	Studiju programmas atbilstību atbilstošās nozares specifiskajam normatīvajam regulējumam.docx
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Mg 19 EN.xls	Kartesana MG.xls
Curriculum of the study programme (for each type and form of the implementation of the study programme)	precizetsMG 20Annex-2.docx	precizetsMg20piel.docx
Descriptions of the study courses/ modules	precizets MG Annex 21.doc	precizets Mg 21 piel..doc
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	22diploma master.doc	22pielikums Mg.docx
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	Vienosanas ar BAT 23.docx	Mg 23 piel.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	Annex 24.docx	24.pielikums.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.		
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	29 Contract.docx	29.pielikums.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.		