

## APPLICATION

### Studiju virziena "Law" for assessment

Study field	<i>Law</i>
Title of the higher education institution	<i>Rīgas Stradiņa universitāte</i>
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# **Self-evaluation report**

Study field "Law"

Rīga Stradiņš University

<b>Self-evaluation report</b>	2
<b>Study field</b>	5
I - Information on the Higher Education Institution/College	5
II - Description of the Study Direction (1. Management of the Study Direction)	15
II - Description of the Study Direction (2. Efficiency of the Internal Quality Assurance System)	32
II - Description of the Study Direction (3. Resources and Provision of the Study Direction)	44
II - Description of the Study Direction (4. Scientific Research and Artistic Creation)	64
II - Description of the Study Direction (5. Cooperation and Internationalisation)	77
II - Description of the Study Direction (6. Implementation of the Recommendations Received During the Previous Assessment Procedures)	84
<b>Annexes</b>	86
<b>Other annexes</b>	88
<b>Law Science</b>	90
<b>Study program</b>	94
III - DESCRIPTION OF THE STUDY PROGRAMME (1. Indicators Describing the Study Programme)	94
III - DESCRIPTION OF THE STUDY PROGRAMME (2. The Content of Studies and Implementation Thereof)	96
III - DESCRIPTION OF THE STUDY PROGRAMME (3. Resources and Provision of the Study Programme)	106
III - DESCRIPTION OF THE STUDY PROGRAMME (4. Teaching Staff)	108
<b>Annexes</b>	112
<b>Law Science</b>	113
<b>Study program</b>	116
III - DESCRIPTION OF THE STUDY PROGRAMME (1. Indicators Describing the Study Programme)	116
III - DESCRIPTION OF THE STUDY PROGRAMME (2. The Content of Studies and Implementation Thereof)	119
III - DESCRIPTION OF THE STUDY PROGRAMME (3. Resources and Provision of the Study Programme)	134
III - DESCRIPTION OF THE STUDY PROGRAMME (4. Teaching Staff)	137
<b>Annexes</b>	144
<b>Law Science</b>	145
<b>Study program</b>	150
III - DESCRIPTION OF THE STUDY PROGRAMME (1. Indicators Describing the Study Programme)	

.....	150
III - DESCRIPTION OF THE STUDY PROGRAMME (2. The Content of Studies and Implementation Thereof) .....	151
III - DESCRIPTION OF THE STUDY PROGRAMME (3. Resources and Provision of the Study Programme) .....	160
III - DESCRIPTION OF THE STUDY PROGRAMME (4. Teaching Staff) .....	161
<b>Annexes</b> .....	168
<b>Law Science</b> .....	169
<b>Study program</b> .....	174
III - DESCRIPTION OF THE STUDY PROGRAMME (1. Indicators Describing the Study Programme) .....	174
III - DESCRIPTION OF THE STUDY PROGRAMME (2. The Content of Studies and Implementation Thereof) .....	175
III - DESCRIPTION OF THE STUDY PROGRAMME (3. Resources and Provision of the Study Programme) .....	182
III - DESCRIPTION OF THE STUDY PROGRAMME (4. Teaching Staff) .....	183
<b>Annexes</b> .....	189

# 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:

Rīga Stradiņš University (RSU) is a state-established higher education and science institution under the supervision of the Ministry of Health of the Republic of Latvia and has been closely integrated into the state healthcare system already since 1950. On 15 April 2002, RSU was registered with the Register of Higher Education Institutions, registration No. 3341702042. On 13 December 2001, RSU was accredited. RSU is the third largest university in Latvia with a pronounced international orientation - about 25% of all RSU students are international students.

For three consecutive years, RSU has been acknowledged as the highest education institution of the highest quality with the best reputation in Latvia with the highest rating among the nine largest higher education institutions in Latvia. Such a conclusion resulted from the research on reputation of Latvian higher education institutions conducted by research company *Kantar TNS* at the beginning of 2019.

The **vision** of RSU is to be a modern and prestigious university recognised in Europe and across the world, with human as the main value and which provides high-quality and exportable research-based higher education. The **mission** of RSU is to prepare specialists of high quality in the field of healthcare and social sciences for Europe and the world, so that the knowledge, skills, competence and attitude obtained during the studies corresponds to the highest EU requirements and humanistic traditions and the studies create a stable basis for life-long education.

RSU implements 10 study directions (StD) (data as of September 2019):

- "Healthcare" (30 study programmes (StP));
- "Life Sciences" (1 StP);
- "Information and Communication Science" (8 StP);
- "Education, Pedagogy and Sport" (2 StP);
- "Social Welfare" (3 StP);
- "Sociology, Political Science, Anthropology" (10 StP);
- "Law" (4 StP);
- "Management, Administration and Management of Real Estate" (6 StP);
- "Psychology" (3 StP)
- "Internal Security and Civil Defence" (1 StP).

31 StPs are implemented within the directions of healthcare and life sciences, 37 StPs are implemented in eight study directions of social sciences, including the Internal Security and Civil Defence study direction (1 StP) established in 2016, which, alongside with the Law study direction, has been implemented by the RSU Faculty of Law and has been accredited in 2019 for 6 years.

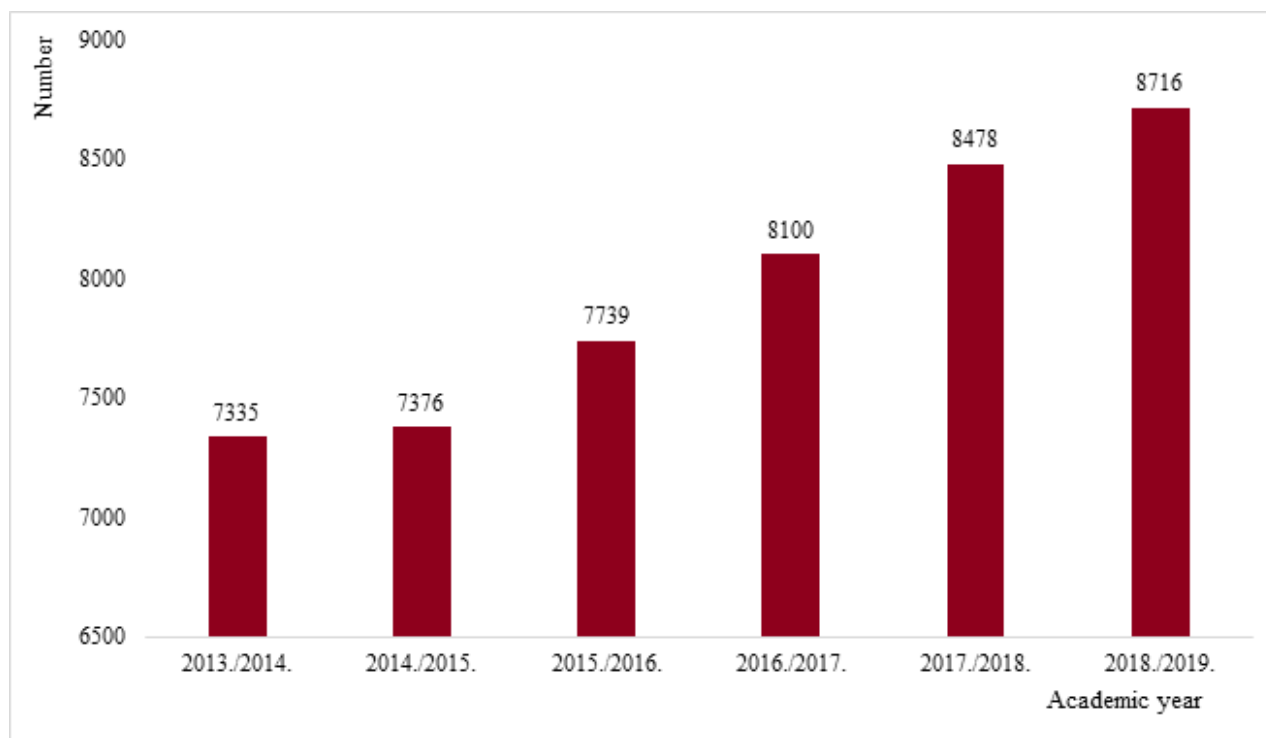
RSU has one branch in Liepāja. The Liepāja Branch has lecture rooms and study premises with the total area of 2,816 m<sup>2</sup>, set out in two buildings in Liepāja, Rīņķu iela 24/26 and are fully adapted to the needs of the university. Auditoriums and lecture rooms are equipped with modern equipment, ensuring high-quality study process, including online lectures.

The StP management approach implemented by RSU has promoted the provision of StP offer that is of high quality and relevant to industries as shown by the growing number of applicants and students in the study directions implemented by RSU (see Table 1, Figures 1, 2), especially

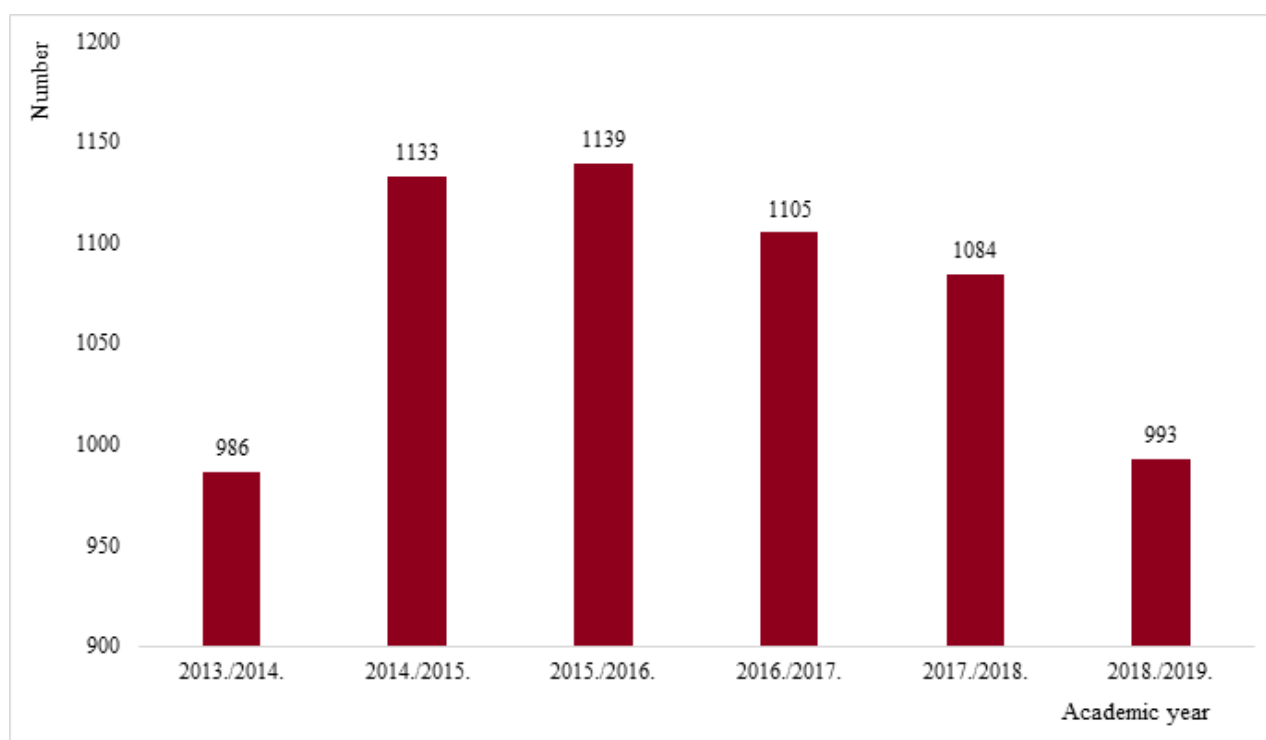
considering the circumstances of the demographic crisis and decrease in the total number of applicants in Latvia. In academic year 2018/2019, the total number of students at RSU was 8,716 (data as of autumn semester, academic year 2019/2020).

**Table 1. Number of students in the study directions implemented by RSU over the last six academic years**

Direction	Academic year					
	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
Healthcare	4,911	4,864	5,285	5,652	6,043	6,222
Law	986	1,133	1,139	1,105	1,084	993
Management, Administration and Management of Real Estate	203	200	207	225	226	243
Education, Pedagogy and Sport	202	234	236	232	228	235
Sociology, Political Science and Anthropology	243	210	234	227	230	252
Social Welfare	121	107	138	146	126	143
Information and Communication Science	587	523	428	396	369	397
Psychology	71	98	66	111	121	143
Life Sciences	11	7	6	6	6	6
Internal Security and Civil Defence	0	0	0	0	45	82
<b>In total</b>	<b>7,335</b>	<b>7,376</b>	<b>7,739</b>	<b>8,100</b>	<b>8,478</b>	<b>8,716</b>



**Figure 1. Total number of students in the study directions implemented by RSU over the last six academic years**



**Figure 2. Evolution of the number of students of the study direction "Law" over the last six academic years**

RSU Development Strategy 2017-2021 is available on the RSU website in [Latvian and English](#). The main development objectives of RSU are innovative studies in a contemporary environment and research of health, wildlife and humanities, including social responsibility for sustainable development of the university and society, twinning for integration in the labour market and

internationalisation and reputation for international recognition. RSU strategy provides for progress towards a modern education system compliant with the requirements of the future labour market.

The development of RSU's StPs is based on the following principles:

- integrity of research and placement;
- modernisation of the study process (digitisation, introduction of innovations, simulation-based learning approach, etc.) for effective achievement of learning outcomes;
- promotion of academic integrity;
- cooperation and sharing of resources with local and foreign higher education institutions (HEIs);
- development of interdisciplinary cooperation of industries with professional organisations;
- compliance of StPs with the development of the national economy and industries;
- promotion of the export capability of higher education and science;
- cooperation between higher education institutions in the implementation of StPs, combining resources for extending the study, research and innovation potential;
- monitoring of the quality of studies and activities for targeted improvement.

See Annex 13.1 for the awards, collaboration with schools, and marketing activities of RSU.

**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.**

Activity of RSU is regulated by the Law on the Constitution of Rīga Stradiņš University, Law on Institutions of Higher Education, as well as other external and internal laws and regulations. Decision-making of RSU is ensured by the Constitutional Assembly, Senate, Rector and Academic Arbitration Court. The said laws and regulations define the powers and duties of each institution.

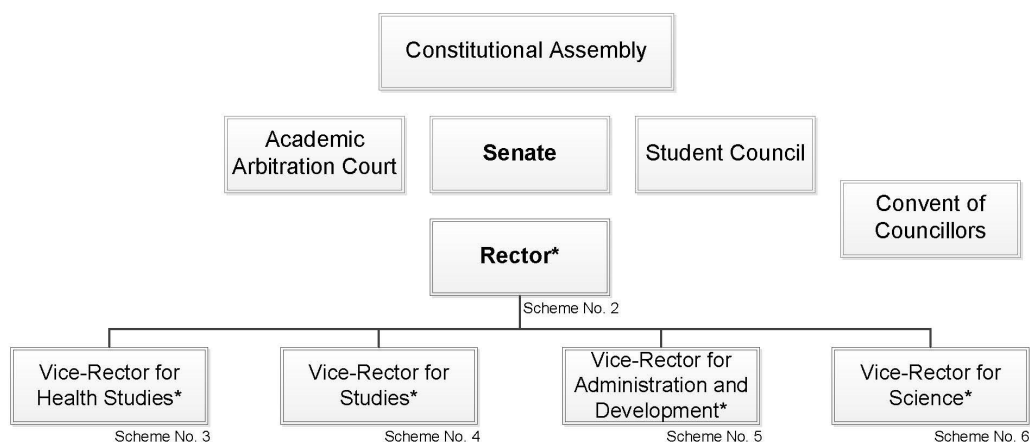
The RSU Constitutional Assembly consists of 130 employees, 78 (60%) of whom are academic staff, 26 (20%) – administrative staff, and 26 (20%) – student representatives.

The RSU Senate has 24 members, including 12 from the group of professors and associate professors, six from the rest of the academic staff, five student representatives and one administrative staff member.

Efficient management and supervision of operational tasks are carried out by RSU's four Vice-Rectors: Vice-Rector for Health Studies, Vice-Rector for Studies, Vice-Rector for Administration and Development, Vice-Rector for Science, and their subordinate units of studies, science, administration and management.



## RĪGA STRADIŅŠ UNIVERSITY ORGANIZATIONAL STRUCTURE



\* In RSU information systems Rector and Vice-Rectors alongside with structural units and staff under their authority have been classified under administrative body of relevant field.

### Participation of External Partners in Decision-Making

Participation of external partners in the RSU Convent of Councillors, Alumni Association, Study Quality Councils (SQC) and faculty/department meetings.

Foreign and local specialists of various industries take part in the RSU Convent of Councillors as external partners. The Convent of Councillors consults the Senate and the Rector on the matters of RSU development strategy in order to promote the development of RSU by determining strategic directions of its activity in accordance with the needs of the national economy. The Convent of Councillors meets approximately four times a year and deals with current issues of RSU. Current issues for consideration may be raised by any [member of the Convent](#) during the meetings. For example, at the June 2019 meeting, the issue of the RSU's plans for the development and improvement of social study programmes was considered, with emphasis on improving interdisciplinary studies and research. During the meeting, the views of faculty leaders on the research potential of study programmes were presented, as well as the views and recommendations of the participants of the Convent of Councillors on the improvement and adaptation of study programmes were discussed.

The composition of the SQC includes employers. The Council evaluates compliance of the study programme content with the requirements of the laws and regulations of Latvia and the EU, public interests and requirements of the labour market, as well as the long-term development of the respective study direction. See Clause 1.4 of this section for more information on the SQC activities.

Councils of some faculties include employers. Composition of the faculty council is approved by the Senate based on a proposal by the faculty's dean.

The Alumni Association brings together alumni of various ages who graduated from former Riga Medical Institute, Medical Academy of Latvia, and RSU. The Alumni Association is the contact point

for alumni, students, academic staff, and industry representatives. Cooperation between the parties involved is important for the improvement of the quality of studies and research, for the development of the field, and for the purposeful orientation of students' professional activities. The association promotes the involvement of RSU alumni in lifelong learning activities.

### **Participation of Students in the Management Process**

The Student Union (SU) represents the interests of the students at the Constitutional Assembly, Academic Arbitration Court, the Senate, faculty councils, Ethics Committee, Credit Grant Committee, Scholarship Grant Committee, Library Council, Museum Council, Rectorate, Dean's Council, Study Quality Council, and Committee for Recognition of Learning Outcomes Achieved in Prior Education or Professional Experience. Student representatives have a veto right at the faculty councils; rights of deferring veto at the Senate in relation to matters affecting student interests.

International student interests at RSU are represented by the International Students' Association.

The Student Union cooperates with the International Students' Association, ensuring that interests of both the Latvian and international students are represented in the management process.

The RSU Student Union (RSU SU) was established in 1993, and it has been operating for more than 25 years already in order to represent the interests of students in the matters of academic, material and cultural life at the university and other state institutions; it represents the students of the higher education institution in Latvia and abroad, lays down the procedure for students to be elected in collegial institutions of the higher education institution.

The Student Union is financed from the budget of the higher education institution to such amount that is not less than one two-hundredth from the annual budget of the higher education institution. At the end of each calendar year, the RSU SU presents to the RSU management the budget use of the current year and the budget planning for the following calendar year, which is accepted by the Rector. See Annex 5.2 for more information on the content of the SU activity.

### **Participation of Structural Units in Decision-Making**

Based on the developed medium-term strategy, the management of RSU annually approves the action plan and delegates specific objectives to the structural units. In order to achieve these objectives, each RSU structural unit has to plan its own resources during the annual budget planning session, requesting the funds necessary to achieve the delegated objectives. Along with the development of a detailed budget, responsibilities are clearly separated because the structural units have to operate within the framework of the approved budgets. Working groups, discussions, and brainstorming sessions are being set up to implement new projects, processes, and innovations, thus maximizing the involvement of employees and direct managers in decision-making.

See Annex 1 for the list of internal laws and regulations in accordance with the primary activity processes of RSU.

See RSU structural scheme in Annex 3 (available also on the website in [Latvian](#) and [English](#)).

See Annex 23. Compliance of the study programme with Part I of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

## **Information about the Structural Units Involved in the Implementation of the Study Programme and the Required Support Staff**

In order to ensure academic activity and study quality, study support personnel is employed by academic structural units who ensure servicing of students, circulation of documents, providing support to academic staff. Depending on the type of the structural unit and the study courses taught, training support personnel positions are planned by the head of the structural unit, but the general principles at RSU are developed and maintained by the Human Resources Department. Responsibility areas of the support personnel in accordance to the respective position are support to study process and methodological work, support to research and clinical work, support to the department office work etc., as needed.

**Heads of departments** at the structural unit ensure the involvement of qualified academic and scientific staff for the implementation of studies. Promote growth and renewal of academic and scientific staff. Ensure the operation of the internal quality control system of the study process in the structural unit. Participate in the development of study programmes, study courses and quality assessment. Ensure development and updating of study course descriptions, development of necessary documentation.

**Heads of study programmes** ensure the quality of the study programme. Improve the content by following the development of the sector. Ensure the performance of quality indicators of the study programme. Involve visiting lecturers, implement international projects. Analyse assessment questionnaires completed by students, provide feedback, and implement changes. Prepare the description of the study programme for accreditation and annual StP reviews. Promote students' scientific research activity. Organise examinations of semesters and examination periods. Promote performance indicators in the management of the study programme. Promote the continuity of study courses.

**Office managers** at the departments organise and supervise the work of study support personnel in order to ensure efficient support to the work of the structural unit. Provide information about the students, study results, study programmes, academic staff in electronic systems and databases. Prepare various reports on the study process of the department. Ensure technical support to training auditoriums. Perform other tasks of the direct manager.

**Office administrators** at the departments work with the provision of information, prepare various reports as commissioned by the managers. Provide information about the students, study results, study programmes, academic staff in electronic systems and databases. Organise the flow of visitors at the structural unit. Ensure the training rooms with the visual aids and technical equipment necessary for the work process.

### **Office manager of the Faculty of Law:**

- organises and supervises the work of training support personnel in order to ensure effective support to the work of the structural unit;
- processes the data prepared by the structural unit, prepares and submits to the immediate superior reports, overviews and other documents;
- provides information about students, academic performance, study programmes, lecturers in electronic systems and databases;
- prepares various reports on the study process of the department;
- ensures technical support to training auditoriums;
- performs other tasks of the immediate superior.

### **Three office administrators of the FL work on:**

- provision on information;
- prepare different reports as per instructions of their superiors;
- provide information about the students, academic performance, study programmes, lecturers in electronic systems and databases;
- organise the flow of visitors at the structural unit;
- supply classrooms with the visual aids and technical equipment necessary for the work process.

The assessment of the support provided by the administrative and technical staff of the higher education institution within the study direction is appropriate. Technically, state-of-the-art newest generation IT equipment is available. Communication of the faculty is structured, takes place within the framework of the study programme, observing the subordination, fully involving the parties. From the first day of studies, students know where they can seek assistance in case of questions.

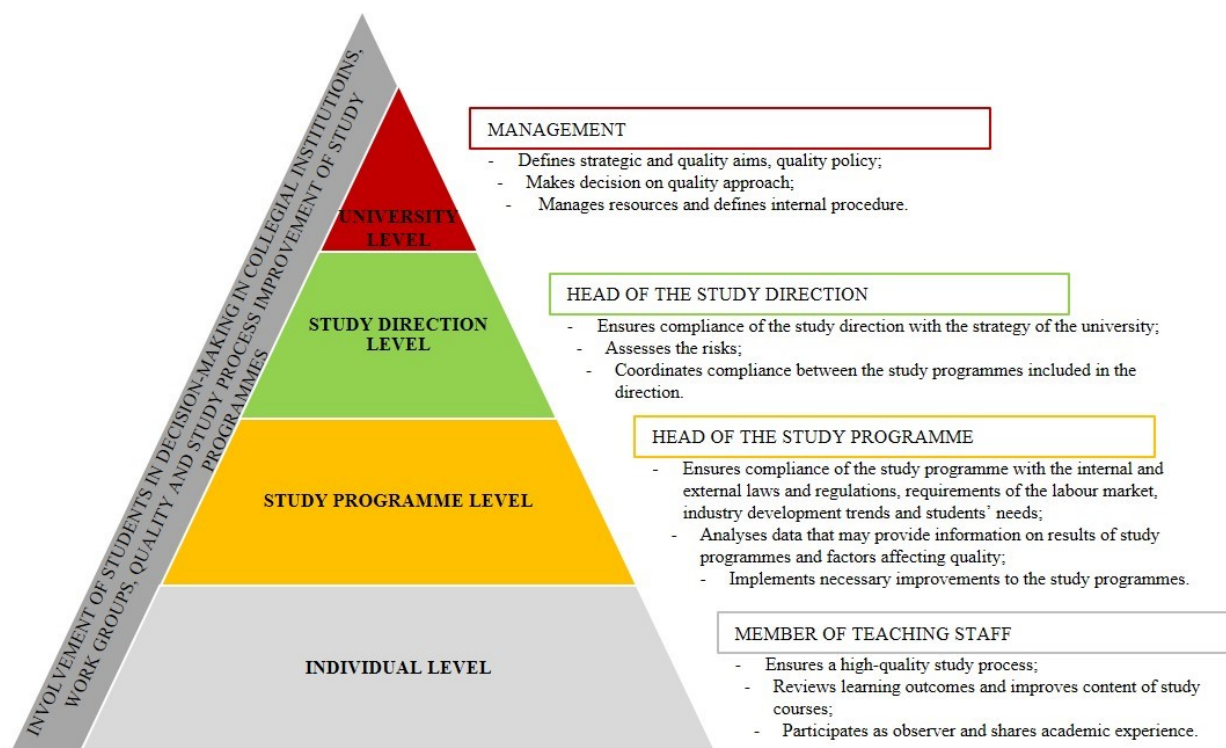
Technical issues of the systems are solved by the IT Department; issues of study process are supported by the Study Department and office of the faculty, ensuring also feedback in communication with students, that is, evaluation of staff as survey both as an evaluation of separate courses and the study programme.

### **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.**

RSU Quality Policy is based on the strategy and values of the university and includes three basic principles: student-focused approach, partnership, and quality. The Quality Policy is available on the RSU website [in Latvian](#) and [in English](#). Both the staff and students of RSU are involved in the implementation of the Quality Policy. In general, study quality assurance is a multi-level system (see Figure 3).

The duty of the RSU senior management is to set strategic and quality goals and quality policy, to make a decision on quality approach, to manage resources, and determine the internal procedures. The principles for maintaining the RSU quality management system are set out in the Quality Manual (see Annex 1.1), which is available to all employees in the RSU Document Management System. The quality system introduced at RSU is supervised by an internal system and quality auditors, and independent external experts. At the university level, one of the indicators of study quality is the public attitude and opinion, as well as the popularity of RSU. Evaluating the level of RSU staff satisfaction and engagement as well as the results of the university reputation survey, guidelines are set to strengthen the image of RSU.

At the study programme level, the duty of the head of the study programme is to ensure compliance of the content of the study programme with internal and external laws and regulations, requirements of the labour market, sectoral development trends, and needs of students, to analyse data that might provide information on factors affecting results and quality of the study programmes, and to implement necessary improvements to the study programmes. Quality indicators of study programmes that are directly linked to the remuneration of the heads of the study programmes are measured annually. This aspect promotes taking responsibility and motivates the heads of the study programmes to achieve higher defined quality standards.



**Figure 3. RSU quality assurance.**

Supervision of the system introduced by RSU is performed by both the internal system and quality auditors and independent external experts.

External and internal laws and regulations governing student achievements and evaluation of learning outcomes:

- Law on Institutions of Higher Education;
- Education Law;
- Academic Regulations I - regulations of undergraduate and Master's studies (available [in Latvian](#) and [in English](#));
- Academic Regulations I - regulations of Doctoral studies (available [in Latvian](#) and [in English](#));
- Regulations on the development and presentation of the qualification paper, student's research paper, Bachelor's thesis and Master's thesis (in [Latvian](#) and [English](#));
- See Process Description No. 6 "Assessment and Submission of Learning Outcomes" etc. in Annex No. 1.

Student performance is analysed twice per academic year after the end of the study semester. In order to monitor student performance indicators and control the number of students expelled, RSU has developed guidelines for student performance analysis (see Annex No. 1.13), which is an internal document. As a result of performance monitoring, risks to successful study process are identified as well as for the reasons for exclusion, on the basis of which it is possible to perform preventive actions.

In 2016, RSU performed an international external assessment of the implementation of student-centred learning approach performed by the group of assessment experts of project "Peer Assessment of Student Centred Learning" (PASCL). Report of PASCL experts on the implementation of student-centred approach at RSU is available both [in English](#) and [in Latvian](#). It was an EU-level

project promoted by the European Students' Union in cooperation with other European higher education organisations, whereas the visit of experts in Riga was initiated by the RSU Student Union. RSU is one of the few higher education institutions in Europe that accepted an institutional decision to be involved and was elected within the framework of the PASCL project.

A condition of the project was to include some structural units of the higher education institution in the assessment. Prior to the visit, RSU prepared a self-assessment report describing the structure of the University, statistical data of operation, decision-making institutions and involved representatives, involvement of students in the implementation and improvement of the content and processes. During the visit in Riga, experts met with the representatives of RSU management, administrative structural units, and Student Union, as well as with students, deans, and lecturers.

The expert opinion described RSU as a student-centred higher education institution that actively involves students in the improvement of the study process. The report also includes recommendations for further facilitation of student involvement in the study process and general institutional improvement of the understanding and implementation of a student-centred approach at all levels. Taking into account the recommendations of PASCL experts, RSU has:

- improved internal quality monitoring processes, such as implementation of quantitative and qualitative student feedback, identification and evaluation of study programme quality indicators;
- improved functionality of the e-studies environment;
- updated learning outcome assessment approach, types of examinations and content thereof;
- promoted the efficiency of internal communication and strengthened cooperation with external partners, employers, etc.

Based on the positive assessment of RSU in the project, examples of good practice, and attitude aimed at cooperation, RSU was selected as a partner in the development of a successive project application.

**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
		See Section I Paragraph 1.3.
2.	A mechanism for the creation and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof has been developed.	Complies
		See Section II Paragraph 2.2.

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
		See Section II Paragraph 1.6.
4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	Complies
		See Section II Paragraph 3.5.
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.	<p>Complies</p> <ul style="list-style-type: none"> <li>● See the information on student results in Section I Paragraph 1.3 and Section II Paragraph 2.4;</li> <li>● See the information on student employment in Annex 10.</li> <li>● More information on graduate feedback mechanisms can be found in Section II Paragraph 2.2. and the StP description in Paragraph 2.6.</li> <li>● See the information on student satisfaction with the study programme in Section 2.2 and Annex 21.</li> <li>● See the information on the efficiency of the academic staff in Paragraph 3.5.</li> <li>● See the information on available study aids and their costs, see Paragraph 3.1.</li> <li>● See the information on the essential indicators of the higher education institution's activities in Paragraph 1.1, 1.2, 1.3.</li> </ul>
6.	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study direction whilst implementing their quality assurance systems.	<p>Complies</p> <p>See Section I Paragraph 1.4, Section II Paragraph 2.</p>

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

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

Paragraph 275 of the National Development Plan of Latvia for 2014-2020 (NDP 2020) provides that for a person to be able to obtain and maintain decent employment, to take care of him- or herself and his or her family and to contribute to the development of the country, various competencies – a set of knowledge, skills and attitudes – are required, such as language skills, knowledge and command of information and communications technologies, communication and cooperation skills, entrepreneurial ability, civic consciousness, creativity, ability to think critically, to plan finances, to assess risks and identify solutions to such risks. These competencies need to be upgraded throughout one's lifetime, because it is impossible to anticipate future needs. Among the measures of NDP 2020 intended for higher education it is emphasised that “ Competitiveness and consolidation of higher education, development of material and technological provision (equipment), improvement of the internal quality system, encouraging a higher rate of scientific publication by university staff, launching of international journals, increased effectiveness of the governance system” (NDP 2020, p.30) should be promoted. The StD follows these insights, and attempts to put them into practice, in particular with regard to research and creation of international scientific magazines.

When carrying out a prospective assessment of the study direction and study programmes from the point of view of national development priorities, the following aspects should be taken into account:

- 1) instructions of NDP 2020 on the development of competitiveness and material and technical base of higher education, support of exports of higher education and attraction of foreign teachers;
- 2) deepening of the integration of Latvia in the European Union and in the global market – integration into the single market of goods and services, in the single labour market and participation in the EMU. This means that the specialists having good knowledge of law will be increasingly more in demand;
- 3) the structure of the Latvian economy – 70% of the added value is formed by the services sectors (financial sector, trade, tourism, etc.), where specialists with legal knowledge can work actively;
- 4) increasing the effectiveness of the functioning of public administration makes it necessary to prepare highly qualified specialists, and lawyers will always be requested in this field and therefore graduates of the study programmes will also be required in public administration bodies.

Recent forecasts of employment trends in the European Union (Cedefop) indicate that the largest growth of employment in Latvia by 2025 will be in the business and services sectors; the largest job growth will be for professionals (about 28 %); 46 % of the workforce will have higher education compared to 34.6 % in 2013. Business and service provision is impossible without the provision of legal services, and that is why the profession of a lawyer will continue to be sought after.

In early November 2015, the Nordic and Baltic business forum took place, in which the Danish company's “Future Navigator” futurist Louise Fredbo-Nielsen predicted that robots and computers will take over around two billion jobs from people, mostly threatening the professions of telemarketing, accountants, sales-men and real estate agents, by 2030. The expert noted that many blue-collar workers would be the first ones to lose their jobs in the coming years – accountants, advisers, medical doctors, lawyers. The forecasts are exaggerated, because it is hard to imagine right now how robots may replace doctors and lawyers; although robots will help lawyers to select information and to conclude model agreements. However, taking into account the rapid development of technologies, many new legal problems will appear, which will have to be resolved by well-developed lawyers.

The Informative report on medium and long-term labour market forecasts of the Ministry of Economics for 2018 (hereinafter referred to as the Informative Report) provides that “The largest labour supply with higher education is in the field of social sciences, business and law. It was



caused by the choice of the students of the previous years, to obtain higher education in this academic discipline. There has been the most remarkable increase of the economically active population in this group since 2008 (Informative Report, p. 25). It is also recognised that the unemployment rate among specialists in law and social sciences is below average (Informative Report, p. 25). If we characterise the matching of education of the employed and their occupational qualification, disproportions are observed in the labour market. Compared to the breakdown of the employed population by education levels and occupational qualification groups, it is visible that the number of the employed with higher education is smaller than the number of the employed in occupations with high qualification, which people with higher education should actually have. (Informative Report, p. 27) If the current education supply structure remains, the largest increase in labour force with higher education is expected in the fields of social sciences, business, and law. Consequently, the increase in the labour supply with the appropriate qualification will account for about 63 % of the total labour force increase with higher education in 2035. (Informative Report, p. 50)

Contrary to the statements on overproduction of lawyers it can be observed that there is still demand for lawyers. *CV-Online* job portal is the most popular, most appreciated and most recommended job search resource in Latvia, which is primarily used by professionals and managers. In September 2019 there were 78 vacancies in the section Jurisprudence/Law of *CV-Online* job portal; specialists in the field of money laundering, which is a particularly sensitive field in Latvia, are especially in demand. Constant lack of lawyers in Latvian law enforcement authorities is explained by low wages. For example, [road traffic police all over Latvia has a total of 29% vacant positions](#), while 22% are missing among investigators and 28.5% jobs of operational officers are vacant.

[According to experts](#), there is a growing need for people with good legal knowledge about cryptocurrencies, international requirements related to money laundering and the prevention of terrorism financing, and with profound knowledge in KYC (Know your client), AML (Anti Money Laundering) and GDPR (General Data Protection Regulation), etc. At the same time the experts point out that saturation is felt in the field of humanities, emphasising that these specialists often lack sufficient English knowledge, which significantly reduces their possibilities to compete. The training of the above-mentioned specialists is the primary task of Faculties of Law.

Latvia is considered to be the territorial priority for the application of the study direction "Law"; and the interests of the Latvian national economy are considered to be the labour market and direct field of application.

Common goals of the study direction are to provide a broad, sufficient and high-quality academic and professional knowledge for the students of bachelor's, master's and doctoral levels, and to promote high-quality research. The study programmes are interlinked well, and it is planned to establish an even closer link between the study direction "Law" and the study direction "Internal Security and Civil Defence". The Council of Professors ensures further involvement of the holders of doctoral degree in academic and research work. 15 students of the doctoral study programme have defended their doctoral theses in the last six years.

Compared to other Faculties of Law in Latvian higher education institutions, for example, in the University of Latvia, Daugavpils University, RSU is unique in the study direction "Law", because nowhere in Latvia specialisation – medical and social law, for mastering of which the historical profile of higher education, medicine, provides the best preconditions. The growing demand for medical law professionals is driven by trends in the labour market and society as a whole: people become increasingly more aware of their rights and try to exercise them. There are both the rights of patients and the rights of doctors and medical practitioners. There is also a broad spectrum of

social rights: the right to education, the right to different guarantees, the rights of persons with special needs. Similarly to other RSU's Faculties of Social Sciences, studies at the Faculty of Law are organised according to a modular system, which provides for greater immersion in the subject with shorter and more intensive courses, at the end of which the final examination is immediately passed.

If we make a comparison to the leading university in our neighbouring country The [University of Tartu](#), then we can see that Master's study programmes in the field of law in English, such as "Information Technology Law", "International Law and Human Rights", are offered. This should also be considered in the context of the RSU study direction "Law", although the state budget support for the University of Tartu and RSU's Faculties of Social Sciences in total cannot be compared.

Students and employers evaluate the study direction positively. RSU ranks fourth in the [table of recommendations for Latvian Schools and Studies](#) in the study direction "Law".

The quality of StD and the Faculty of Law is confirmed by the decision of the Cabinet of Ministers of the Republic of Latvia of 17 September 2019, by which the government supported the proposals of the Ministry of the Interior on long-term cooperation in the training of law enforcers with RSU. The report prepared by the Ministry of the Interior indicated that the State Police has been having positive cooperation experience with RSU for several years, and RSU expressed its commitment to provide graduates of the professional Bachelor's study programme with the possibility to qualify for admission to the professional Master's study programme to obtain the legal qualification of a lawyer, while investing university funds in the development of a high-quality study environment and infrastructure. The RSU Faculty of Law, which was based on StD "Law", provided training for State Police officials since the beginning of 2017, when the State Police entered into a service agreement for the provision of second-level professional higher education to State Police officials in 2017-2022. This will further be ensured by the study programme "Police Work" implemented in the study direction "Internal Security and Civil Defence" of the RSU Faculty of Law. It is expected that in the future each law enforcement authority which will educate its specialists in cooperation with RSU, will pay for and enter into an agreement with RSU on the preparation of specialists, as well as will agree on the number of specialists to be prepared during the specific study year. The Continuing Education Centre of the RSU Faculty of Law has been created for these purposes, where law enforcement officers will be trained by lecturers of StD "Law" and StD "Internal Security and Civil Defence".

### **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.**

In accordance with RSU Development Strategy 2017 - 2021, one of the indicators is the development of offer of locally and internationally competitive study programmes in accordance with the labour market demand in Latvia and Europe for special, integrated specialist competences, including increasing the number of state-funded study places for studies in the areas of social sciences. In the field of social sciences, state budget places are limited to doctoral programmes only. Each year, RSU participates in official correspondence with line ministries on the allocation of state budget places to study programmes in social sciences. Unfortunately, these negotiations have not been successful.

#### **Common goals of the study direction "Law":**

- to provide and develop content-rich education highly valued in the labour market in the Bachelor's, Master's and doctoral programmes in law;
- to prepare lawyers with state-of-the-art academic knowledge and practical skills, to perform the work of a lawyer to address specific challenges in the age of globalisation and information technologies;
- to facilitate the competitiveness of professionals in the local and European Union labour markets and to achieve that this competitiveness builds on good theoretical knowledge and a high level of skills in the analysis of legal problems;
- to implement a modern study process focusing on new theoretical and practical approaches to research and resolution of legal problems;
- to stimulate interest in current legal problems of Latvia and the Union and solutions thereto by involving researchers from Latvia and abroad in the implementation of study programmes, as well as by involving students in research carried out by the academic staff of the StD;
- to understand the impact of the digital era on law and the ongoing theoretical and practical problems arising from that;
- to develop scientific research skills in students, based on the research directions and traditions of existing academic staff;
- to develop competencies in the use of modern technologies;
- to ensure a modern study environment and academic competence by developing the professional quality of lecturers;
- to develop research and expertise in the field of law by offering research and expert opinions, conclusions and proposals of which would help to improve the legal environment.

**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.**

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#### **Internal factors**

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##### **Strengths**

##### **Weaknesses**

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| <ul style="list-style-type: none"> <li>• There are bachelor's, master's, and doctoral study programmes.</li> <li>• The modular system makes studies different from the studies of law in other higher education institutions.</li> <li>• Competitive tuition fee;</li> <li>• Medical law as a special specialisation.</li> <li>• The study direction is implemented on a well-provided material, technical and technological base with a modern library and reading room, e-learning environment (e-studies), electronic information resources and appropriate technical capabilities.</li> <li>• Mapping of study programmes, which contributes significantly to quality and efficient development of study programmes.</li> <li>• An ordered and result-oriented RSU quality management system in both administrative and academic processes.</li> <li>• Qualified academic staff comprised of the leading teaching staff of the RSU Faculty of Law is involved in the implementation of the study direction.</li> <li>• Academic staff is involved in research work.</li> <li>• RSU support for the development of science, research and international cooperation in the social sciences directions of RSU.</li> <li>• Both students and the academic staff use the benefits of the Erasmus mobility programme.</li> <li>• Good cooperation with national authorities and professional organisations.</li> <li>• Close cooperation with the study direction "Internal Security and Civil Defence".</li> <li>• Good administration of doctoral studies (RSU Department of Doctoral Studies), which organisationally unites and reinforced all the programmes, including the study programme "Law".</li> <li>• There is a joint council of professors of law with Daugavpils University and Turība University.</li> <li>• "Socrates", an electronic journal of legal scientific articles, is published by the Faculty of Law.</li> <li>• Participation in the European Law Faculties Association, which provides new opportunities at the international level.</li> <li>• Democratic communication between administrative and academic staff and students; including feedback in the evaluation of the study process within the RSU quality management system and active, regular and productive cooperation with the RSU Student Union.</li> </ul> | <ul style="list-style-type: none"> <li>• A small number of visiting lecturers involved from foreign universities.</li> <li>• Insufficient mobility of university lecturers and students within Erasmus or other study programmes.</li> <li>• Teachers and students sufficiently use the opportunities provided by the e-studies environment.</li> <li>• Insufficiently effective student engagement marketing.</li> <li>• Low wages of both local and foreign university lecturers, and this does not contribute to the attraction of young scientists into the implementation of the study direction.</li> <li>• A relatively small degree of involvement in international research projects.</li> <li>• Low activity of students in the evaluation of and provision of feedback about the study process (filling out questionnaires).</li> </ul> |
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## External factors

### Opportunities

### Threats

- 
- Updating the content of study programmes in line with employers' requirements and, in particular, in the context of a single lawyer's qualification examination.
  - Greater involvement of university lecturers in international exchange programmes.
  - Posting of video lectures on the website of the faculty on interesting topics, as well as increasing the share of video lectures in e-studies.
  - Increasing the number of international students within Erasmus +.
  - Increasing the number of study courses in English, extending the offer for international students accordingly.
  - Attracting visiting lecturers from abroad.
  - Attracting professional practitioners to teaching of study courses.
  - Extension of cooperation with Latvian and foreign universities.
  - Development of joint research activities between lecturers and students.
  - Infrastructure development – the RSU Faculty of Law will move to new modern facilities in Riga, at Kuldigas Street 9a in the coming academic years.
  - To achieve the allocation of state-funded study places.
  - Further development of the "Socrates" journal towards its inclusion in international databases in the nearest two years.
  - University lecturers of StD should be more involved in the expert activities.
  - Development of the field of cyber law and cyber security.
  - Development of the Continuing Education Centre.
  - The opportunity to organise international competitions for students from the Baltic States in April 2020.
  - To adapt the professional Master's study programme "Law" to enable graduates of the Bachelor's study programme "Police Work" to continue their studies there.
  - The possibility of offering distance learning is being considered.
  - The demographic situation in the country – the population is decreasing (including emigration), and the number of students reduces as well.
  - Solvency – students are still unable to solve financial issues in individual cases.
  - Lack of financial support from the state; applicants go to study where there are budget places which create unfair conditions of competition between higher education institutions in Latvia.
  - Growing competition in the higher education system across the European Union.
  - There are uncertainties (practically organisational and content-related) relating to the content of the single qualification exam in the Master's study programme.

### **Planned measures for maintenance and improvement of the quality of the study direction and study programmes developed as a result of the SWOT analysis**

Actions to preserve/maintain the strengths.

- 1) To take into account the results of the mapping of study programmes, to continue improving the content of all courses of programmes on a regular basis by clarifying and supplementing them with

the learning outcomes that are formulated more clearly and in a more captivating way – skills, abilities, competences.

2) To continue to maintain and establish close cooperation between heads of study programmes and lecturers of study courses in the process of updating study courses by organising regular meetings and discussions.

3) To cooperate closely with the study direction “Internal Security and Civil Defence”, in particular in the field of forensics and forensic medicine.

4) To develop in the study direction a new Bachelor’s study programme “Cybersecurity” in cooperation with the Riga Technical University and BA School of Business and Finance.

5) To promote the integration of simulations in the study process in all study programmes thus helping students to acquire skills in the use of knowledge in the practical working environment when dealing with legal problems.

Actions to diminish weaknesses.

1) To activate the use of the RSU e-studies environment in all study courses of the study direction, both on the part of university lecturers and on the part of students; increasingly more materials in the e-environment, including video lectures.

2) To increase remuneration for both local and foreign university lecturers within the limits of financial opportunities; to use different external sources of financing more actively.

3) To contribute financially to the participation of university lecturers in mobility programmes.

4) To involve students in different marketing campaigns more actively.

5) More active involvement of the study direction in international research projects.

6) To activate feedback with students, to promote the responsiveness of students and graduates in completing evaluation questionnaires for study programmes and their study courses.

Actions to use the opportunities.

1) To maintain a discussion within the direction on the possibility of initiating the development of distance learning.

2) To establish a Continuing Education Centre for the lifelong learning of employees of law enforcement authorities and other persons.

3) To plan to offer even more high-quality study courses in English, thereby ensuring the attraction of more international students within Erasmus + or other programmes.

4) To promote cooperation with graduates of study programmes of the study direction by developing cooperation platforms for the provision of study placement places and professional visiting lectures and cooperation in research and exchange of experience about the study process and its quality, opportunities.

5) To activate the application and participation of university lecturers in EU-funded research and other projects related to research directions of the study direction.

6) Taking into account the information contained in the informative report “On the selection of state university for the training of law enforcement specialists and the need for the development of an

appropriate regulatory framework” approved by the Cabinet of Ministers of the Republic of Latvia on 17 September 2019, it is planned to adapt/improve the existing professional Master’s study programme “Law” in the coming study years in order to ensure the possibility for State Police officers who have obtained a professional Bachelor’s degree in police work with the qualification of the senior officer of the State Police, to continue their education at the next, Master, level. In the light of this, the Master’s study programme “Law” will be accordingly supplemented with study courses, which the students concerned will not have learned in the College and during Bachelor’s level studies.

Actions to mitigate the impact of external threats.

- 1) To develop the activities of study programmes in social networks to attract students and applicants.
- 2) To consider wider use of e-studies in the study process by offering students the possibility to take part in study courses remotely online; this would make it easier for students to study, as well as would allow attracting foreign university lecturers more widely.

Development plan of the study direction (see Annex 4.1) has been developed taking into account RSU strategic guidelines and development priorities, current operational experience of the RSU Faculty of Law and priorities defined for the development of study quality in accordance with provisions of the Law on Institutions of Higher Education, Law on Scientific Activity and policy planning documents for education and science. The main development priorities of the RSU Faculty of Law in the near future are related to development of the content of the studies and environment of the studies, as well as research with involvement of the students. Development plan of the study direction has been developed together with cooperation partners, representatives of other RSU structural units and has been validated by the Study Quality Council of the Faculty of Law.

When assessing the development plan of the study direction for the next six years and the development process of the development plan, mutual compatibility of these planning documents should be found by clarifying in a useful way and supplementing the defined development priorities, while focusing on issues the solution of which permits significant strengthening of the capacity and competitiveness of the study direction.

**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.**

See Annex 4.2. “Management Structure of the Study Direction”.

Head of the study direction manages the work of the RSU study direction. Heads of the study programmes manage the study programmes included in the study direction. The Study Quality Council (see Annex 4.3) is working as support in the development of the study direction and study programmes. It is working in accordance with the regulations approved by the RSU Senate, and its

purpose is to oversee, ensure, and increase the quality of studies. The composition of the SQC is approved at the council of the faculty, involving the head of the respective study programme, heads of the academic structural units or lecturers delegated by them, as well as employers and students. The composition of the SQC may include representatives of alumni and professional associations. SQC evaluates the necessity to create a study direction and programme in accordance with the trends of the labour market in Latvia and the EU, submits proposals for the involvement of independent experts (employers) for evaluation of the topicality of the study programme and content quality. SQC participates in the preparation of descriptions and reports of the study programmes and study direction, is involved in reviewing of internal laws and regulations, if these are related to the study process. Competence of the SQC also includes assessment of the content of the study programme and the long-term development of the study direction. SQC implements also the principle of student-centred approach. SQC includes students who together with other members of the Council adopt decisions aimed at the study process, quality, development, etc., in accordance with the regulations of RSU regarding the work of the Study Quality Council. SQC implements a democratic management model where decisions are made by voting in the SQC meetings at least once every semester or as necessary. Decisions are approved by majority vote. Usually decisions are taken by using the principle of consensus. SQC operates within the framework of regulations approved by RSU and by implementing RSU policy.

The requirements for planning, supervision, and quality control of the study process at RSU are defined by process description No 35 "Organisation of the Study Process". The requirements for determination and evaluation of learning outcomes are included in process description No 6 "Evaluation and Submission of Learning Outcomes" and "Academic Regulations I".

Work organisation of the StP is based on the needs of students, social and labour market trends, development guidelines for national and international higher education and science, etc. Implementation of the StP is constructed, taking into account the needs of students during the study process and carefully evaluating the quality of the StP. The study work at RSU is organised by the faculty and departments with the support of administrative departments, and is overseen by the SQC, Faculty Council, Rectorate, Dean's Council, Senate.

Heads of the study programmes collaborate both in Council meetings of the Faculty of Law and in discussing current issues concerning several programmes. Mutual cooperation takes place both by discussing the D1 forms for the following academic year and by discussing the sequence of study courses in the study programme and the interaction between the different programme levels. Together, they are getting ready for mock trials, preparing cases. Problematic issues related to students in all study programmes are solved jointly: a common opinion is prepared on changes in the Internal Rules of Procedure, Study Regulations, Study Process Organisation Procedures, etc. Based on the results of defence of Bachelor's and Master's theses of the previous semester, there is always an interesting exchange of ideas on the improvement of the Regulations for Development, Preparation and Defence of Research Work of RSU Faculty of Law. There is active cooperation between the programme directors in developing and implementing the academic year plan of the Faculty of Law.

When evaluating the management efficiency of the study direction, it may be concluded that its content is qualitative and well organised, it is implemented not only by the head of the StD, but also by a group of stakeholders, particularly the SQC. The SQC has been established at the RSU Faculty of Law, which applied to the study direction "Law" and to the study direction "Internal Security and Civil Defence". The SQC meets twice per academic year.

The SQC of the Faculty of Law consists of the dean, vice-dean of the faculty, heads of study programmes, representatives of the student union, as well as representatives from employers'



institutions:

- 1) Ombudsman of the Republic of Latvia;
- 2) Representative of the Ministry of the Interior;
- 3) Representative of the Supreme Court;
- 4) Representative of the Ministry of Justice;
- 5) Representative of the Prosecutor's Office;
- 6) Representative of the State Police;
- 7) Representative of the Constitutional Court;
- 8) Representative of the Defence and Internal Affairs Committee of the Saeima;
- 9) Latvian Bar Association.

**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 RSU takes place based on admission requirements of the respective study level approved by the RSU Senate as defined for the particular academic year. The same way, admission takes place and admission requirements are developed in accordance with external laws and regulations – the Law on Institutions of Higher Education, Cabinet Regulation No. 846 of 10 October 2006 “Regulations Regarding Requirements, Criteria and Procedure for Admission to Study Programmes”, Cabinet Regulation No. 543 of 29 September 2015 “Regulation on Replacement of Foreign Language Centralised Examination in the Programme of Comprehensive Education Programme with the Test of International Testing Institution in a Foreign Language”, as well as other external laws and regulations and the Constitution of RSU. Admission in later stages of studies in RSU takes place on the basis of Cabinet Regulation No. 932 of 16 November 2004 “The Procedure for Starting Studies in Later Stages of Studies” and Cabinet Regulation No. 505 of 14 August 2018 “Regulations on Recognition of Competence Acquired Outside Formal Education or in Professional Experience and of Learning Outcomes Achieved in Prior Education”, and other external laws and regulations.

RSU has admission regulations for each level of studies. The admission regulations are available on the RSU website [in Latvian](#) and [in English](#) and Annex 1.5.

In accordance with the Cabinet Regulation No. 932 of 16 November 2004 “The Procedure for Starting Studies in Later Stages of Studies” and Cabinet Regulation No. 505 of 14 August 2018 “Regulations on Recognition of Competence Acquired Outside Formal Education or in Professional Experience and of Learning Outcomes Achieved in Prior Education”, RSU ensures fair recognition of previous education or professional experience in order for the applicant to be able to apply for studies in later stages of studies. This process is implemented by taking into account the fact that students are mobile both within the framework of the higher system and between the educational

systems.

Admission regulations define the procedure for submission of documents, deadlines thereof, the process of the competition, procedure for the appeal and for contesting and appeal of decisions related to admission, as well as the procedure of signing the study agreement and matriculation, and requirements define the rights and duties of the applicant and RSU. Annexes to the admission regulations provide accurate information on each study programme, into which admission has been planned during the specific academic year, including admission requirements, documents to be submitted, etc.

After confirmation of Admission Regulations by the RSU Senate, these are published on the RSU website [www.rsu.lv](http://www.rsu.lv) and are available to any interested person. RSU representatives continually ensure that the RSU website provides the current information on study programmes; moreover, accurate selection criteria for admission are specified for each study programme. RSU website also features published information on availability of state-funded study places and availability of study places financed from the funds of natural or legal persons, as well as information regarding admission dates and procedure for submission of documents. At RSU Student Services, people may receive consultations on the admission procedure, including admission requirements, challenging the admission results, rights and duties of the applicants. This structural unit provides services by using e-mail, telephone, as well as meeting the people in person. Consultations on admission requirements, for example, admission examinations and specification thereof are provided by heads of the study programmes; thus, they provide applicants with maximum information and preparation for admission at RSU.

RSU ensures admission procedures corresponding to the aim that are based on previously defined and published admission regulations. RSU admission policy, matriculation procedures and criteria are implemented consistently; applicants are admitted based on open and equal competition. RSU ensures equal admission processes: uniform admission regulations have been set for all candidates with specific and previously known requirements rooted in respective conditions of the state level and principles of law. That way, the rights of the most suitable applicants to study in their selected study programmes are ensured. RSU fulfils its obligation to accept the documents submitted by the applicants and to decide on compliance thereof with the requirements mentioned in annexes to the admission requirements. RSU also announces the admission results in accordance with the provisions of the admission requirements and organises signing of study agreements with the applicants who have passed the competition. After signing of the study agreements and fulfilment of the defined applicant's obligations, RSU ensures the matriculation of these applicants.

The qualification to be obtained has been defined in the documents of accreditation of study directions and licensing of study programmes, descriptions of study programmes and directions, admission requirements and diplomas.

Since ac.y. 2018/2019, RSU has introduced generation and printing of diplomas and diploma supplements from the Student Information System. The electronic form of the diploma supplement has been developed in accordance with CM Regulations No. 202 (Annex 7) and based on the Applicable RSU "Procedure of preparation and issuing of diplomas and diploma supplements". The diploma supplement is generated automatically, taking as a basis the information from different sections of the Student Information System – study programme, student's study plan, register of achievements, student card, etc. Sections of the Student Information System ensuring the creation of a diploma supplement for a specific student, are created gradually, starting from enrolment of the student.

The diploma supplement form contains fixed and variable fields. The information in fixed fields is the same for students of one study programme. Variable fields contain information about the

specific student of the study programme. The diploma supplement is created by activating a workflow in the Student Information System. Variable information fields are filled as a result of it. As it has already been mentioned, information from different sections of the Student Information System is populated in the diploma supplement. If the data populated in the diploma supplement are in conflict, the system highlights erroneous data and an employee may check the data manually to prevent an error.

The preparation of diploma supplements in the Student Information System ensures that the amount of manual work and errors that occur when a diploma supplement is created manually, reduce to minimum. Manual creation of diploma supplements is a time-consuming process, but there is limited time for that, therefore the work is tense. The introduction of the new system reduces overload of employees.

Procedure for recognition is regulated by:

1) External laws and regulations:

- Law on Institutions of Higher Education – Sections 59.2 and 59.3;
- Cabinet Regulation No. 505 of 14 August 2018 “Regulations on Recognition of Competence Acquired Outside Formal Education or in Professional Experience and of Learning Outcomes Achieved in Prior Education”;

2) Internal laws and regulations:

- “Regulations on Recognition of Competence Acquired Outside Formal Education or in Professional Experience and of Learning Outcomes Achieved in Prior Education at Rīga Stradiņš University (Approved on the RSU Senate meeting of 21 May 2019, minutes No. 2-1/5/2019)”.
- 5-1/10/2020: On Procedure for Validation of Competences Acquired outside Formal Education or in Professional Experience and Recognition of Learning Outcomes Achieved in Prior Learning at Rīga Stradiņš University.

In accordance with the Cabinet Regulation No. 505 of 14 August 2018 “Regulations on Recognition of Competence Acquired Outside Formal Education or in Professional Experience and of Learning Outcomes Achieved in Prior Education”, a person has the right to address RSU with an application regarding recognition of knowledge, skills and competences acquired outside formal education or in professional experience, as well as learning outcomes achieved in previous education.

Commission formed by the higher education institution makes a decision regarding recognition of knowledge, skills and competences acquired outside formal education or in professional experience, as well as learning outcomes achieved in previous education. Its rights, duties, conditions for creation are included in “Regulations on Recognition of Learning Outcomes Achieved in Previous Education or Professional Experience at Rīga Stradiņš University”.

In order to begin recognition of knowledge, skills and competences acquired outside formal education or in professional experience, the following should be submitted to the commission: [application](#); documents proving knowledge, skills and competences acquired outside formal education or in professional experience; payment order from the bank proving the payment made.

The commission evaluates the knowledge, skills and competences acquired by the person outside formal education or in professional experience and if these comply with the learning outcomes to be achieved in the respective study programme, shall recognise and assign respective credit points. Examination of the application and decision-making in accordance with Section 59.3, Paragraph 1 of the Law on Institutions of Higher Education takes place within four months from the date of receipt of the application.

In order to begin recognition of learning outcomes achieved in previous education, the following should be submitted to the commission: [application](#); certificate on study modules or study courses completed at the higher education institution by the person as a listener; payment order from the bank for the payment made. Examination of the application and decision-making takes place within the period specified in the Administrative Procedure Law, i.e., within one month as of the receipt of the application.

By the order of the Rector has been defined “Procedure for Recognition of Learning Outcomes Achieved in Previous Education or Professional Experience”; RSU defines the procedure of how RSU performs acceptance of documents, assessment and recognition of knowledge, skills and competences obtained outside formal education or in professional experience, as well as learning outcomes achieved in previous education.

RSU has successfully organised its work with a single commission, ensuring the involvement of a respective expert from the respective thematic area of the education. Such an approach (one commission for all thematic areas of education) has ensured a uniform approach throughout the university; different interpretation is avoided, thus providing equal attitude towards persons.

Student of the study direction “Law” have used the possibility to write an application on recognition of knowledge, skills and competences obtained outside formal education or in professional experience, as well as recognition of the learning outcomes achieved in the previous education. Professional Master students use this opportunity most often asking to recognise their knowledge, skills and competences obtained in professional experience.

According to the data of the Commission for Recognition of Competences Acquired by Non-Formal Education or Professional Experience and Learning Outcomes Achieved in Previous Education, 38 applications for recognition of professional experience have been examined in the study direction “Law” in the last six years.

An example of recognition of knowledge, skills and competences obtained in professional experience may be a situation, when, while being enrolled in the professional Master’s study programme “Law” in the higher education institution, the applicant asked to treat his/her study outcomes obtained in professional experience to placement in professional Master’s study programme “Law” at the RSU Faculty of Law.

Applicant A has been performing the duties of an assistant of a judge for two years after getting a Bachelor’s Diploma. It follows from the application and the information appended in annexes thereto that direct job duties of X include: work with court files (review of cases, provision of regulatory enactments and case law necessary for examination of the case, preparation of draft decisions); work with court information systems and visitors (registering of data in CIS and control of their compliance; work with the database of the Register of the Population and Foreigners, *Lursoft* database); other duties (to train the secretary of court hearings and to control their work, to anonymise court decisions).

The applications lists knowledge, skills and competences obtained when fulfilling the job duties, as well as they meet the requirements of placement in the professional Master’s study programme “Law” at the RSU Faculty of Law.

In order for the learning outcomes achieved by the professional experience to be recognised, in addition to the application the applicant also submitted statements from the work places. The statements specified both the employment record and detailed the job duties. When examining the submitted documents at the meeting of commission, an expert was appointed – a specialist in the respective area from RSU – in order to prepare an *Opinion on recognition of learning outcomes achieved by professional experience*. On the basis of the expert opinion on recognition of learning

outcomes achieved by professional experience a *Decision of the commission regarding recognition of the learning outcomes achieved by professional experience and inclusion in the study course "Placement" of the professional Master's study programme "Law" of the RSU Faculty of Law* has been prepared.

See Annex No. 4.2 Management Structure of the Study Direction.

#### **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.**

Students can familiarise themselves with the criteria, conditions and binding procedures for the assessment of student performance in the Academic Regulations I (available in [Latvian](#) and [English](#)) and Academic Regulations III - Regulations of Doctoral Studies (available in [Latvian](#) and [English](#)). Requirements for defining and evaluating learning outcomes – knowledge, skills, competence – are included in Process Description No. 6 "Evaluation and Submission of Learning Outcomes".

Methods of assessment of student performance and achieved learning outcomes, as well as assessment criteria for study course acquisition, are defined in the description of each study course and are available to all students prior to the start of the study course. The academic freedom of each lecturer is respected in the implementation of the study courses, including the development and implementation of study examinations, at the same time providing that the teaching and examination methods must be chosen according to the learning outcomes to be achieved in the study course. Both summative and formative assessment are combined in the study process to enhance students' individual performance and assess the level of learning outcomes achieved. In the context of learning outcomes, both study course-specific and transversal knowledge, skills, and attitudes are important, therefore, students' active involvement and participation, initiative, and taking responsibility are additionally evaluated. Individual assessments of intermediate and final examinations of study courses are available to each student on their student profile in the RSU e-studies environment.

Learning outcomes for the semester - academic performance, the results of defence of the final theses, and study course evaluation questionnaires are analysed on a regular basis at meetings of the Study Quality Council (at the end of each semester) and meetings of the Council of the Faculty of Law. The study course evaluation questionnaires are analysed and the feedback is provided by the lecturer of the particular study course, if necessary. According to the results, adjustments are made to the evaluation methods, if necessary.

Formative and summative assessment are used to evaluate the study course.

#### **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.**

RSU has developed the RSU Code of Ethics and established the Ethics Commission that considers violations and cases of disputes on the basis of applications. RSU has developed and approved document “Methodological Guidelines for References and Listing of Reference Sources and Literature”, which explains to students the principles of using the works of other authors and making correct references. In order to promote compliance with academic integrity and make it easier for lecturers to check student papers, RSU has implemented and uses the Unified Computerised Plagiarism Control System of Latvian institutions of higher education to verify the originality of final theses, and for wider use, RSU has acquired a license for the Turnitin content originality control tool. For ease of use, the tool is integrated into the RSU e-studies website. In order to improve the lecturers’ knowledge of the possibilities of this tool and to develop the skills for using it, RSU Centre for Educational Growth regularly organises practical trainings for lecturers and support staff on the benefits and use of this tool for checking, correcting students’ independent work and providing feedback in the study courses, as well as for checking qualification and diploma papers at the end of the study programme. All in all, the principles of academic integrity are successfully adhered to in the study process and violations of academic integration are currently primarily considered in a decentralised way at the level of faculties, study programmes, and study courses. In order to promote the implementation of a uniform approach to definition, detection, consideration of violations of academic integrity and application of punishment throughout the university, RSU has developed a development and implementation plan of the framework for compliance with academic integrity culture and its principles. This initiative has been included in the draft application of the Ministry of Education and Science Specific Aid Objective 8.2.3 “To ensure better management at higher education institutions”. Within the framework of the development of a support system, the main planned activities are:

- promoting prevention. Preventive promotion of compliance with principles of ethics and academic integrity is envisaged by developing online study courses in e-studies, regular studies, and discussions at the university, educational self-learning materials, self-assessment tests. Three main target groups have been specified for the activity of the action: students, academic staff, and scientific staff; in addition, promotion of competence of the administration on principles of ethics and academic integrity is envisaged;
- improvement of the internal system. It is intended to develop and improve internal regulations of RSU that will allow aligning the definition and implementation of unified principles of ethics and the management of academic integrity for students, academic staff, and scientific staff. Internal regulations shall define types of violations, develop processes and procedure for consideration of violations, as well as determine the applicable sanctions in accordance with the type of violation and the situation, thus promoting transparency and consistency in decision-making. Plans have been made to establish a new centralised committee that would participate in the alignment of the internal system by developing and approving procedures and regulatory framework so that it is adapted for consideration of violations of academic integrity by all students of the university and the unified committee is able to make a decision appropriate for each situation according to unified approach and system for students of all faculties, thus ensuring proportionality of decisions, compliance thereof with the internal regulatory framework and consistency. Involvement of a change agent has been envisaged for the implementation and application of this activity.

Involvement of a competent and experienced external expert for the implementation of a high-quality system of ethics and academic integrity has been planned in order to consult regarding defining of unified principles and alignment of regulatory framework, as well as the implementation of prevention mechanisms.

In order to promote alignment of basic principles of ethics and academic integrity and compliance

with these principles in Latvia, cooperation with several Latvian HEIs has been intended within the framework of this direction, providing for intellectual cooperation in the establishment of principles and development of materials, sharing of the developed resources with other HEIs (e-study courses, training materials), as well as further cooperation to promote ethics and academic integrity and to solve problematic issues at the state level in the project. So far, RSU has signed a declaration of strategic partnership with Red Cross Medical College of Rīga Stradiņš University, University of Latvia, and Riga Technical University, and other higher education institutions have agreed to cooperate to harmonise ethical and academic integrity principles; to develop teaching materials on the sharing of the academic integrity module; to exchange experience to introduce best practices in ensuring academic integrity; and raise the issue of academic integrity at national level.

**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.**

RSU employs a wide range of modern marketing communication tools that provide information about the higher education institution, which is a modern, open university and offers high-quality education. RSU ensures presence of the university and high-quality content in traditional and digital media, such as a website that was reconstructed in 2017, strategic work is carried out with the audience on social media, and innovative solutions for communication with young people in social media are implemented. The study programme brochure is complemented by the augmented reality application Overly. Advertising campaigns are dominated by digital media and the effectiveness of the selected advertising channels is monitored. Advertising materials and channels are tailored to the respective audience.

In the long term, relations are established with secondary schools all over Latvia, as well as secondary school students are offered direct contact with RSU, developing the RSU messenger programme, possibility to attend programme lectures they are interested in, organising open days, tours etc.

During the promotional activities organised by RSU Faculty of Law, students are introduced to the role of forensic science in resolving crime, educational films are shown on the identification and collection of various types of traces at the crime scene, on the materials and technical tools used, students demonstrate how to behave at a crime scene, how to find, visualise, collect and pack different types of traces and objects.

RSU Faculty of Law actively participates in the activities of the Researchers' Night. For example, on 27 September 2019, the RSU hosted the European Researchers' Night, the topic of which was Science for the Future. The Faculty of Law participated in this event with the activity "Crime and Science", during which a research workshop was established and experiments were carried out. During the activity, the visitors had the opportunity to get acquainted with a simulated crime scene, to get acquainted with the process of inspecting the scene and with the technical means and materials used. Students of the Faculty of Law demonstrated to the visitors the visualisation and collection of different types of traces from the surfaces of various objects.

RSU, including the Faculty of Law, participates in industry events (exhibition "School", etc.), works with a database and e-mail marketing, develops various activities and events also for

the target groups of Master's and doctoral study programmes.

The information published on the university's [website](#) regarding the study programmes corresponding to the study direction corresponds to the information available in official registers, provides basic information to applicants and students, and is published in all languages of the study programme.

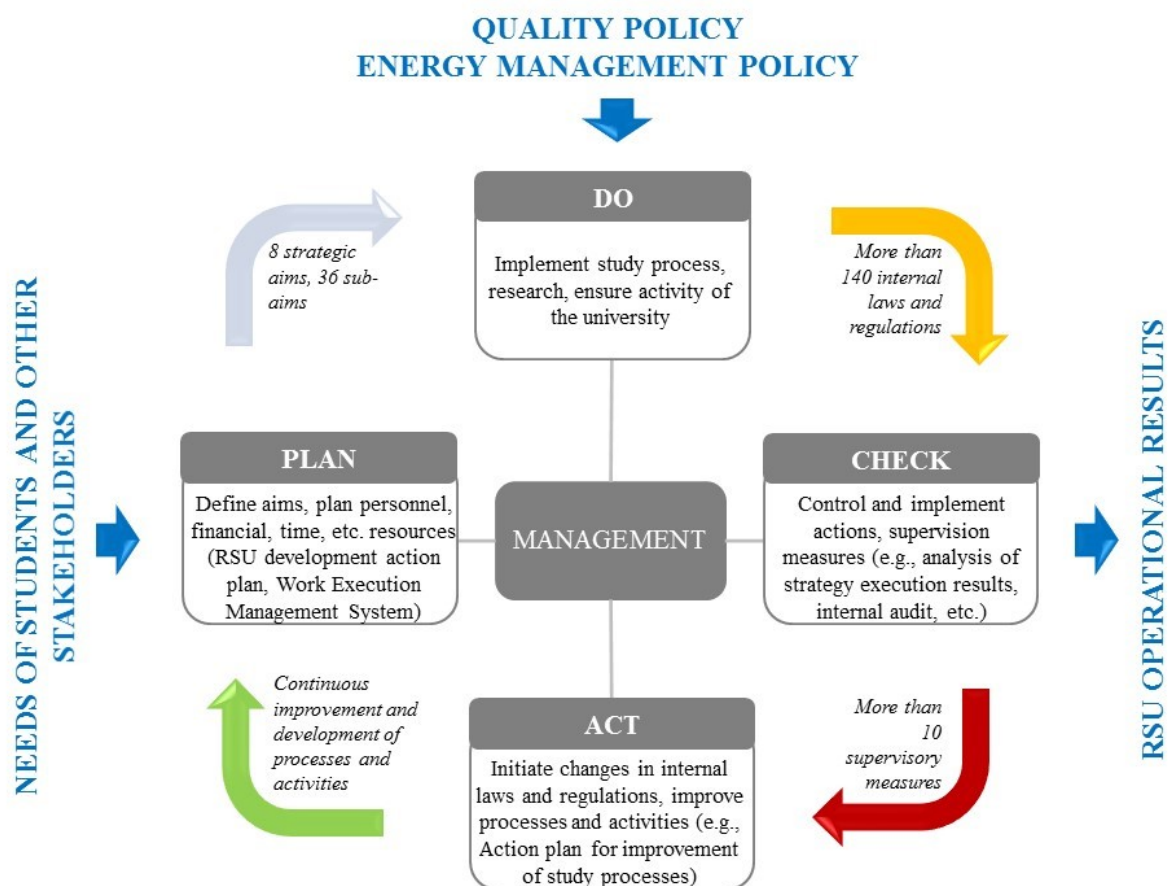
The RSU Study Department, Communication Department and Faculty of Law are responsible for the compliance of information within their competence. The Faculty of Law can also initiate the posting of relevant information that may be of interest to students or the public. The Communications Department evaluates whether the information will be published on the RSU main website or the website of RSU Faculty of Law. There is a synergistic cooperation between the faculty and departments.

## **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.**

Deming cycle is used for the implementation and application of the internal quality system: Plan – Do – Check – Act (see Figure 4).





**Figure 4. Implementation and application scheme of the internal quality system**

In general, supervision of RSU activities is ensured by many activities that are integrated in everyday activities, for example, approval, validation, evaluation of work quality, distribution of duties and responsibilities, etc. At the same time, targeted control measures have been implemented that are used in various periods throughout the year.

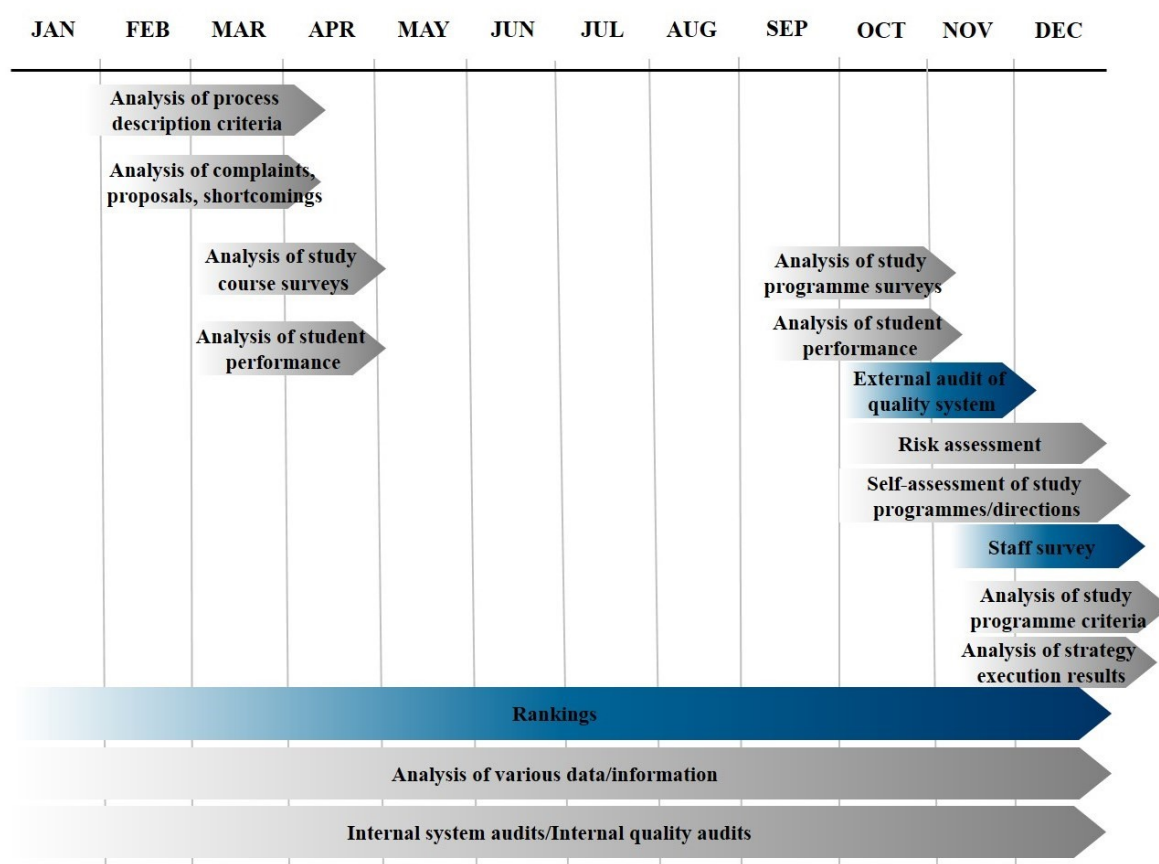
Requirements for planning, supervision, and quality control of the study process in RSU are determined by Process Description No. 35 "Study Process Organisation". Requirements for defining and evaluation of learning outcomes - knowledge, skills, competence - are included in Process Description No. 6 "Evaluation and Submission of Learning Outcomes" and "Academic Regulations I".

In order to ensure supervision of study quality, a self-assessment of study directions, including SWOT analysis, is carried out once a year. In 2016, quality indicators of study programmes were approved. Heads of the study programmes summarise and assess the quality indicators of study programmes each year in accordance with "Procedure for Assessment of Quality Indicators of Study Programmes". Results are included in the descriptions of study programmes. Data analysis related to studies, including performance analysis, analysis of the results of study course surveys, analysis of visitation results, and other measures are also performed.

In order to ensure supervision of processes taking place at the university, analysis of quality criteria performance of processes is performed once a year. For example, one of the criteria in Process Description No. 6 "Evaluation and Submission of Learning Outcomes" is: "Number of complaints by the students regarding the entry of assessments is decreased by 5 % compared to the previous academic year". Results are reported at the management meeting - Rectorate, where decisions are

made regarding future activities.

The existing system ensures comprehensive supervision of study quality with control measures throughout the year.



**Figure 5. Measures of internal quality control.**

In accordance with the results of the quality control measures performed, quality of studies is reviewed, and measures are performed to improve the quality.

**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.**

### **Development and revision of study programmes at RSU**

RSU has a set procedure for development, internal approval of study programmes, supervision, and

periodic inspection of the operation thereof. These requirements are determined in the Regulations for Development and Approval of New Study Programmes at Rīga Stradiņš University and in detail - in Process Description No. 34 "Updating and Development of Study Courses, Study Programmes, Study Directions" (see Annex 1.3) in accordance with the requirements of external laws and regulations. Necessity, usefulness, and compliance of a new study programme to the set aims is evaluated by several RSU structural units and collegial institutions, including the Study Quality Council, Faculty Council, Dean's Council, Rectorate, and Senate. Supervision over the implementation of a study programme and its quality is ensured by the head of the study programme by evaluating the study process, learning outcomes, analysing the results of student surveys, changes to the trends in the labour market, and current events in the sector and world. The qualification to be obtained has been defined in the documents of licensing and accreditation of study programmes of study directions, descriptions of study programmes and directions, admission regulations and diplomas.

The StP development, approval and implementation process includes certain successive activities:

- detailed development of the StP concept, learning outcomes and description of the topicality of the StP based on latest scientific knowledge and the knowledge, skills and competences necessary in the future, and labour market demand, international development prospects of the study programme.
- development and expert examination of StP planning, study courses, their descriptions;
- development and expert examination of licensing documentation, licensing at the Academic Information Centre - expert visit and provision of an opinion, receiving of a licence;
- communication about the study programme;
- development of study materials and placement thereof in e-studies;
- recruitment and student admission;
- StP approbation;
- accreditation of the StP - preparation of accreditation documentation and accreditation in an agency included in the European Quality Assurance Register for Higher Education according to national regulations.

The annual revision process of study programmes and study directions is regulated by an annual order of the Rector, and the goal is to prepare a summary of the annual study process quality monitoring. Report of academic year 2018/2019 shall include the following points:

1) Study quality monitoring assessment in 2018/2019 ac. year.

- Quality Indicators - primary, update of the test content, employer survey and implementation of recommendations, integration of simulation resources into learning outcomes (where applicable);
- Admission results, drop-out of the graduates and reasons for drop-outs.
- Questionnaire results (study programme assessment questionnaire results 2018/2019; How the completion of the graduate's questionnaires is promoted? How the questionnaire results are being analyzed? What changes have been made based on the results obtained? How are students being given feedback on the questionnaire, implemented and planned improvements?).
- Analysis of the academic performance.

2) SWOT analysis;

3) Current and improvement events of the study programme 2018/2019 and 2019/2020 ac. year.

- Implementation of expert recommendations, etc., changes in the study programme, planning, content and organization. Involvement of new lecturers, qualification improvement of the lecturers, attraction of guest lecturers. Achievements since the completion of the mapping, clarification of study course results, actualization of study courses, promotion of academic integrity.
- Promotion of research, integration of research and practice in the study process, publications, conferences, projects.
- Modernization, digitization, innovation, simulation-based learning, interdisciplinarity, etc.
- International cooperation, resources sharing, expanding research and innovation potential, promotion of mobility.
- Cooperation with employers and professional organizations, including involvement in the update of the profession standard.

Preparation of a study programme report is usually performed by the head of the StP, about a StD – head of the StD. Reports are validated and approved by RSU administrative structural units and collegial institutions:

- Study Quality Council and Faculty Council,
- Dean's Council,
- Senate (approval).

The development and revision of study programmes is carried out in a qualitative and thought-out manner. The annual report is published on the RSU Lecturer Portal under the StP information, the Documents section.

### **Mechanism of obtaining and providing feedback in work with students and graduates**

Student survey of the course conclusion is organised in accordance with the procedure defined by RSU - Process Description No. 22 "Surveys" (see Annex 1.11):

- for each study course in e-studies (for more information on e-studies, see Section 3.3), students complete the course evaluation questionnaire, where they can express their opinion and proposals both regarding the content of the study course and its implementation methods, competences and work style of lecturers;
- upon completion of studies, they evaluate the study programme in general by completing the survey regarding the study programme;
- views of RSU alumni are identified and implemented primarily by the heads of StPs. In 2017, in order to improve the obtaining of graduate feedback, RSU Alumni Association in cooperation with RSU Department of Studies and RSU Centre for Educational Growth developed a unified questionnaire for graduates that was published on rsu.lv in autumn 2019.

Once a year, the results of the study course survey and study programme survey are analysed. Results are reviewed at the meeting of departments, faculty councils, Study Quality Councils and Dean's Council, and as an aggregate are reflected in the mentioned annual report. Therefore, study courses are updated each year in accordance with the evaluation given by the students. Student representatives are also involved in faculty councils ensuring representation of their opinion in decision-making processes. Generally, RSU practices student-centred education, which is described

in more detail in Section I Paragraph 1.3.

**Feedback** to the students is ensured on the RSU Academic Staff portal since January 2018. Twice a year (within two weeks after closing the survey), academic staff and heads of academic structural units can publish the feedback to the students regarding survey results and decisions made for the improvement of study courses. Feedback can be published as soon as the survey has been closed. Survey section has restricted access, by default the rights are granted to the academic staff, heads of departments and those who have been granted the right to the course. It is possible to publish feedback in Latvian and English, depending on the language of the study course. Possible statuses of the feedback – “Not Submitted”, “Being Prepared”, “Published”. Head of the academic structural unit has been provided a function to publish the feedback prepared by the academic staff. Academic staff and heads of academic structural units have access to a preview (assessment of questionnaires of the study course evaluation) of how the students will see the published feedback. In the published feedback, students will see the survey statistics and feedback published by the academic staff or head of the academic structural unit.

As of April 2018 feedback for survey results of study courses held in autumn 2017 had been provided about 34% of study courses.

All academic year, at the end of each study course, student surveys are conducted on how they evaluate the process of learning the study course (see Annex 21.1). These surveys evaluate the content of the study course, the quality of teaching and competence of the university lecturer, as well as the technical provision of study course materials. Each filled questionnaire is a valuable source of information that helps to improve the quality of study courses. In addition, feedback from students is obtained in meetings between the head of the study programme and the group leader, during regular visits before and after lectures, and during meetings with students and by informing them of the latest news and intended changes.

Having evaluated the results of the evaluation of year of studies 2017/2018 in Bachelor's programmes, the following may be stated:

- 1) all surveyed graduates are fully satisfied with the choice of RSU and the study programme, its implementation, the content and the process of classes, studies. Respondents have indicated that they are satisfied with assessment during studies, which is generally fair and objective;
- 2) respondents point out to the partially insufficient supply of library resources. This is due to the fact that the field of law is constantly changing and improving, because regulatory enactments change. The Faculty of Law, through annual surveys of lecturers of study courses, draws up an up-to-date list of readings about the respective field and supplements the range of legal literature;
- 3) respondents evaluate positively the proposed visiting lectures, the availability of materials in the e-environment, appreciate the possibility of using scientific databases.

Having evaluated the results of the evaluation of academic year 2017/2018 in Master's study programmes, the following may be stated:

- 1) graduates were satisfied with the choice of the study programme, its content and would recommend this programme to their acquaintances, mentioning directly the fact relating to successful, forthcoming, personal and direct communication with students on behalf of the administration of the study programme/direction;
- 2) graduates are generally more satisfied than dissatisfied with their learning outcomes, planning of lectures, which allows concluding that the organisation of the study programme has been at a good level, selecting the most appropriate university lecturers for study courses;

3) graduates point out to the partially insufficient supply of e-studies resources. This is due to the fact that the field of law is one of those rare fields, which are constantly changing and improving, because regulatory enactments change, and therefore the information included in e-studies should be constantly improved;

4) graduates were satisfied with the quality of lectures, seminars and consultations, and graduates also had an understanding of the need for essays, reports and other practical works, as well as their use in the field of law that could be helpful in the professional career;

5) as recommendations, graduates mention supplementing of lectures and seminars with more practical examples and a new approach to lecturing.

In the light of the foregoing, the information has been analysed and talks with university lecturers on the implementation of study courses have been conducted accordingly. Digital materials must be improved before the beginning of each study course and also supplemented during the course as needed.

Doctoral students are invited to complete standardised questionnaires after the end of the study course. When evaluating the questionnaires, it can be concluded that:

1) respondents are satisfied with their selection of the higher education institutions and the study programme;

2) respondents are satisfied or more satisfied than dissatisfied with their learning outcomes;

3) respondents are satisfied or more satisfied than dissatisfied with the planning of lectures, availability of information on classes and rooms;

4) respondents are satisfied or more satisfied than dissatisfied with the provision of rooms and auditoriums and room equipment;

5) the assessment of the work performed by doctoral students has been objective and fair.

However, the total number of respondents is still low.

Feedback function gives an opportunity for the academic staff to respond to student questionnaires for the evaluation of the study courses, and the students can find out about the further use of their feedback. The students can familiarise themselves with the feedback on Student Portal where they can see the feedback for the previous semester. Staff of Study Programme Administration Unit of the Study Department (SD SPAU) is involved in ensuring feedback by activating the surveys regarding StP, electronically informing the students and the head of StP on active StP surveys (take place before final surveys). Whereas, the head of the study programme and Student Union motivate the students to complete the survey questionnaires. After the closure of survey the head of the study programme analyses the results of surveys and reports the results of surveys to SQC/FC, submits a summary to the Dean and head of the study direction; during the process, SQC/FC familiarise themselves with the results of surveys and take a decision on necessary changes to implementation of StP. Afterwards, once a year the Dean reports to the DC on survey results and decisions made by the SQC / FC, as well as the necessary changes in the StP implementation.

### **Mechanism of obtaining and providing feedback from/to employers**

Employers participate in SQC meetings. Employers are provided with the possibility to participate in examination boards, involving industry specialists. Bachelor's and Master's theses are defended in front of a board composed of academic staff, and employers' representatives and practitioners (for example, chairman of the board Prof. Aivars Endziņš, assistant sworn notary doc. Inga Kudeikina,

legal advisor to the Supreme Court of the Republic of Latvia, *Dr. iur.* Jānis Baumans, sworn lawyer Kristaps Ābelis, *Dr. iur.* Aldona Kipāne (Ministry of Defence), Deputy Chief of the State Police of the Republic of Latvia *Dr. iur.* Renāte Fila-Rože, lecturer at State Police College *Dr. iur.* Ēriks Treļš. Such composition of the board ensures a comprehensive assessment of papers of students. During the defence, students have seven minutes to make a presentation on the topicality, purpose, tasks, the object and the subject of the research, conclusions and proposals. The board evaluates the rationale of the topic, the student's reasoning regarding the topicality, assesses the compliance of the paper with the name, object and subject of the topic. It is essential that the research be neither broad nor narrow according to the topic, they assess the appropriateness of the tasks set for the research, the depth of fulfilment of the tasks, novelty of the conclusions is assessed, whether the conclusions are based on research, how the proposals will help to address the problems identified in the legal regulation and/or practice, how adequate and enforceable the proposals are. When defending papers students must demonstrate both knowledge in the sector concerned according to the research (e.g. criminal law, civil law, administrative law, civil proceedings, criminal proceedings, administrative proceedings, medical law, protection of the rights of the child) and general disciplines (theory of law, legal methods, professional ethics, logic), as well as competences – the ability to present, to defend and convince about their opinion, to find one's way in the latest legal regulations and practice, to answer questions and to provide arguments in answers.

**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.**

Procedure for submission, review of student complaints and proposals has been defined in Process Description No. 31 "Management of Complaints, Appeals, Non-Conformities and Proposals", requirements for submission and consideration of appeals have additionally been defined in "Academic Regulations I". In accordance with the internal procedure, students may submit complaints to the Student Services, Student Union and Quality Assurance and Internal Audit Department. The aforementioned structural units ensure registration of complaints and proposals and transfer them for review to the responsible structural unit. After evaluation of the complaint/ proposal and performance of corrective actions, the submitter of the complaint is informed in writing regarding the results of the review and actions performed. Once a year, the information on all received complaints/proposals is summarised, and results are included in the Report on the Quality Management System, and information is taken into account when performing RSU risk assessment. Information on possibilities to submit complaints or proposals is available to the students on the RSU website in Latvian and English and on the Student portal.

Students can submit complaints, non-conformities, proposals, as well as appeals to the Student Services. All these applications can be submitted by a student in person, electronically by sending from their RSU student email to the following email: [atsauksmes@rsu.lv](mailto:atsauksmes@rsu.lv) or [complaints@rsu.lv](mailto:complaints@rsu.lv). Applications can also be submitted by mail. The student may submit the application of complaints, non-conformities or proposals anonymously. The student has to identify themselves in appeals, otherwise it cannot be determined, whose and which examination has to be re-evaluated.

All complaints, proposals, non-conformities, appeals should be addressed to the head of the particular structural unit. In case of any uncertainties, students may address the Student Services that will provide answers to unclear issues and, if necessary, will consult on how to complete the forms of complaints, proposals, non-conformities, appeals. The staff of Student Services consults without interfering in the content of the document to be submitted, without affecting the student's opinion. For example, in case of appeal, the staff of Student Services clarifies, which examination is the subject of the appeal; how many times has the student taken the examination, because this will affect who is the recipient of the appeal; in which study subject the examination was taken; and who was the supervisor of the examination. Upon receipt of the application, staff of Student Services verifies whether it includes all necessary details, asking to add them to the application, if necessary. Such consultations are provided to students also in case of submitting applications with complaints, proposals, and non-conformities.

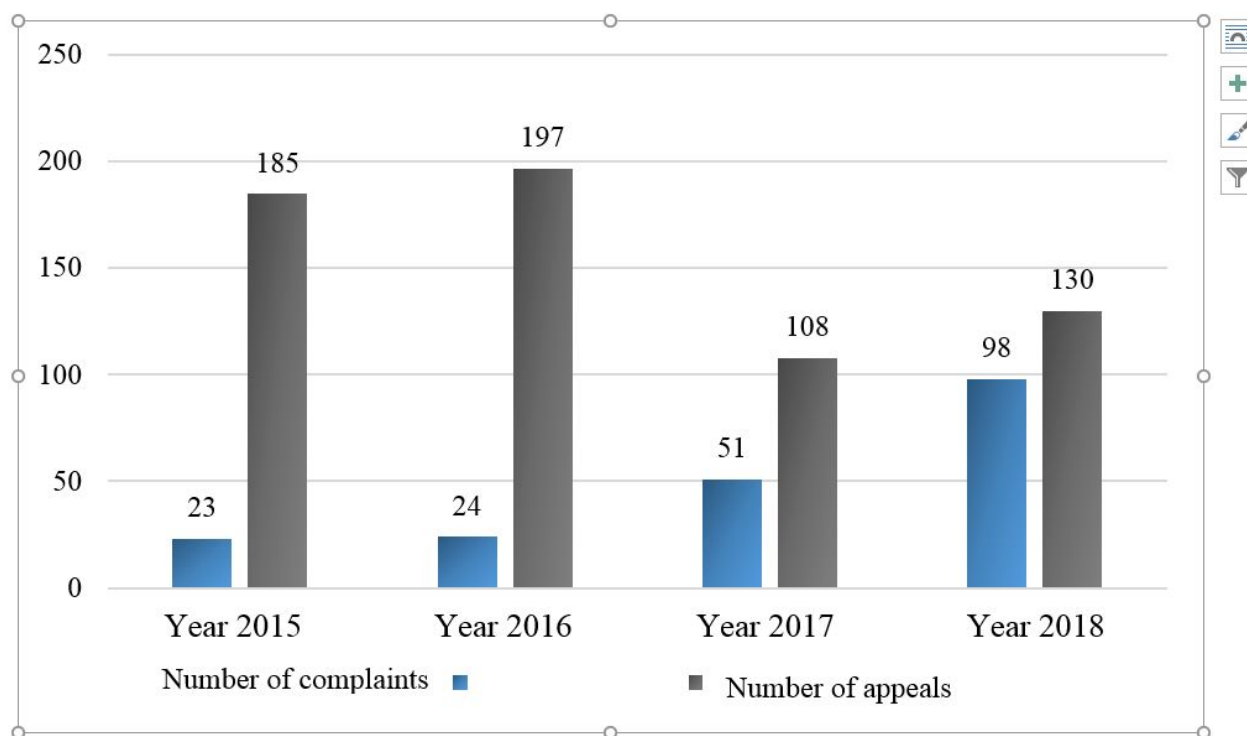
After receipt of applications, the staff of Student Services ensures whether the application specifies the correct recipient, then registers the application in the Document Management System, transferring it for further consideration by the competent structural unit. When considering appeals, the student is invited to provide their opinion regarding the content of the appeal. The student is notified about the result after considering the appeal. If the student is not satisfied with the decision, the student can appeal the decision to a higher institution.

In 2018, several anonymous complaints were received without indicating information that could identify the person. In order for the student to remain anonymous, yet to be able to receive the decision of the commission that has considered the complaint, the student may receive the decision electronically by specifying their private email address.

Even though the consideration of complaints works successfully at RSU with maximum respect for student rights, interests, and responsibilities, there are some things that should be improved. For example, when a student submits an anonymous complaint, and the information on consideration of the case is sent to the anonymous email of the student by the competent structural unit, the person is invited to arrive and participate in the meeting where the case is considered. In such messages, the sender of the email should specify that the student has the right to attend the meeting where the case is considered, yet it is not an obligation because the student will be identified in case of attendance.

The current procedure of submission, registration, and consideration of complaints, appeals, non-conformities, and proposals is in effect since 4 April 2018. Previous procedure was revised, and improvements were made. The new procedure can be assessed as effective because the number of registered complaints increased in the first months already, showing that the new system is convenient and understandable to everyone.





**Figure 6. Total number of complaints and appeals registered by RSU in 2015, 2016, 2017, and 2018**

In 2018, the structural units registered 98 complaints and 130 appeals. The total number of registered complaints has increased by 47. When assessing the content of complaints, it was found that most complaints were related to infrastructure improvement issues (19 complaints), lecturers' attitude (9 complaints), and study process implementation (8 complaints).

In 2018, the number of appeals has increased by 22 compared to 2017. In the reporting year, there were changing trends compared to 2017 in the structural units where appeals were registered, for example, the number of complaints in the Department of Human Physiology and Biochemistry decreased (41 complaints), whereas in the International Student Department the number of complaints has increased (12 appeals). There are several structural units, where no appeals were submitted in 2018.

Student representatives are active in the Council of the Faculty of Law, where proposals of student are always examined. Students contact heads of StP, so it is possible to eliminate problems before the formal complaint is lodged.

For example, in the academic year 2016/2017 at the request of students, the working time of the library on Saturdays was extended until 17.00 for convenience of part-time regular students. And from the ac.y. 2018/2019, an open-access loan of the library is available to RSU students and employees 24/7, for other users working hours are: Monday-Friday 8.30-19.00, Saturday 10.00-17.00.

**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.**

RSU has developed a system for centralised collection and analysis of key data related to the study process. The system has a clear division of responsibilities for data analysis at various levels (RSU institutional level, study direction and programme levels, faculty and academic structural unit levels and study course level), drawing conclusions and providing feedback on the changes planned and implemented in the study process as a result of the analysis. RSU collects data on general statistical indicators characterising the higher education institution, such as the number of students, student success rate, drop-out rates and its causes, as well as admission results. There is also an in-depth analysis of key indicators.

Every month, RSU collects the most up-to-date data on the number of students, including student status (active, inactive), type of tuition financing (state budget funds, paid studies). Information about the reasons for student drop-out is collected, compiled, and analysed, which is used to identify necessary improvements in the study programme.

Data on admission results - the number of individuals enrolled in a particular study programme - and the total number of applications is collected, keeping track of the demand for the study programme. The number of students admitted to the study programme is also summarised.

### **Analysis of study programme quality criteria**

For more in-depth data analysis, quality indicators of study programmes at Rīga Stradiņš University (see Annex 1.4) were developed in 2016 that are collected over the academic year. Quality indicators are divided into three levels - institutional level, content level, and individual level. Based on the above levels, 14 quality criteria with 29 quality indicators have been developed. Data on the performance of the indicators is collected once a year by the Department of Study Process Quality Analysis of the RSU Centre for Pedagogical Growth in cooperation with other RSU structural units and heads of study programmes. For the purpose of summarising quality indicators, information is obtained and linked from various information systems managed by RSU. Some examples of quality indicators include the quality criterion “Provision of e-Environment”, which analyses quality indicators such as timely availability of lecture and class calendar and study course descriptions, as well as timely availability of final exams on the Student Portal. Within the framework of the quality criterion “Academic Achievements”, indicators such as the proportion of graduates who have completed the study programme within the planned term and the ratio of the number of lecturers to the number of students are analysed. Within the framework of the quality criterion “Professional Competence and Improvement of Participation”, data on the proportion of lecturers with a doctoral degree elected in academic positions and the number of lecturer visits are analysed. Research activity indicators of lecturers and students are also analysed.

Information on the fulfilment of the Quality Indicators is provided to the RSU management, Student Union, Dean’s Council, and heads of study programmes.

Collecting and analysing quality indicators allows understanding if and what improvements are required at RSU institutionally, in the study directions, and in individual study programmes. In academic year 2019/2020, a review of the study quality indicators is planned to improve the indicators in line with RSU development.

### **Analysis of Academic Performance of Students**

Student performance is analysed twice per academic year after the end of the autumn and spring

semesters. Data on final student assessments are collected and analysed by the Study Quality Analysis Division of the RSU Centre for Educational Growth by faculty and study direction, providing information to the RSU management and data collections to the deans of the faculties.

Data by study programmes is analysed by the heads of the study programmes, and the results of the analysis are reviewed by the study quality council and the faculty council. The conclusions are summarised and included in the annual report on the actions taken to improve the study programme.

In terms of academic structural units, the data is analysed by the heads of the academic structural units, and the results of the analysis are discussed at the structural unit meetings.

The deans of faculties report annually to the Dean's Council on the findings of the performance analysis, sharing their experiences and good practices.

### **Student feedback analysis**

Twice a year, information on students' feedback from study course and study programme assessment questionnaires is collected. Data on questionnaire completion and key indicators is collected and analysed by the Department of Study Process Quality Analysis of the RSU Centre for Pedagogical Growth, reporting results to the RSU management, Student Union, Dean's Council, and heads of study programmes.

Data on the questionnaire results, including student comments given in the questionnaires, are available to heads of academic structural departments, heads of study directions and programmes, as well as lecturers on the RSU Academic Staff portal. Data is analysed at the structural unit meetings and study quality councils. The students are informed about the decisions made both in person and online, using the possibility of electronic feedback on the RSU Academic Staff portal (see 2.2).

Questionnaire results, as well as student performance data, are analysed at structural unit meetings, study programme quality councils, and faculty councils. The heads of study directions report annually on the findings of the questionnaire result analysis to the Deans' Council once a year, in the autumn semester.

Statistical data are reviewed at the Council of the Faculty of Law, at the Dean's Council and in other administrative bodies. Both the dynamics of the number of students in study programmes, the dynamics of graduates and the dynamics of student drop-outs are analysed. The head of the StD submits a report on statistics to the Dean's Council for each previous semester. This makes it possible to make reasoned decisions on the changes to the content of the StP, setting of tuition fees and other similar matters. For example, the dynamics of drop-outs still shows that there are quite many students who cannot pay the tuition fee. Therefore, the tuition fee does not increase much adapting to student solvency and at the same time ensuring the development of the Faculty of Law.

## **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.**

Compliance of the study programme with Part I of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) in Annex 23 “Description and Assessment of the Integration of Standards Included in ESG Part 1”.

Study programmes comply with Part I of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) in Annex 23 “Description and Assessment of the Integration of Standards Included in ESG Part 1”. In the study direction, the said standards are considered as challenges that need to be continuously worked on. The following should be highlighted as specific standards:

1. Student-centred learning, teaching and evaluation: respecting the student contingent and the diversity of their needs by developing appropriate learning pathways; various pedagogical methods are used according to the circumstances; the learner’s inclination to independence is promoted while providing guidance and support by the lecturers; mutual respect between student and teaching staff is promoted; appropriate procedures are in place to resolve student complaints.
2. Ensuring the competence of the teaching staff. Staff recruitment and staff development procedures must be fair and transparent. The Human Resources Department establishes and maintains clear, open and fair procedures for staff recruitment. This includes providing opportunities for teaching staff to improve their professionalism, promote scientific activity, thus strengthening the link between education and science, and the use of innovative methods and technologies in the studies.
3. Ensuring study resources and support to students. A wide range of resources is provided in the study direction “Law” to ensure student learning: both physical resources such as libraries, study equipment and IT infrastructure, and human resources such as teaching staff, methodologists and others.

## **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.**

It is planned to finance the study programmes from the funds of the private and legal entities. The amount of financial resources required for RSU study programmes is determined by the study programme planning, which indicates the amount of credit points and the planning of contact hours, the lecturers involved in the implementation. The revenue is forecasted following student admission trends from previous years. Accordingly, programme planning and student numbers are used to forecast revenue, calculate lecturer and administrative staff remuneration, fixed costs and overheads. The amount of finances is calculated for each year of studies, so it is possible to evaluate the financial resources of each year of studies.

It is planned to implement the full-time (3 years, planned total number of graduates in three years is 142 graduates, tuition fee per year 1800 EUR) and part-time (3.5 years, planned total number of graduates in 3.5 years is 250 graduates, tuition fee per year 1500 EUR) academic Bachelor's study programme (ABSP) "Law".

It is planned to implement the 2 year full-time academic Master's study programme "Law" with the total planned number of graduates 20, the tuition fee is 1950 EUR per year.

It is planned to implement the 1.5-2 years full-time professional Master's study programme "Law", the tuition fee is 1950 EUR per year, the total planned number of graduates is 113.

It is planned to implement the Doctoral study programme (DSP) "Law" within 3 years, where the tuition fee is 2000 EUR per year, the planned number of graduates for the whole study period is 10.

**Table 2. Data on alumni costs**

<b>Name</b>	<b>ABSP "Law"</b>	<b>AMSP "Law"</b>	<b>PMSP "Law"</b>	<b>DSP "Law"</b>
Average cost per student, EUR	<b>1183</b>	<b>1145</b>	<b>1263</b>	<b>1882</b>
Academic staff, %	32	31	48	24
Department Resources, %	1	1	1	7
Other direct costs, %	14	10	9	32
Fixed costs, %	14	15	5	9
Overheads, %	39	43	37	28

The funding has been used for remuneration of the staff, taxes, maintenance of the IT infrastructure, purchase of accessories and equipment, as well as placement expenses. In addition to direct costs, to ensure the implementation of lectures and classes, the study programme has to cover infrastructure maintenance costs (premises, IT solutions) and other RSU's joint resources used for the implementation of the study programme (Student Service, Library, organisation of the study process, subsidy to the Student Union and other supporting and administrative functions).

Study programmes have been implemented by the Faculty of Law, Language Centre, Division of Doctoral Studies, Department of Humanities, Unit for Continuing Education of Academic Staff, Department of Welfare and Social Work, Department of Clinical Skills and Medical Technologies. The total budget of the aforementioned departments for higher education constitutes 2.4 million EUR.

A wide range of RSU material and technical base is available for the implementation of the study courses, which allows to book study rooms and computer classes in the common system.

RSU has three science platforms, one of which is the Social Science Platform (SZP). It aims to intentionally use the resources of RSU to ensure research excellence, to provide internationally recognized expertise and scientific recommendations to stakeholders at national and international level.

SSP's research activities are organized in four directions:

- International relations and comparative politics;
- International business and economic development;
- International and national legal systems and law;
- Strategic communication and social anthropology.

Sources of RSU research funding include base funding, research projects (state budget funding, EU Structural Fund funding, EU Framework Program funding, etc.), infrastructure and institution development projects, and private funding.

RSU has developed motivational schemes and practices to promote research and help early-stage researchers in their careers:

- RSU internal grant system (approximately EUR 1.15 million);
- joint RSU and Riga Technical University (RTU) multidisciplinary research grant programme;
- Grants for post-doctoral students and early stage researchers (European Social Fund);
- grants for doctoral students;
- co-financing of the development and mobility of international cooperation network (*Erasmus+*).

**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).**

Currently, RSU Faculty of Law uses the RSU infrastructure at Dzirciema Street 16, Anniņmuižas Street 26a in Riga for administrative and academic purposes and other RSU premises as needed. The facilities for both administrative needs and academic activities are well-equipped technically for both day-to-day administrative work and academic activities. The corridor has a large number of workplaces where students can prepare for classes, do independent work, etc. Work has started on the reconstruction of the building in Riga, Kuldīgas Street 9a, where the entire RSU Faculty of Law will be completely relocated in the future. The premises will be fully adapted to the needs of the students and academic staff of the study direction. Premises will be provided for administration, academic staff, Student Union, archive, and other facilities. Very specific premises are also planned, such as offices for police work, forensic science, information technology and special technology; special library and reading room, room for mock trials; seminar, meeting room, etc. There will be tables, seats with WiFi connection in the corridors; stands (also closed) with informative materials. The reconstruction work is planned to be completed in 2021.

The study direction "Law" and study programmes thereof take full advantage of RSU's well-developed IT infrastructure. Access to a safe wireless network *Eduroam WiFi* is provided in all buildings of RSU. Access to a safe wireless network *Eduroam WiFi* is provided in all buildings of RSU. Students may connect to the *Eduroam* wireless network using their username and password. *Eduroam* is available in 36 European countries, as well as in Australia, the United States, and Canada. RSU students may also use open-access computers with provided access to the student systems and internet resources. Multimedia projectors are available in 140 training rooms for use of

audiovisual materials for studies; most of these are high-resolution interactive projectors that are connected to a sound system. *Panopto* video recording system is used for the preparation of audiovisual training materials, whereas video conferencing system is used to provide online lectures. *Panopto* video recording system is used to record video lectures. A centralised management system of the multimedia equipment of lecture rooms has also been established. Also, 10 computer rooms with more than 200 work stations that are used both for the implementation of certain study courses, as well as for the provision of electronic examinations and other types of knowledge testing are available for the needs of the study process.

RSU offers the students an opportunity to use *Office365*, providing an option to use a full *Microsoft Office*, *OneDrive* file storage without an additional fee. While the student studies at RSU, they have access to all software necessary for successful study process. The student can install *Microsoft Office* software – *Word*, *Excel*, *PowerPoint*, *OneNote*, on five computers (*PC* or *Mac*) and five mobile devices (for example, a smartphone, laptop, and tablet computer). The student may use *OneDrive* of 1 TB for automatic synchronisation of devices.

RSU students and academic staff are already provided with a well-developed IT infrastructure and virtual study environment. RSU students and academic staff have access to e-studies environment with study materials and student assessments, Student portal containing the necessary study information and e-services, Academic Staff portal containing information on academic staff, academic structural units, register of study courses and study programmes, survey system, and feedback.

RSU IT Department is a structural unit of RSU, one of the aims of which is the implementation of an advanced strategy for the information technology infrastructure. IT Department develops RSU e-services and ensures running thereof.

The physical IT infrastructure of RSU consists of the following:

- 1) RSU computer network located in 10 buildings, connections thereof, with a total of 3,142 network connection ports, 176 wireless network access points, including the provision of a wireless network at the student hostels;
- 2) RSU data centre infrastructure located at Dzirciema iela 16 and Anniņmuižas bulvāris 26a, 43 physical servers, three reserved disk arrays, *VMware* virtual server infrastructure with more than 100 virtual servers, backup power supply system, cooling, data backup infrastructure;
- 3) IT equipment and systems monitoring system *Nagios*, *HP IMC*, *MS SCCM* with more than 800 monitored devices and services;
- 4) *Lync* telephone infrastructure maintenance and support – 300 connections;
- 5) *Panopto* video lecture recording system, where about 100 records of lectures are made per month;
- 6) video conferencing system for ensuring online lectures, with an average of 120 remote lectures ensured per study year;
- 7) e-mail system maintenance – *Exchange* for the staff, ensuring management of calendar and contacts; cloud service *Office 365* is provided for students;
- 8) *MS Active directory* based maintenance of electronic identity management infrastructure (one username and password for all IT systems maintained in a centralised way);
- 9) maintenance of the file server;
- 10) servicing of computerised workstations and computer classrooms (1,444 computers, 526 printing equipment units, scanners, and other equipment);
- 11) maintenance of training room equipment – 133 stationary equipped rooms, 179 projectors, including the performance of scheduled maintenance of equipment;

- 12) training rooms are provided with the necessary on-site support for recording of video lectures, online lectures and lectures held in rooms with complicated multimedia equipment; a specialist of the IT service centre ensures on-site technical support;
- 13) administration of self-service photocopying/printing/scanning system.

In order to ensure continuous availability of IT resources in the study process, IT Service Centre has been established with open hours on working days from 7:30 to 20:00 and on Saturdays from 8:00 to 14:00.

In order to ensure the infrastructures necessary for the implementation of the study programmes, improvement of the informative and technical provision in accordance with the development needs of the study programmes, an IT development working group has been established consisting of academic and administrative staff. The IT development working group reviews suggestions on the development of new IT systems and improvement of the existing ones. At the same time, physical IT infrastructure is planned in accordance with the requests of structural units, evaluating the load of the current infrastructure during the development of RSU budget.

In order to achieve the above-mentioned aims, IT Department is granted a budget each year in accordance with the long-term IT development plan. A large part of the funding is directed towards long-term investments in fixed assets, including system software. More than 30% of the annual IT budget is directed towards development, which includes long-term investments in network and server infrastructure, equipment, and software.

IT services, hardware, network and peripheral equipment are evaluated as excellent; yet it should be taken into account that upgrades are necessary in order to ensure the efficiency of study processes. For example, for the students from various study programmes to be able to use knowledge, skills, and competences obtained during the study process to solve cases, it is necessary to develop RSU library of audiovisual study materials (repository of training objects) that would support approach of case studies and analysis in studies and inter-disciplinary aspect. In addition, it is necessary to upgrade the student portal by implementing an internationally recognised solution that includes a mobile application providing an option to work at the student portal, improved experience of portal use, an option to integrate functions from current RSU information systems in the portal, as well as built-in integration with *Office 365*, *Primo* search tool, email, calendar, and other applications. In order to manage the study programme more efficiently, it is necessary to develop a new mapping system of study programmes.

The current list of IT services is available on the RSU [website](#).

**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.**



When commencing studies, each student is assigned a username and, using the self-service services, the student can obtain and reset the password, which can be used for RSU IT systems intended for students. Students use two main sites: the Student portal and the e-studies, together referred to as MyRSU. MyRSU contains all necessary information about studies and the process thereof, as well as different services provided by the university: electronic schedules of classes, final course assessments, application forms, information about finances, RSU student's private email inbox and access to Office 365, self-service printing management (printing, scanning, photocopying), questionnaires for assessment of the study course and programmes, study course descriptions, application for receipt of a written statement regarding the student's status, documents regulating the studies (internal and external laws and regulations), online databases, current information on student life. The e-Databases section of MyRSU portal provides students with access to electronic databases such as EBSCO, Ebook Central (ProQuest) etc. from anywhere. In the e-studies environment, students have access to e-study courses that the student is studying or has studied. A variety of study materials and video lecture recordings are published for e-study courses, tests are organised, written submissions are submitted, and student knowledge is assessed, so that all student assessments, including intermediate grades, are available in the e-study courses.

RSU converged e-environment uses open source learning management platform Moodle, on the website (hereinafter referred to as e-studies). E-studies environment or Moodle platform is used as a tool for the organisation of study process in each study course – for placement of various materials, execution of tests and homework, checking the originality (plagiarism), and publication of assessments. Additionally, e-studies environment provides both the calendar of upcoming events and latest RSU news and discussion forums, as well as study materials and all the latest information on what the lecturer of the study course wishes to deliver to the students – various assignments, test examples, useful additional materials, etc. By June 2019, MyRSU platform will be linked to the Moodle platform, so downloading the Moodle app to one's phone will allow students to access courses and course materials, as well as grades more easily from their smartphone or tablet.

Students' e-studies environment provides access not only to the courses of the current semester, but also the courses studied in previous semesters, and the content of previous courses as it is for the students of the current semester. Courses of the previous semesters are kept exactly the same as they were when the student studied this course. RSU e-studies are available 24 hours a day from any location with internet access, including from mobile phones.

In the e-studies environment, students have access to information on the study course, its topics, and the results to be achieved. Most of the e-courses contain the necessary study materials and provide links to external information resources. In some courses, interactive video lectures are created, the recordings of which can be found in the respective course in the e-studies environment. In addition, e-studies also allow hosting an online conference where the lecturer and students can meet virtually on their computers while not being located in the same place. The recordings of these online virtual audience meetings can also be watched later in the e-studies course. In some of the courses in the e-studies environment, students can also find electronic tests for successful learning of the study course, which allows the students not only to assess their knowledge quickly and in high quality, but also use the self-test method to learn the course contents. All student papers are submitted to the lecturer-created Turnitin assignment, which not only facilitates the collection of papers, but the system also automatically checks the originality of the paper, providing a full report of content plagiarism. The tool has the option of creating sections and comment templates, as well as for students to submit and rate one another (peermark assignment). Checking for plagiarism is possible when comparing a paper to the work of other students (both at RSU and other higher education institutions in Latvia and in the world that use Turnitin), the Internet resources that are freely available to everyone, and journals, other

publications, and resources included in the Turnitin database.

In each e-studies course, the lecturer can electronically record student attendance at lectures and classes, and the attendance data automatically appears in the e-grades section, providing a more convenient overview of student performance in the course. The e-studies environment is also used as a tool, with the help of which it is possible to register remotely for elective courses, apply for a placement, consultations, examination times, and other events. As of 2019, a new system of elective courses is in operation. Students will apply through the Student Portal (MyRSU) rather than through the e-studies. Lecturers and administrative staff have access to the Course Dashboard, which provides information on the e-studies courses they are responsible for, such as whether the lecturer has made editorial changes; whether materials have been imported from the previous semester course, and other useful features. For the academic staff, the e-studies environment serves not only as a location for publishing study materials and organising examinations in relation to their study courses, but also as a place where they can improve their own knowledge. The e-studies environment not only provides access to manuals on how to do various things with Moodle platform, but also makes it possible to apply for various training and career development courses organised by the RSU Centre for Educational Growth. The range of offered courses is broad, allowing to improve both the digital and communication and speaking skills. New ways to use Moodle are being introduced, for example, for the development of various projects, publishing public materials, including video and other materials of the scientific conference, scientific interest groups, MITC and RAKUS individual work sites, etc.

## **Library**

The library open access loan is available to RSU students and staff 24/7, for other users the working hours are as follows: from Monday to Friday 8:30-19:00, on Saturdays 10:00-17:00. Total area of the library premises – 2,282 m<sup>2</sup>, including service areas of readers – 1,498 m<sup>2</sup>. Library users have access to 308 reader places, 89 computer workplaces, and wireless Internet access. Well-equipped, vast premises are available on the first floor of the library in the Open Access Loan, which provide the possibility to get all loan books for home use, using self-service equipment. Open access loan also includes reading rooms for group work and individual work. In order to provide access to RSU facilities for students and other visitors with reduced mobility, a lift was opened in the central building of the university's library in December 2018, allowing the library users to move from floor to floor. The library is located in the main RSU building (Rīga, Dzirciema iela 16, building G, second floor), it has three branches:

- two in Rīga: At the RSU Red Cross Medical College, Information Centre for Latvian Healthcare Specialists (J. Asara iela 5) and Medical Education Technology Centre (Anņīņmuižas bulv. 26a);
- one in Liepāja: RSU Liepāja Branch Library (Rīņķu iela 24/26).

## **Services offered by the library**

Information on the services, resources, service points, and other questions can be found in the Library section of RSU website in [Latvian](#) and [English](#).

RSU library offers a wide range of printed and electronic information resources, consultations and training in information literacy on searching of printed works, electronic and other information, as well as searching of information according to thematic requests. Books and other information resources for work at home may be received at the library, and the newest study and scientific

literature is available in reading rooms. Students and other users of the library may use both the computers of the library and work with their own electronic devices by using Wi-Fi. Information Centre of the library offers filing and lamination services. Study books and methodological materials published by RSU Publishing House may be purchased at the library.

Every year, environment of the library is gradually improved and upgraded; new technologies and services are introduced (self-service equipment with possibilities for users to issue the books to themselves, return the books, extend the period of use, view the user account, as well as print, copy, scan by using multifunctional equipment).

### Literature available at the library

Resources of the Information Centre of the library are freely available to any RSU student and lecturer. The collection has been formed in accordance with the Universal Decimal Classification (UDC). Collection of the library consists of approximately 580,700 physical units, including approximately 265,900 books (data as at 1 January 2019). Library resources are regularly supplemented with both new procurements and donations corresponding to the profile.

Financing for the purchase of resources increases rapidly each year (see Table 3) and it was approximately EUR 31 per library user in 2019.

Table 3. Total library financing (EUR) for creation of the collection and provision of resources over the last five years, incl. databases and books.

Year	2014	2015	2016	2017	2018	2019
<b>Assigned financing</b>	276,634	305,272	344,615	350,415	442,365	475,460
<b>incl. for databases and other e-resources</b>	185,388	239,872	260,322	274,006	301,870	317,532

Approximately 70% of the budget intended for assembly of the collection are used for subscription to electronic resources. The subscribed databases provide access to approximately 403,300 subscribed electronic resource units (including about 363,770 e-books and about 39,530 e-journals).

Funding for the purchase of law books comes from both the library's total funding and from the funding of the Faculty of Law (see Table 4).

Table 4. Funding for the purchase of law books (EUR).

Year	2014	2015	2016	2017	2018	2019
<b>Funding used for the purchase of law books</b>	2,680	1,575	3,439	2,810	4,836	6,806

<b>incl. funding from the Faculty of Law for the purchase of books</b>	1,422	1,500	1,600	1,000	3,000	1,000
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### **Databases of the respective field available to the students, statistics of the use thereof**

25 online databases are available to the students: Ebook Central (ProQuest), EBSCO eBook Academic Collection, Sage Journals, Health Research Premium Collection (Proquest), MEDLINE Complete (EBSCO), Communication Source (EBSCO), Sociology Source Ultimate (EBSCO), Wiley Online Journals, PsycARTICLES, collection of Science Direct journals, SCOPUS, Web of Science, ProQuest Dissertations & Theses Global: The Sciences and Engineering Collection, Encyclopedia Britannica Academic Edition, Letonika, LETA news archive, Nozare.lv etc. (see <https://www.rsu.lv/biblioteka/resursi>). Subscribed multidisciplinary databases Ebook Central (ProQuest) and EBSCO eBook Academic Collection offer e-books in different fields and from different publishers that provide selected information results searching by various topics / keywords.

In general, the level of usage of these databases is high. It is evaluated once a semester. Statistics indicators of usage tend to increase. For example, the use of Ebook Central (ProQuest) database increased 1.4 times in 2018 compared to 2017, while the use of Sage Journals database increased 1.2 times.

### **Procedure for supplementation of the library collection and procedure for database subscriptions**

RSU has introduced and library implements the support process determining how to provide RSU StP and scientific research activity with the necessary sources of information and services at the library. Process description defines the following: 1) planning of the purchase of information sources, evaluation and supplementation of provisions, and 2) identification of the user satisfaction level (identification of user satisfaction level and improvement activities; organisation of surveys, and analysis of results).

Subscription of databases takes place after trial periods, statistics of usage, and analysis of user feedback. In case of a positive decision by the library council, the database is advanced for the budget plan.

In order to improve correspondence of the library collection to the needs of students, work is carried out with the course bibliography, information system data analysis on the issued items, as well as cooperation with the academic staff in order to inform them on the situation with the provision of course literature and to promote e-resources, while the users can electronically complete a questionnaire with suggestions for supplementation of the collection.

### **Digitalisation level of the library collection, data availability in the digital environment of the higher education institution**

The Primo unified search engine is used for management of e-resources, which ensures quick and rationalised search in RSU's subscribed e-resources, in the electronic joint catalogue of five libraries of national significance, in the databases created by the library, and in open access e-resources of the Primo Central collection. Information on the subscribed databases is available also from the RSU

Student portal MyRSU.

Information available on the library website: joint catalogue of the libraries of national significance, including the electronic RSU catalogue, databases formed by the library, and information collected by the library staff on the available open access e-resources.

You can follow the news and current events of the library on Twitter account @RSUbibl, as well as Facebook profile “Rīgas Stradiņa universitātes bibliotēka”.

### Updating the informational support

Users are offered various types of electronic resources: databases of scientific articles, databases of e-books, databases of bibliographical and quotation information of publications, databases of news and reference, as well as information on available open access e-resources summarised by the library staff. The library offers trials of new databases each year.

In order to ensure a high-quality range of services and information resources for university studies and scientific work, services will be developed – support of library specialists to researchers, continuing the creation of video guides in *Panopto* software on the new library resources and services, training programmes in media literacy will be improved and supplemented, digitalisation of part of the collection has started (theses and synopses), it is planned to increase the supply of e-resources according to financial possibilities of RSU and in cooperation with the council of the Latvian Academic Network.

The collection for the informational provision of the study programme is gradually being developed and supplemented, as well as it is possible to use the existing collection, which is constantly being assembled for many years:

- 1) all literature requested by the lecturers of the programme is ordered;
- 2) the latest books on social sciences published in Latvia are purchased on a regular basis;
- 3) it is possible to use the necessary literature in other fields of science (political science, psychology, research methods, first aid, etc.)

The study direction of Information and Communication Science is well provided with e-resources. E-books in communication science and journalism are available in two subscribed e-book databases - ebook Academic Collection (EBSCO) and Ebook Central (Proquest). For example, there are 7,526 books on the topic “communication” in the ebook Academic Collection (EBSCO). Full texts of scientific articles are available in subscribed databases: Communication Source (EBSCO), Academic Search Complete (EBSCO), Sociology Source Ultimate (EBSCO), Wiley Online Library, Sage Journals, Science Direct.

**RSU library has been accredited several times as a library of national significance** (one of the seven libraries of national significance), and the current accreditation of the Ministry of Culture for five years was received in November 2016. As of 1998, RSU library has been appointed as the main library of the medical sector in the country by a document of the Cabinet of Ministers. RSU library also actively participates in the fulfilment of criteria of the Quality Management System in accordance with the ISO 9001:2015 standard and organises work in accordance with the process description “Provision of Information Sources and Services at the Library”, version 7, established within the framework of the quality management system. Work of the library is regularly assessed by internal and external quality auditors, and the assessment results usually are positive. In recent years, the library has received both the Annual Award of the Student Union (to show satisfaction of students with the quality of the resources and services) and Annual Award of RSU administration as

the best RSU structural unit.

The library's resources and services can be evaluated as good and meet the demand of students and teaching staff to ensure successful completion of the respective study course. Surveys of both students and teaching staff in 2017 and 2018 confirm a good and very good assessment in the area of information resources. In the case of study literature in Latvian, a more often reissue of some publications, as it is done abroad, would be desirable, if the edition is in high demand. It would be also desirable for publishers to ensure study e-books in Latvian for use in the library network. RSU provides full financial support for assembling the collection of the library according to the written requests of the academic staff to the library, as the teaching literature is compiled according to the library regulations upon a written initiative of the academic staff. The bibliography in course descriptions is also supplemented and updated by the teaching staff and should be coordinated with the library so that the necessary additions to the bibliography can be at the same time actually ordered for the library collection. Mostly this is the case, but not in all cases. The library's self-service reading rooms in the central building and branches have boxes with forms where students can write the necessary literature they lack for studies or additional literature so that it can be added to the collection quickly. We only receive two to three requests per month, which we also try to fulfil if the publication is available on the sales network. This shows that satisfaction is high and the library has a dialogue with students. The library also actively cooperates with the Student Union, and this year there have been no problems, shortcomings that should have been addressed.

### **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.**

When developing a new study programme, academic and scientific staff in compliance with provisions of Section 55, Paragraph 1, Clause 3 of the Law on Institutions of Higher Education (LIHE) and Law on Scientific Activity is involved for its provision. Academic and pedagogical staff with high qualification, relevant competences, and good reputation are involved in the implementation of the study direction and achievement of results.

Application and selection procedure of the academic staff at RSU is regulated by the Regulations of Rīga Stradiņš University on Academic Staff Positions and Rīga Stradiņš University Process "Elections of Academic Staff" (See Annex 1).

**Table 4. Organisation of staff recruitment at RSU**

<b>Stages of staff recruitment</b>	<b>Performer and person involved</b>
Information of a new vacancy or vacated position at a structural unit. The necessity for the recruitment of staff is analysed	Head of the structural unit, Collegial institution
Receives information on the vacancy	Human Resources Department

<b>Stages of staff recruitment</b>	<b>Performer and person involved</b>
Defines the requirements profile of the position: develops the list of requirements and competences necessary to achieve the aim of fulfilling the position	Head of the structural unit, Collegial Institution, Human Resources Department
Agree on the type of candidate recruitment and selection	Head of the structural unit, Human Resources Department
Prepares and validates the advertisement of vacancy	Head of the structural unit, Human Resources Department
Vacancy advertisement is published depending on the requirements and vacancy status: on the RSU website, official publisher "Latvijas Vēstnesis", Euraxess portal of the European Commission, social media	Human Resources Department
Summarises and evaluates candidate applications	Head of the structural unit, Collegial Institution, Human Resources Department
Depending on requirements and status of the vacancy: organises selection interviews, collects references, involves in the process of practical examinations, organises meetings of the collegial institutions	Head of the structural unit, Collegial Institution, Human Resources Department
Elections take place; the most suitable applicant is elected and is offered a job	Head of the structural unit, Collegial Institution, Human Resources Department

During the process of staff selection, competences, professional skills and self-motivation level of the potential employee are evaluated. The international orientation of RSU requires very good knowledge of English, while the ever-increasing share of IT systems in the processes requires excellent digital skills and systematic thinking. Applicants to RSU academic positions are set higher scientific, educational qualification requirements, organisational and professional competences than specified by the requirements of external laws and regulations; thus, the best possible specialists are recruited for the work.

Competitions for academic and scientific positions, as well as general staff positions are announced openly – on the RSU website, in the "Latvijas Vēstnesis" portal, in specialised portals of job advertising (CV-online, etc.), if necessary also on international online sites of job advertising, thus giving an opportunity to any interested person to apply for work at RSU within a month after posting the vacancy. In order to recruit applicants of a specific area or narrow specialisation, other methods of recruitment may be used in addition, for example, dissemination of information via social media sites (Facebook, LinkedIn, etc.).

Application documentation, submitted recommendations, previous scientific activities, as well as an open lecture, practical seminar, laboratory work or other type of class organised, prepared and led by the applicant and with the participation of students is evaluated in relation to applicants to academic positions.

Qualification and competences of the academic staff are constantly improved by ensuring growth of

educational skills, improvement of English, and professional training related to the particular field.

Official language knowledge of the academic staff fully complies with Cabinet Regulation No. 733 of 07.07.2008 “Regulations Regarding the Amount of the Knowledge of the Official Language and the Procedures for Examination of the Knowledge of the Official Language for the Performance of Professional Duties and Duties of Office, Receipt of the Permanent Residence Permit and Obtaining of the Status of a Long-term Resident of the European Union and the State Fee for Examination of the Fluency in the Official Language” RSU Human Resources Department checks the official language skills when selecting the staff, as well as while summarising documents during the preparation process of academic election.

Heads of structural units pay particular attention to succession issues and interaction between staff of different generations. In order to improve the content of the study programme, as well as to introduce innovative methods in study processes, RSU involves foreign visiting academic staff.

The process of recruitment and evaluation of lecturers is transparent, effective and one of the preconditions for high quality of the study process.

At the study programme level, the duty of the head of the study programme is to ensure compliance of the content of the study programme with internal and external laws and regulations, requirements of the labour market, sectoral development trends and needs of students, to analyse data that might provide information on factors affecting results and quality of the study programmes, and to implement necessary improvements to the study programmes. At the study programme level, quality indicators of the study programmes are measured that are directly linked to the remuneration of the heads of the study programmes. This aspect promotes taking responsibility and motivates the heads of the study programmes to achieve higher defined quality standards.

At RSU level, the duty of the management is to set strategic and quality aims and quality policy, to make a decision on a quality approach, to manage resources, and determine the internal procedures. Supervision of the system introduced by RSU is performed by both the internal system and quality auditors and independent external experts. At the university level, one of the indicators of study quality is the public attitude and opinion, as well as the popularity of RSU. It is regularly established by participating in a reputation survey and evaluation of brands.

**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.**

For the lecturers involved in the study direction and programme implementation, the teaching load is planned according to the study plan of each academic year and study semester. Study courses can be organised in modules and the load is reviewed according to necessity and regulations. RSU promotes a balanced workload for lecturers, and promotes a healthy lifestyle to reduce and eliminate the risk of burnout for teaching staff.



Academic and research activities at RSU are carried out by distinguished and highly regarded permanent employees elected to academic positions. In order to ensure comprehensive knowledge and skills appreciated by the labour market, educational staff performing the duties as the teaching staff only for a certain time are involved in addition to the permanent staff. The staff includes industry experts and teaching staff elected in other higher education institutions etc.

Annex 6.2 provides biographies of the teaching staff attached electronically (Curriculum Vitae in Europass format). Annex 6.1 (in Excel format) provides basic information on the teaching staff involved in the implementation of the study direction, specifying their degree/qualification, election status at the higher education institution, study programmes and study courses, in the implementation of which they participate, and certification of knowledge of the official language and foreign language (if applicable).

The academic staff application and selection procedure at RSU is regulated by internal regulations:

- 1) RSU Regulations on Academic Positions;
- 2) RSU Process “Academic Staff Elections”;
- 3) Regulations on the Procedure of Inviting Visiting Lecturers to Rīga Stradiņš University.

Qualification for an academic position takes place according to the requirements set for the job in the Law on Institutions of Higher Education, the tasks of academic positions defined in the RSU Constitution and the RSU’s election process on the basis of the individual’s:

- education,
- experience,
- competences,
- potential,
- achievements,
- scientific contribution,
- teaching skills,
- service record,
- recommendations of experts and industry representatives.

The career development of academic staff is one of the main ways, how RSU can affect the renewal of human resources for research and studies. RSU invests considerable amounts of own funds into the maintenance of the remuneration and motivation system. Pursuant to the Strategy, RSU supports further education and career development of academic staff by implementing various support measures and providing different incentive tools to the academic staff:

- the RSU Centre for Educational Growth provides the possibility to improve skills in university teaching, education technology, and education management areas (see below for details);
- RSU has formal lifelong learning support activities in place – the RSU staff receives material support for continuing studies (in the form of a tuition fee discount) and is offered the possibility to attend courses at the RSU Open University;
- in 2015, RSU started Project for the Improvement of English Language Skills of RSU Staff as an Additional Motivation Tool, and in the course of its implementation, language skills of the academic staff are audited, and training is provided to improve their English from A2 to B2 level. Full compliance of English language skills with the goal set by RSU – level B2 – enables to get a higher remuneration rate for work in English. Sustainable development of English language skills in the coming years will also be realised within the framework of the projects Strengthening of the Academic Staff of Rīga Stradiņš University (No. 8.2.2.0/18/A/013) and Improvement of Governance Processes and Modernisation of Contents of Study Programmes

at Rīga Stradiņš University (No. 8.2.3.0/18/A/011);

- the Performance Management System introduced in RSU in 2011 envisages cycles of evaluation of performance indicators, discussions between the superiors and employees on the results achieved, employee's career and qualification development plans and opportunities. Based on the results of these interviews, at the time of preparation of the budget, managers plan support measures for the improvement of specific professional skills and knowledge of their employees – courses, seminars, conferences, experience exchange activities organised in Latvia or abroad, or career development in terms of position change;
- once in 2 years, RSU organises an employee satisfaction and participation survey, including in order to learn the opinion of employees on important factors to ensure sustainable growth of RSU, and recommendations of employees to the extent possible are integrated in practical actions and taken into account in decision-making.

RSU Centre for Educational Growth (hereinafter referred to as the Centre) was created in 2014 for the improvement of the quality of studies and competence of university lecturers. Within the scope of its operations, the Centre provides support in the improvement of the quality of studies by analysing the study process and organising pedagogical growth of academic staff in continuing education activities according to current needs.

The training offered by the Centre is implemented pursuant to Regulations of the Cabinet of Ministers No. 569 "Regulations of Education and Professional Qualification Needed by Teachers and Procedure of Improvement of Professional Competence of Teachers", where continuing education of university lecturers is defined as a mandatory targeted activity for strengthening of academic capacity. Learning activities of the Centre are based in four content areas – education management, didactics of a higher education institution, information and communication technology skills, general skills – and up to now they have been implemented in more than 30 thematic cycles, lectures, workshops, and other interactive forms. Every semester, the Centre offers university lecturers more than 10 different types of thematic training (in the amount of about 170 academic hours), interest in which is constantly growing. In the last three years, over 2000 participants have registered for the training activities of the Centre and there is a trend for this number to grow.

The lecturers involved in the implementation of the study programmes of the study direction "Law" have access to the full content of continuing education offered by the Centre for Educational Growth that is updated every semester. The fact that not only lecturers, but also support staff involved in the organisation of the study process attend thematic training, which improves the pedagogical understanding of the study process and strengthens effective cooperation with students, contributes to the quality of the study process. Up-to-date content relevant to the needs of the lecturers is offered in different forms each semester of the academic year. Representatives of the Faculty of Law (lecturers, support and administrative staff) were one of the most active participants in the fall semester of 2019. Also, in the fall semester of 2019, the Faculty of Law, in cooperation with the Centre for Educational Growth, organised 3 thematic competence development activities focused on the field of Law. They raised the issues of ensuring aviation security, emphasised the importance of online security, and highlighted aspects of good practice in working with students. A total of 89 participants took part in these activities.

In total, 54 colleagues from the Faculty of Law participated in the continuing education activities for lecturers during the autumn semester of 2019, attending 12 different educational activities.

When planning the content, volume and form of the continuing education offered to the lecturers, the current needs of the lecturers are summarised and analysed once a year, and accordingly the improvement of the lecturers' competence is ensured. Anonymous surveys are conducted after

each training activity to obtain feedback on the quality and possible improvement of the activity. Overall, the results indicate a high level of satisfaction, which is justified by the correspondence of both content and form to the lecturers' thematic interests, availability of time, specifics of infrastructure and other factors.

In order to strengthen the professional skills of the young lecturers in the classroom and to promote their career development, the School of Junior Academics (SJA) was established at RSU in 2019 within the framework of the project Strengthening of the Academic Staff of Rīga Stradiņš University (No. 8.2.2.0/18/A/013). The SJA was established, based on the research of the needs of RSU academic staff and students and the results of theoretical literature and international practice research. Six thematic directions of lecturer competence development are proposed for learning activities, the transversal motives of which are leadership and ICT skills development:

- 1) student-centred approach in the single higher education area;
- 2) RSU development vision;
- 3) student and lecturer identity;
- 4) organisation of the study process;
- 5) development and implementation of study content;
- 6) internal and external evaluation of study quality.

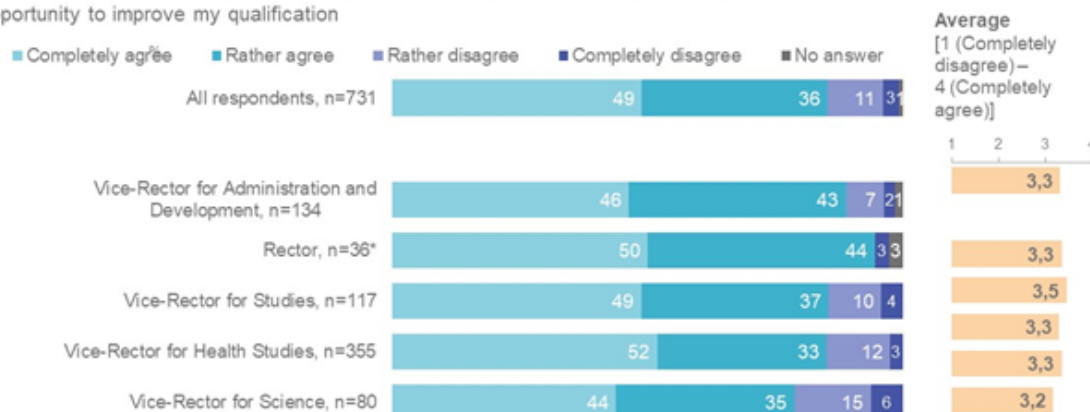
The SJA is conducted over a six-month period with one class per week, covering a total of 35 academic hours. The on-site classes integrate interactive teaching and learning methods, the classes are recorded in video format, and an e-studies environment has been created, so that the learning process of young lecturers is not tied to physical environment, but people have the option to study in person or online in a convenient place and time. The learning process is strengthened through activities such as e-journal club, class observation, mentoring, supervision, educational games, and reflection portfolio building. The first group of SJA members consists of 20 lecturers from 12 academic structural units, creating an excellent collaboration platform for working together to improve the study quality.

Intensive participation of 2 lecturers of the Faculty of Law at RSU School of Junior Academics is to be considered a valuable resource for ensuring quality and improvement of the study process.

In the RSU External Reputation Assessment, for the third time in a row, RSU has been recognised as the university with the best reputation in Latvia by a study conducted by Kantar among the largest universities. The English language training project assessment was included in the questions of the RSU Employee Satisfaction and Engagement Survey in 2019, confirming that 85% of the employees who participated in the survey (a total of 731 employees) consider the English language proficiency testing and training project as an opportunity to improve their qualifications.

## Testing of knowledge and learning of English

Q56. I consider the testing of knowledge and learning of English organised by RSU as an opportunity to improve my qualification



Basis: All respondents, 'n' see on the graph

**KANTAR**

There are no statistically significant differences compared to the total indicator of RSU

\* The number of respondents is small to make statistically significant conclusions (n<50)

1

At the same time, with regard to ensuring of the development of improvement of the lecturers' competences, most of the 367 lecturers - 86% - have answered affirmatively to the statement "I receive sufficient support for the improvement of my pedagogical competence".

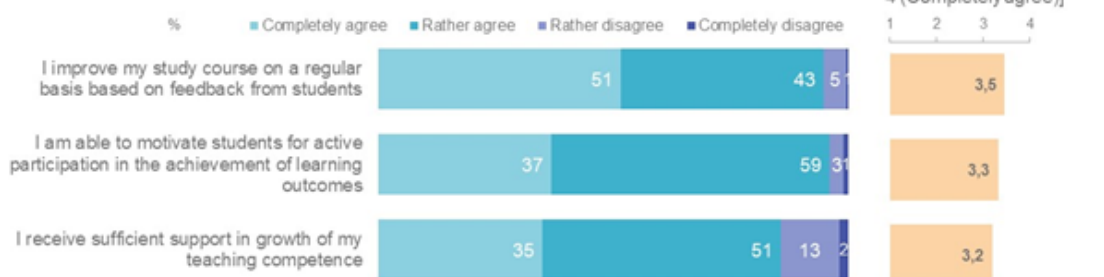
## Involvement and motivation of RSU students and improvement of the student-centred approach

Q60. I worked at the Riga Stradiņš University as a lecturer (in any status – in an elected academic position, as an acting or adjunct lecturer) →

50% of respondents at RSU work as lecturers

Basis: All respondents, n=731

Q61 – Q63. If you worked at the Riga Stradiņš University as a lecturer (in any status – in an elected academic position, as an acting or adjunct lecturer), please answer the questions related to the involvement and promotion of motivation of students, as well as improvement of the student-centred approach ↓



Basis: Respondents who work as lecturers, n=367

**KANTAR**

2

In general, it can be concluded that systematic, regular activities are carried out to strengthen the capacity of the teaching staff, which is also welcomed by them.

### 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.**

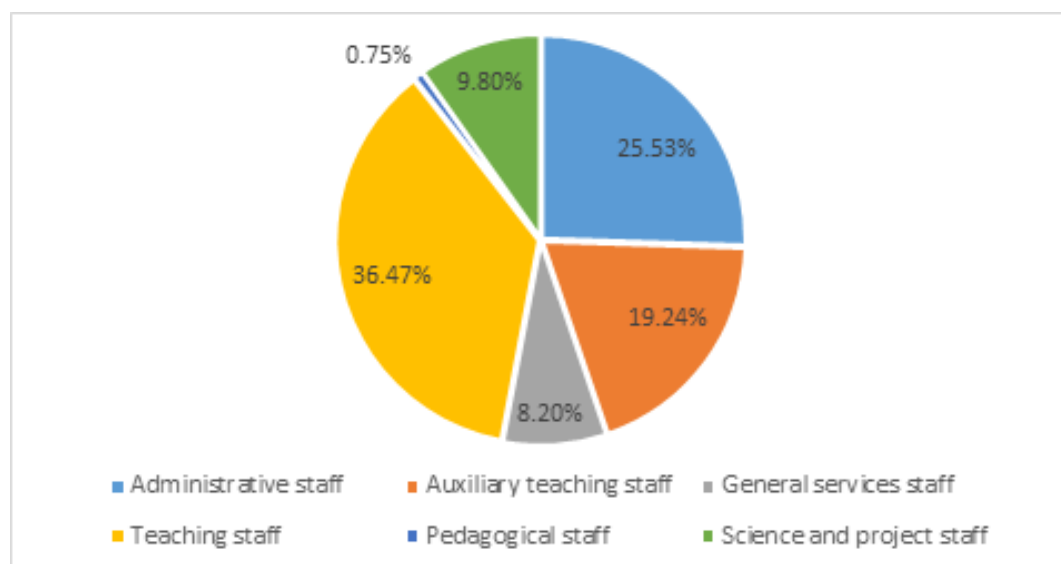
See Annex 6.1 (in Excel format) for basic information on the teaching staff involved in the implementation of the study direction.

See Annex 6.2 for biographies of the teaching staff (in Curriculum Vitae Europass format).

The lecturers involved in the study direction and programme implementation are planning their teaching load according to the teaching programme of each study semester and academic year. Individual study courses are organised in modules and the load is reviewed according to necessity and regulations. RSU promotes a balanced workload and rest for lecturers, and promotes a healthy lifestyle to reduce and eliminate the risk of burnout for teaching staff.

Academic and research activities at RSU are carried out by distinguished and highly regarded permanent employees elected to academic positions. In order to ensure comprehensive knowledge and skills appreciated by the labour market, educational staff performing the duties as the teaching staff only for a certain time are involved in addition to the permanent staff. The staff includes industry experts and teaching staff elected in other higher education institutions etc.

RSU employs general and administrative staff constituting a quarter of the total staff to provide training and study process support functions, to carry out record-keeping and quality management, human resource and financial management, and deal with legal matters. At the same time, the operating staff is responsible for the management of the buildings and the territory, for the development of the infrastructure, and for the operation of motor transport.



*Data as at 08.10.2018.*

**Figure 7. RSU positions by function**

The implementation of the study direction involves highly qualified lecturers who are experts in the field and specialise in the respective study course topics.

Full-time university lecturers are required to participate in research activities that are regulated by

staff job descriptions. Depending on the type of academic position, the following proportion of duties and responsibilities of the employee in scientific and research activities has been determined:

- assistants carry out scientific and research work 30% of the working time;
- lecturers carry out scientific and research work 15% of the working time;
- assistant professors, associate professors, professors carry out scientific and research work 20% of the working time.

The division of responsibilities within a structural unit may be changed by the head of the structural unit in agreement with the employee, according to the planning of the pedagogical work and the projects to be implemented.

The scientific results of the academic staff are summarised once a year and included in the scientific activity report. For some groups of staff, they are related to the principles of remuneration and motivation. Lecturer achievements are included in their CV.

RSU is constantly planning and implementing activities aimed at motivating the academic staff to engage in high-level scientific and research work, in particular associate professors and professors (aiming to reach 60% of working time spent on research), which will encourage new professionals to engage in industry research, and contribute to the overall development of science at national and international level.

### ***Description and assessment of the mobility of the teaching staff involved in the implementation of the study direction during the reported period***

#### **Assessment of the outgoing mobility of the teaching staff during the reported period**

Outgoing mobility of the teaching staff of RSU is implemented within the framework of Erasmus+ programme. Cooperation agreements have been signed with other higher education institutions of the European Union, in which equal study programmes to the study content are implemented in order to ensure full cooperation. Before going for a visiting lecture, the teaching staff contact the receiving higher education institution in order to develop the lecture plan of suitable content. The main condition of an Erasmus+ teaching visit: the lecturer must provide at least eight academic hours that can be both lectures and seminars. Visiting lectures must be read in accordance with the Common European Framework of Reference of Languages.

Within the last six years, 10 teaching staff of the Faculty of Law have given visiting lectures within the scope of the Erasmus + programme. For example, in academic year 2014/2015, the following academic staff of the study direction gave lectures and exchanged experience abroad:

- professor *iur.* Andrejs Vilks – *Mykolas Romeris University*, Lithuania;
- lecturer *iur.* Lidija Rozentāle – *Klaipeda State University of Applied Sciences*, Lithuania;
- deputy lecturer *iur.* Juris Zīvarts – *Klaipeda State University of Applied Sciences*, Lithuania;
- leading researcher *iur.* Jānis Grasis – *University Danubiusin Galati*, Romania.

Other financial support opportunities are used. For example, J. Grasis in academic years 2016/2017 and 2017/2018 received a scholarship from Lithuania for reading the study course “International Business Law” at *Lietuvos Verslos kolegija* (Klaipeda, Lithuania).

#### **Assessment of the ingoing mobility of the teaching staff during the reported period**

Ingoing mobility of the teaching staff is implemented at RSU mostly within the framework of project

activities of Erasmus+ programme. Conditions of bilateral cooperation agreements ensure an exchange of teaching staff between the higher education institutions of the European Union implementing law study programmes of appropriate content. Prior to receiving the visiting teaching staff content of lectures is validated, as well as study cycle of students (Bachelor's, Master's or Doctoral students) in order to ensure full attendance of lectures and added value to the current study course.

Within the last six years, 12 visiting teaching staff have been received by the Faculty of Law within the scope of the Erasmus programme. For example, in academic year 2015/2016, the following foreign academic staff of the study direction gave lectures and exchanged experience at the Faculty of Law:

- Aleksandr Popov, *Tallinn University of Technology* (Estonia);
- Monika Pocora, *Danubius University of Galati* (Romania);
- Gina Livioara Goga, *Danubius University of Galati* (Romania);
- Graca Enes, *University of Porto* (Portugal).

There is also cooperation outside *Erasmus+*. In May 2018, there was a meeting with the associated professor of the Nottingham Law School John Tingle on the development of medical law and potential cooperation in this field within the scope of the legal direction. There was particularly interesting cooperation with the judge of the New York State (United States) Frank J. LaBuda in academic years 2016/2017 and 2017/2018. He read lectures to Bachelor, Master and doctoral students on evidence and court trials in U.S. courts. This extended the legal perspective of students and allowed them to compare how legal processes are taking place in another legal system.

The incoming mobility will be improved by the participation of the RSU Faculty of Law in the European Law Faculties Association (ELFA).

### **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.).**

RSU student with special needs is an RSU student with functional restrictions requiring adaptation of the study environment and process in order to create equal opportunities to receive higher education. RSU supports students with special needs in various stages related to studies – selecting a suitable study programme, when enrolling with the higher education institution, and in the study process (study materials, taking examinations, etc.) and creating an appropriate social and physical environment (see [on the availability of the METC environment](#)). The aim of the support measure is to promote independence and inclusion in the study process of the students with special needs. Guidelines and support policy have been developed regarding support to RSU students with special needs (see Annex 1).

Since 2012, all RSU students have access to psycho-emotional support. The service was introduced with the aim of helping students to overcome adaptation problems when starting their studies, reducing the emotional manifestations of stress, stress-related health disorders, psychosomatic disorders or illnesses, overcoming relationship-building difficulties, crisis situations. A human being is a single entity, and only an emotionally stable and balanced student rarely gets sick and achieves more. The need for the service has been appreciated by both local and international students. The

student may choose to attend group or individual visits to the resident physician. The introduction of the service has helped to reduce the number of students who have dropped out of the study process, and has helped to increase the efficiency of study work by reducing students' stress and adaptive disorders.

RSU has a Career Center. The Career Center is an active member of the Latvian Association for Career Development Support (LCDS). The LCDS is a non-governmental organization established to promote the development of a career development support system (CDSS) designed to strengthen Latvia's economy and the well-being of its citizens. LCDS cooperates with the EC Career Counseling and Information Network *Euroguidance*. In Latvia, *Euroguidance* is represented by the Information and Career Support Department of the State Education Development Agency. The objectives of *Euroguidance* are to promote LCDS's policies and practices by providing information to policy-makers and support to career counselors and other representatives of the system.

Career center services are available to all RSU alumni, prospective students and staff. Group career guidance is particularly valued and demanded. There are regular individual consultations for any interested person upon request. Career Center events on relevant issues of the labor market, as well as other career and self-development related topics, are being held regularly (weekly) and demanded among alumni. Graduates can post their CVs and receive information on job vacancies on the RSU website (also in English). RSU Career Center provides literature and information on career topics that graduates can read on site or read at home. "My Career Booklet" ("Mana karjeras grāmatīņa") - a workbook for young people to discover their potential career, business or study choices, and other adventures has been published in collaboration with the author Arta Citko.

Since 2019, we have had a great collaboration with the National Library of Latvia (NLL) - "Go on excursion with a class to the NLL and take part in the RSU Career Center lesson!". Prospective alumni, that is, pupils of a secondary school, get the opportunity to know about career choices, higher education options and to conduct an express test during the seminar, developed at the Career Center in collaboration with the Psychosomatic Clinic.

Cooperation with the employers is ongoing and is conducted at several levels. Regular meetings, guest lectures and excursions to co-operation companies and institutions are being organized in order to promote cooperation with employers' organizations, their involvement in the training of prospective specialists, as well as to increase the competitiveness of RSU alumni in the labor market. Employer organization presentations are being held, where employer representatives tell about career opportunities within the organization, offer RSU alumni and graduates current vacancies, and give practical tips on how to succeed in the labour market.

## **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 research, RSU acts in accordance with approved strategies; the current strategy was developed



in 2015: [Development Strategy of RSU Scientific Institution for 2015-2020](#). The strategy is based on all three of the University's key directions of action - internationally competitive education, excellent research, and technology transfer to strengthen innovation as the foundation for RSU's sustainable development.

As a research institution, RSU aims to train highly qualified research staff, support excellent science and efficient technology transfer to foster innovation and increase RSU's global competitiveness. The medium-term objective is to offer and implement extensive academic and professional university education, as well as research opportunities in the following basic fields – medicine, health and social care, teaching, social sciences and natural sciences. (Article 2.2 of RSU Constitution).

In the strategy development process, based on RSU research resources, RSU research was prioritised into three main blocks:

- leading areas of research,
- supporting areas of research,
- new growth areas of research.

The relevant research blocks are based on the availability of resources and the potential for sustainable development, the accumulated experience, the presence of strategic leadership and the importance of the research industry for the overall development of RSU.

The priorities have been selected in the medium term. RSU supports research in all directions of social sciences, which have the supportive capacity in the University, and all such research is a priority to strengthen the role of social sciences at the University. The direction has great untapped potential, especially in close collaboration with leading research and development sectors, providing a critical assessment and alternative views, making a significant contribution to addressing societal challenges. Synergy with health sciences focused on public health promotion. Social innovation is a significant field of synergy, which supports a healthy lifestyle, family health, active and healthy ageing.

The university lecturers involved in the StD are active in research in line with their scientific interests (see Annex 6.4).

6 lecturers of the study direction "Law" with a doctoral degree in law are experts of the Latvian Council of Science:

- Allars Apsitis;
- Jānis Grasis;
- Sandra Kaija;
- Aldona Kipāne;
- Inga Kudeikina;
- Andrejs Vilks.

In accordance with its special specialisation on 3 September 2015 the RSU Faculty of Law, through extensive research work together with other professionals, published the book "Medical Law" for students, academic staff, lawyers, health care staff and other interested parties. This was the first monograph of this kind, issued in Latvian.

It is also worth to mention the monograph "Professional Activities of Psychologists in Latvia: Content, Organisation, Regulation. Comments to the Law on Psychologists", in the preparation of which lecturers of the study direction participated actively.

The most recent monograph, which was written with the support of university lecturers of the study direction, is the “Comments on the Law on the Rights of Patients”, issued in 2019. The comments were prepared under the guidance of the scientific editorial board of Santa Slokenberga.

Every April, the RSU Faculty of Law organises an annual scientific conference in cooperation with the Baltic Centre for Strategic Studies, the Siedlce University of Natural Sciences and Humanities (Poland), the Mykolas Romeris University (Lithuania), the Swedish Institute for Security and Development Policy, Law College and Yaroslav Mudryi National Law University (Ukraine). For example, on 25 April 2018, an international scientific and practical conference “Legal Problems in the Centenary of Latvia: Retrospective and Perspective” was held. The conference sessions addressed the following topics: the rule of law in cyberspace, legal protection challenges for individuals and legal persons, criminal law problems, sports law, topical issues of special investigation activities and operational activities.

During the period being viewed, a new electronic legal scientific journal “Socrates” of the RSU Faculty of Law was created. The international editorial board of the journal is composed of:

- Jānis Gardovskis (head) – *habil. med.*, professor, Rīga Stradiņš University, Latvia;
- Iveta Ozolanta – *habil. med.*, professor, Rīga Stradiņš University, Latvia;
- Andrejs Vilks (resp. scient. editor) – *iur.*, professor, Rīga Stradiņš University, Latvia;
- Vladimirs Eminovs, *habil. iur.*, professor, Moscow State Law University, Russia;
- Osvalds Joksts – *habil. iur.*, professor, Rīga Stradiņš University, Latvia;
- Tālavš Jundzis – *iur.*, *Dr. habil. sc. pol.*, Vice-President of the Latvian Academy of Sciences;
- Viktoras Justickis – *habil. iur.*, professor, Vilnius Mykolas Romeris University, Lithuania;
- Sandra Kaija – *iur.*, professor, Rīga Stradiņš University, Latvia;
- Ando Leps – *habil. iur.*, professor, Tallinn University Nord, Estonia;
- Jaceks Zielinski – *habil. sc. pol.*, professor, Polish Higher School of Administration.

Academic staff of the RSU Faculty of Law is represented on the editorial board:

- Jānis Baumanis – *iur.*, leading researcher;
- Jānis Grasis – *Dr. iur.*, assoc. professor;
- Osvalds Joksts – *Dr. habil. iur.*, professor;
- Aldis Lieljuksis – *iur.*, assoc. professor;
- Sandra Kaija – *iur.*, professor;
- Uldis Ķinis – *iur.*, assoc. professor,
- Andrejs Vilks – *iur.*, professor,
- Tenis Nigulis – Head of the Publishing and Printing Department.

All articles published in the journal are reviewed. Reviewers: *Dr. iur.* Jānis Teivāns-Treinovskis and *Dr. iur.* Ēriks Treļš.

Socrates is currently included in the Index Copernicus database; it is planned to include it in internationally quoted databases such as ERIH plus in the next two years.

**Table 5. Priorities set out in the strategy for 2015-2020.**

Pillars	Clinical medicine	Biomedicine	Rehabilitation	Public health
Research basics	Molecular medicine	Structural biology	Research methodology	Social / cultural / environmental / public health
Leading areas of research	Oncology			
	Infectious diseases and immunology			
	Occupational diseases		Occupational and environmental health	
	Regenerative medicine, tissue bioengineering			
Growth sectors	Technologies of dosage forms (pharmaceuticals)			
			Rehabilitation and ageing of the society	
			Chronic diseases and therapy algorithms	
	Neuroscience / human brain disease research			
	Maternal and child health			
	Nuclear medicine, radiology and advanced visualization techniques			
			Social sciences and humanities	
Transversal sectors	Anatomy, embryology, histology, pathology, structural biology			
	Anaesthesiology and reanimatology			
	Emergency and military medicine			
			Health care science	
				Public health
				Social policy

Research organisation at the university is determined by the Law on Scientific Activity. The highest collegial body in research is the Research Council. It makes strategic decisions in research and elects scientific staff by secret ballot. At the level of operative administration, management of scientific activity is conducted by Research Board headed by the Vice-Rector for Science.

Annual monitoring in research is ensured by summarising results of scientific activities of the structural units in January of the following year, when each academic and scientific structural unit completes a special report form. Data is summarised and reported in an annual scientific conference in March or April, and provided in printed format as RSU Report on Scientific Activities prepared by the end of May for the previous year.

In November of each execution year, information is provided on the implementation execution of internal RSU grants; it is assessed by the evaluation committee, and a decision is made on continuation in the following year and on recommendations for performers.

Monitoring of the research activities at the level of structural units is performed by the heads thereof. Heads of all scientific and academic structural units have supervision of the scientific work included in their job descriptions.

External funds are attracted for research, as well as RSU internal programmes are used that are funded from RSU resources. The volume of financing for internal research projects is granted during the planning of the annual RSU budget. There are several internal financing programmes – grants for doctoral students, RSU internal grants, cooperation grants between higher education institutions, aid to certain projects from the RSU Alumni Association in cooperation with the Boris and Inara Teterev Foundation. For example, total financing at RSU for internal science projects in 2016 was EUR 512,860. (EUR 284,000 were granted for internal grants, EUR 100,000 for RSU and RTU grants, EUR 128,860 for grants to doctoral students).

Scientific activities of the academic staff are partly paid for within the framework of basic salary (depending on the type of position, the volume of work has been determined for research duties). In accordance with financial possibilities of RSU and topicality of the research direction, RSU supports

the participation of the academic staff in scientific conferences by assigning a paid period of absence or creative leave. Such a system of research organisation exists throughout the university.

The Social Sciences Platform research strategy is based on the comprehensive [RSU Scientific Institution development strategy 2015-2020](#). The Platform carries out research mainly in the horizontal directions defined by the RSU, which have great potential for expansion and scalability in other RSU research areas and platforms. The main task of the platform as RSU Coordination Unit is to provide excellent research in accordance with the strategy and to promote new development opportunities for specific and perspective research directions such as medical law (in collaboration with RSU Public Health Platform), on the impact of digitalization in different sectors, etc. One of the main research areas of the RSU Social Sciences Platform is international and national legal systems and law: international law and EU law, national and cyber security, medical law, which are emerging fields of research.

The activities of the Social Sciences Platform are coordinated with the national guidelines aimed at the development of science and economics, including the involvement in the National Reform Programs, the Fundamental and Applied Research Programs of Latvian Council of Science, and support for doctoral students. Leading scientists are advisers to state policy makers. Any research conducted within the platform must meet the highest ethical standards and requirements coordinated by RSU.

The Social Sciences Platform also provides RSU doctoral and post-doctoral training, as well as support in the training of qualified academic and research staff. To support scientific activity, the platform's academic and scientific staff teach study courses related to research methodology and organization, including ethical aspects of scientific work. All activities related to doctoral and post-doctoral education, resources and grants for individual doctoral research paper, as well as the entire study programme, are coordinated by the Department of Doctoral Studies of RSU.

#### **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.**

Scientific research directions are fully in line with the objectives of the study direction to be accredited. University lecturers are actively involved in research relating to administrative law, civil law, criminal law, criminal proceedings, forensics and forensic challenges, international law, etc. In particular, we can mention research by Jānis Baumanis in criminal law and criminal proceedings, articles by Sandra Kaija on criminal proceedings, research by Ilze Bērziņa-Ruķere on human safety and human rights, articles by Rihards Bunka on operational activities and detention facilities, research by Jānis Ievītis on challenges in extradition of persons, many studies and monographs by Aldona Kipāne and Andrejs Vilks in the field of forensics, research by Kristīne Kuzņecova on ensuring public order, articles by Uldis Ķinišs on criminal legal problems in cyberspace, research by Aldis Lieljuksis on matters of criminal law and criminal proceedings, articles by Andris Melkers on the use of firearms, articles by Māris Stivrenieks on crime prevention and detention facilities, research by Juris Stukāns on property of crime, research by Ojārs Teters on forensic medicine, publications of Ēriks Treļš on hate crimes, research by Valdis Voins on prevention of terrorism, numerous articles by Aelita Zīle in forensics, research by Jānis Grasis in international and financial law, etc. The university lecturers involved in other study courses are also actively involved in

research in the direction to be accredited.

Round table discussions on best practices among colleagues in reading study courses take place for university lecturers of the study direction. For example, on 14 March 2018, Uldis Ķīnis shared his experience with colleagues on new interactive learning methods in the study process using the e-environment, while on 18 April 2018 the RSU manager of e-studies informed about specifics of E-studies and the creation of the bank of tests.

The Social Sciences Platform is constantly looking for opportunities and conducting important applied researches using trusted scientific methods and research outcomes. The Platform actively establishes consortia with its strategic partners, providing jobs for early stage alumni and researchers.

Studies are an essential part of the platform, providing young professionals with theoretical and academic knowledge, competencies and skills development in real-time conditions through a variety of bachelor's, master's and doctoral study programmes. Part of the study process is devoted to support research.

The study content creation processes for the study programmes of RSU Faculty of Law and creation of the study programme content for the study direction determine the constant connection of research with the study process at all study levels:

- inclusion of research in civil law and civil procedure, criminal law and criminal procedure, international, European and other fields of law, and the inclusion of research articles in the content of study courses and the list of references;
- use of research data in lectures and seminar discussions, their analysis and discussions on research intentions, methodology and results;
- research-related student independent work: course paper, Bachelor's or Master's thesis;
- foreign lecturers deliver guest lectures on a regular basis, which are a permanent part of the study content;
- suggestions made by lecturers on research topics for students;
- collaboration with institutions and commercial companies to conduct research (e.g. Supreme Court, Law Firm BDO Law);
- doctoral students of the study direction present their research and results thereof as required to the students of the Master's study programmes (for example, in the study course "Current Problems of Public International Law");
- doctoral students of the study direction are lecturers in the study programmes of the study direction;
- Possibility to publish one's work in Socrates.

#### **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.**

In 2015–2018, the Faculty of Law cooperated with the Max Planck Institute for Foreign and International Criminal Law – Department of Criminology by participating in the international project [WiSKoS on industrial economic espionage identifying Latvian experience](#). In 2009 – 2013, the

Faculty of Law together with the Swedish Institute for Security and Development Policy participated in the project on the [effects of Russian organised crime on countries of the Baltic region](#).

In 2012 – 2013, the Faculty of Law together with the Swedish Institute for Security and Development Policy and the International IDEA Institute participated in the international project “[Protecting Legitimacy in Politics](#)”. The research results were used in the professional Bachelor’s study programme “Law”.

In academic year 2017/2018, university lecturers of the study direction started to participate in scientific projects, for example, participation in the ESF project “Training services on Forensic Expert Examination and its Performance” No. TA 2017/5/B/ESF. 2017–2020).

University lecturers of the Faculty of Law individually participate in research with institutions from other countries. There are plans to intensify participation in international research projects thanks to participation in the European Law Faculties Association.

The Bachelor’s, Master’s and doctoral study programmes benefit from participation in research. Research results are used in both lectures on the respective topic and seminar discussions.

Annex 14 provides information on projects involving RSU our <https://www.rsu.lv/en/about-us/development-and-research-projects>.

One of the Social Sciences Platform goals is to promote further international cooperation in research, as well as further international recognition of the researches, to promote research with an interdisciplinary and multidimensional perspective, in-depth research of the global and European challenges affecting Latvia's social and economic development. The Social Sciences Platform is conducting major researches, actively seeking ways to increase its international recognition and increase the number of publications in high impact journals, and to increase participation in the international conferences and involvement in the international research networks.

The experience and capacity to carry out practical industry researches make the Social Sciences Platform uniquely competitive in the international scientific context. At all levels, RSU focuses on high quality professionals and observation of the existing traditions, at the same time striving for global growth. An important advantage is the location in the center of the Baltic region, the promotion of synergies with comprehensive clinical practice, innovative companies and hedge funds, and involvement in large-scale events organized in Riga. The central location also provides good logistical facilities, providing an opportunity to serve as an international hub for international relations research. Another advantage is better access to health and medical research materials, respectively the Social Sciences Platform provides materials for health and lifestyle researches.

The above mentioned provides benefits in the relationships with international research community and positions the Social Sciences Platform as an effective knowledge hub for social innovation, international relations and comparative policy research in Northern Europe. Research performed by Social Sciences Platform researchers is not limited to the national level - they participate in global social science debates as well as in theoretical research and provide international knowledge transfer for problem solving in Latvia and other countries.

SSP scientists involved in the law research are active in the international academic and scientific environment and provide expertise and professional services to the International Criminal Tribunal for the former Yugoslavia, the representation of the European Judicial Cooperation Unit (Eurojust) in Georgia, and management of ECAD (European Cities Against Drugs) representation. Scientists provided guest lectures in Israel, India, Greece, Spain and Italy.

Research development plan for the following six years:

- to continue preparing applications for projects announced by the Latvian Council of Science (unfortunately so far this has been without success; two projects were prepared in 2019, but both were rejected);
- apply for projects abroad (Nordplus etc.) in cooperation with partner universities abroad;
  - involvement of post-doctoral researcher within the framework of SAM projects;
- presentation of 6-8 doctoral theses in the doctoral study programme;
- involvement of international researchers in the University through internal grants.

**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.**

To achieve the scientific goals of RSU - to motivate the teaching staff to engage in research and to increase support for more active involvement of the teaching staff in research:

- a motivating remuneration system for the involvement of staff, including the teaching staff, in research projects is being developed;
- academic staff will be paid a variable remuneration component (lump sum) once a year from 2019 to 2021, based on the following research results for the previous year: anonymous peer-reviewed scientific publication with RSU affiliation, presented doctoral theses supervised, registered patents with RSU ownership, total contract amount of the RSU-attracted project funds; in 2018, the lecturers of the study direction "Law" were paid an additional remuneration of EUR 1,183.35.
- organising networking activities for academic staff on topics related to research funding, intellectual property rights registration, responsible research and innovation, etc.;
- financial support is provided for publications in WoS/SCOPUS cited journals, especially open-access publications;
- studies focused on the research topic are ensured.

The lecturers of the study direction "Law" actively participate in scientific conferences and publish scientific articles. The overall quantitative indicators are as follows:

Activity	Number
Articles on the Web of Sciences / Scopus	155
Other scientific papers	963
Participation in scientific conferences	549

See Annex 6.4 “List of Scientific Publications by the Teaching Staff Related to the Study Programme for the Last Six Years” and Annex 6.5 “List of Scientific Publications by the Teaching Staff Related to the Study Programme for the Last Six Years”.

The RSU Social Sciences Platform's research staff development strategy is focused on providing excellent research in social sciences and ensuring a sustainable and supportive research ecosystem for alumni and RSU resident academic and research staff.

The goal of the research staff development strategy is to identify areas of activity that can have a significant impact on the development and attraction of scientific talent, to analyze the conditions necessary for the intended activities to achieve the goals, and to make the necessary changes. These activities also serve as an instrument for the strategic and sustainable development of human resources, in line with the principles laid down in the European Charter for Researchers and Code of Conduct for the Recruitment of Researchers.

Systematic development of the scientific staff in 2013-2018 has led to the following results:

- New job opportunities for new doctoral alumni and support for early career growth of researchers;
- Five post-doctoral research support projects have been attracted;
- guest lecturers receive competitive remuneration, flexible working hours, travel and living costs (the Human Resources Department also uses “Euraxess” to select lecturers);
- groups of scientists which aim is to attract young, foreign or returning Latvian scientists, resulting in three new projects and additional scientific capacity;
- alumni involvement in several grants and projects is now mandatory.

The results of the strategic target of attracting more scientific talents to vacant positions during the reporting period 2013-2018:

- Succession plans for the academic staff have been prepared;
- training on research topics;
- The statistical laboratory provides analytical support and advice on research methodologies, etc.;
- support and consultation on the development of the project applications and projects management;
- English proficiency testing and English language training;
- financial support for *Web of Science/Scopus, Open Access publications*.

Increasing strategic goal support for RSU staff research activity; results of the measures to reduce remuneration imbalances during the reporting period 2013-2018:

- significant increase in remuneration of the scientific staff and technical support staff for scientific staff;
- performance-based monthly bonus system, considering staff involvement in research projects;
- introduction of electronic time recording (work time tracking) applications;
- The results of the annual staff appraisal 2017 revealed that researchers' affiliation rate is still low - RSU solved this issue by implementing an internal grant and motivation system.

Strategic Target Award for Outstanding Research Staff Management from the activities of 2018 to promote RSU participation in the awarding:



- Increased administrative support for project implementation;
- the increasing remuneration of scientific staff;
- new positions for leading scientists (e.g., three leading scientists in social sciences);
- the annual performance-based award for members of the academic and research staff involved in scientific projects related to publications, registered patents, defended theses based on the funding amount (contract amount).

SSP promotes the modernization of the study environment and content by engaging academic staff in research projects, thereby improving their knowledge of modern technology and industry trends. The leading scientists of the Platform work closely with state organizations and politicians, enabling them to participate in policy development and prepare amendment proposals for laws and regulations, strengthening collaboration with industry players to promote innovation and commercialization. Research results and innovations are constantly integrated into the study process and study programmes.

**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.**

RSU students are provided with a dynamic international environment as well as interdisciplinary substantial research opportunities.

Students may get involved in scientific activities:

- by participating in scientific interest groups of students in various areas. Currently, 26 scientific interest groups have been formed and work actively (more information on the [website](#)); including constitutional law group Constitutio in the study direction "Law". The objectives of the group:
  - In-depth study of constitutional law through play, teamwork.
  - to create a spirit of competition among the members of the group by forming teams of three to prepare for Dišlers' constitutional mock trial.
  - to provide students with experience of mock trials, inviting specialists of the Constitutional Court as lecturers and assessors.
- by applying for receipt of financial aid from the Student Union for participation in conferences or seminars in the country or abroad (each year, more than 10 students receive financial aid for participation in conferences);
- by applying at the student portal with a doctoral student of RSU to assist in the development of a scientific paper;
- by participating in RSU scientific conference; unfortunately, the participation of students of RSU Faculty of Law is quite minimal; for this reason, student mock trials of the Faculty of Law are conducted in parallel.
- by participating with their own research in RSU International Student Conference (ISC). RSU ISC is an annual project hosted by SU that became international in 2015, and each year it attracts more and more students from various countries. In 2018, the conference reached new peaks, being organised for two days and involving more than 270 students with research works both in healthcare and social sciences. More information about the conference of this

year and the previous year can be found on the [website](#).

RSU departments and scientific interest groups of students are involved in the organisation of the conference in order to create workshops; RSU professors are involved in the assessment of the works, while the management and structural units are involved in various organisational issues.

Each year, a new team of organisers is created for this project; therefore, each year, the project manager faces a challenge to set a higher standard than the previous year, so the outcome depends on the vision and ambitions of the manager.

Each year, more works are submitted in health sciences, and it is difficult to involve students of social sciences in the conference. Experience shows that mostly it is related to the motivation of medical students to collect points for residency. Students of the social sciences are more difficult to motivate; therefore, ideas are sought on added value obtained by a student who would receive an award, for example, adding a grade to the final paper or granting discounts for the tuition fee.

This year, there was a particular success in advertising the conference both via the conference website and radio interviews, as well as the distribution of tangible materials in RSU and buildings of other universities.

Challenge of the next year's conference is to involve even more students with their research work both in the block of healthcare and social sciences in order to increase the number of sections and interested audience.

Starting from the first year of studies, students prepare study assignments to master the methodology of elaborating a research paper that allows students to acquire basic research skills in the first year. In the third year of studies, students write their Bachelor's theses according to the study programme's content and research directions related to the study programme.

In 2010, the Faculty of Law started cooperating with the Day centre Ābeļzieds of Riga Social Service located at Dzirciema iela 24. The cooperation is implemented in the Legal Clinic established by RSU, where students of RSU guided by their lecturers provide free legal advice. Legal Clinic has been established to improve the teaching forms and methods of students of the Faculty of Law, increasing the quality of acquired knowledge and skills, providing people with the necessary free informative advisory services in the legal and social fields. Over time, the provision of legal advice to the visitors of the social day centre has become an integral component of the learning process for the students of the Faculty of Law that complements the forms of theoretical and practical learning among the students, who want to expand their knowledge and improve their skills in the speciality of a lawyer.

From April 2019, annual Scientific Week is held, which includes an international scientific conference of researchers and students. It contributes to the wider development of international cooperation, involvement in scientific networks and associations, allowing to involve international partners into joint projects, research and publications.

The research-related study process also includes mock trials, which are organised at the Faculty of Law on a regular basis (usually once in semester) and which are dedicated to specific legal fields – administrative law, criminal law, etc. The evaluation jury consists of the leading lecturers of the faculty (for example, vice dean Jānis Grasis, prof. Sandra Kaija), as well as employers' representatives (for example, *Dr. iur.* Aldona Kipāne, Ministry of Defence). Students prepare responses to a casus based on practice, which has been prepared by lecturers, and provide a solution to it by recreating a court trial, demonstrating theoretical knowledge in a specified legal field, presentation and argumentation skills, the ability to cooperate and to find a legal and justified solution, i.e. demonstrating a general knowledge of the legal system.

Starting from April 2020, an international research project is to be launched with Lithuanian and Estonian higher education institutions, where students will compete in the international environment in the solving of the casus and at the same time conducting legal research on the case.

**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.**

### **Mapping**

In 2017-2018, a new type of study programme mapping was performed at RSU, which is a part of the study programme management process and promotes the possibility to implement a student-centred approach. When mapping study programmes, analysis of programme content, mostly the results of the programme, is carried out. Results of study programme mapping process – acquired maps and observations are intended both for the analysis of study programmes and assessment of quality, as well as the improvement of the study programme.

Mapping is performed by using MS Excel mapping tool developed by Study Programme Administration Unit of the Centre for Educational Growth of RSU, which extracts data from descriptions of study courses of the respective study programme in the RSU register of study courses. See mapping results in Annex 18.1.

In the framework of the ESF SO project “Improvement of Management Processes and Modernisation of Study Programme Content at Rīga Stradiņš University”, a mapping information system specification was developed in 2019, planning the system development in 2020. The planned mapping system will be integrated into the RSU IT systems and will ensure the mapping of the results of the study programmes and study courses and the monitoring of the coherence of the results.

### **BITF**

In 2014, targeted scholarships of Boris and Inara Teterev Foundation (BITF) for RSU teaching staff were created: “Integration of International Experience”, “Content Upgrading of Study Programmes”, and “Increasing International Citation Index of the Teaching Staff”.

Activities of the targeted scholarship are implemented in two ways: for the new or experienced teaching staff individually or for the new teaching staff in cooperation with a mentor. Support financing is received both by the new teaching staff and the experienced teaching staff mentor, and in close cooperation they develop materials necessary for the study course. Both participants of the activity are equally responsible for both the process and quality of the work result.

The RSU Development Strategy 2017-2021 defined the RSU IT infrastructure development concept, which supports the improvement of existing information systems and development of new e-solutions in order to improve the quality of studies and promote administrative efficacy.

RSU students and university lecturers already have a well-developed IT infrastructure and virtual

study environment, however, the existing IT systems need to be improved and new e-solutions should be developed to ensure closer integration of systems, development of new e-services and a more friendly interface for students and lecturers.

Since February this year, students have access to a new and upgraded portal and mobile application MyRSU, which is flexible for conversion and development, taking student interests into account. Mobile applications and portal versions are designed to make the student's everyday life easier by offering the existing functionality, adding new services such as a map with all RSU training facilities, online e-service availability (application and statement requests, e-mail personalisation, e-ticket extension, scholarship applications). For more information, see Section I Paragraph 3.3.

In order to increase the quality of studies by using advanced technologies and e-solutions, RSU has set the following tasks:

- 1) to develop the mapping system of study programmes that will ensure the possibility to see the meaning of the particular study course in the study programme, and how the student can acquire knowledge, skills, and competences required for the particular profession by completing certain study courses. E-solution of study programme mapping will strengthen the shared use of resources, promote the development of joint study programmes, and decrease duplication of the content of study programmes.
- 2) to supplement the existing RSU Register of Study Programmes for more efficient management of study programmes that will ensure the definition of results of study programmes and the joint plan, preparation of accreditation reports, analysis and benchmark comparison of performance indicators of the study programmes;
- 3) to supplement the existing RSU Register of Study Courses in order to ensure vertical integration of the content of study courses that will provide a possibility to link topics of study courses within the framework of the study programme in support of succession of study courses. A dictionary of keywords of study courses and visualisation of keywords will be developed that will reflect the related topics of the study courses and courses;
- 4) to establish a link between the thematic planning of the course description and the corresponding e-studies environment course, where the lecturer would be allowed to choose whether to create the respective e-course with the same thematic division as indicated in the study course description;
- 5) to use the RSU library of audiovisual study materials, including descriptions of various study objects, for example, clinical cases, dissection cases, simulation scenarios, interactive training videos, etc., ensuring systematisation and collection of study objects, as well as the possibility to share study objects with other higher education institutions; and for the students to be able to find the necessary simulation cases, clinical cases, and other study objects easily.
- 6) to develop a new system that would make it much easier for students to register for elective study courses available to them at times they are comfortable with. Establishing a system would facilitate the work of the administrative staff, allowing students to be added to elective courses more easily and quickly;
- 7) to improve the Electronic Admission System by reducing the administrative load, automating manual actions, improving the user interface, supplementing functionality, etc.

In order to ensure an advanced internal information exchange system for solving administrative issues, speeding up the circulation of information and decision-making, as well as to ensure electronic circulation of documents within RSU, the following tasks for increasing administrative

efficiency are set by RSU:

- 1) migration to electronic storage of the student file – in accordance with the Cabinet Regulations No. 203, applications, requests of the students and orders on the movement of students and study process may be stored only electronically. It will decrease the processing time of documents, increase the efficiency of administrative work and data quality, decrease the use of natural resources;
- 2) acquisition of additional HOP modules to provide availability of new e-services: enhancement of HOP functionality by implementing new e-services for the staff, for example, record keeping of business trips, e-instructions, etc.
- 3) Work Execution Management (WEM) system change – RSU has a WEM that ensures management of the assessment of achievement of aims and management of work performance. Change of the WEM portal is necessary in order to improve usability and aid in the work of heads of the structural units, ensure integration with other RSU information systems;
- 4) acquisition of invoice digitalisation tool – in accordance with the EU directive, pursuant to which all invoices between companies and state authorities must be in electronic format as of 27 November 2018, a possibility to digitalise printed invoices and create meta-invoices from these must be ensured.
- 5) to develop a quality and process management system – RSU Quality Assurance and Internal Audit Department already uses process management tool QPR Enterprise Architect with success. In May 2019, an agreement was signed, under which additional licenses were acquired to use the process modelling tool in a more comprehensive manner and to access the latest version of QPR. Employees will have access to the QPR web portal, which will allow each RSU employee to view the processes created, customize the content of the site to their own needs, and keep track of changes made and monitor the activities under their responsibility.

When evaluating innovative solutions implemented in order to support the study process, it can be said that it is a continuous process of growth guided by the RSU management and respective structural units.

## **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.**

The main objectives of the study direction "Law" are to ensure and develop education that is highly valued in the labour market and has content of high quality in Bachelor's, Master's and doctoral study programmes in the field of law; to train lawyers with modern academic knowledge and

practical skills in solving specific problems in the age of globalisation and information technology; to promote the competitiveness of professionals in the local and European Union labour markets and ensure that this competitiveness is based on sound theoretical knowledge and a high level of skills in analysis of legal problems; to implement a modern study process, focusing on new theoretical and practical approaches to the study and resolution of legal problems; to promote interest in topical legal problems in Latvia and the European Union and their solutions by involving researchers from Latvia and abroad in the implementation of study programmes, as well as by involving students in research carried out by the teaching staff of the study direction, etc. The fulfilment of these objectives is impossible without cooperation with Latvian and foreign institutions, including institutions of higher education, employers, non-governmental organisations, etc. Promotion and professor councils have been established in cooperation with other institutions of higher education, employers provide placement opportunities for students, participate in the defence commissions of Bachelor's and Master's theses, mock trials. Non-governmental organisations, such as the Latvian Lawyers' Association, participate in the training of future lawyers: the members give lectures and conduct practical classes, participate in the defence commissions of Bachelor's and Master's theses, etc.

RSU International Department (ID) has established an extensive network of partnering higher education institutions in Europe. Partnering higher education institutions are informed on Erasmus exchange possibilities at RSU, including the field of exchange of visiting teaching staff on a regular basis. In addition to electronic communication, every year RSU ID organises Erasmus+ International Week, the programme of which includes several professional networking events. Within the framework of this even, contacts are established with new Erasmus+ cooperation partners.

In addition to these events organised by RSU, representatives of RSU ID regularly attend annual events of professional international associations with a purpose to ensure exchanges, including visiting teaching. For example, RSU participates in networking exhibitions organised by the European Association of Erasmus Coordinators and the European Association for International Education.

RSU ID supports Erasmus visiting teaching visits both before the visiting teaching staff arrives in Riga and during the period of their visiting teaching (for example, administers documentation of the visiting teaching, develops the plan of activities, assists in the process of the visit, etc.).

Current development of cooperation and internationalisation is in line with the objectives of the directions and the development plan and is generally considered sufficient.

The Social Sciences Platform has established successful cooperation with key industry stakeholders to achieve its strategic goals, constant research relevance, to increase the potential for commercialization of research results and align them with industry development. The main industrial partners in the field of law are legal bureaus, professional legal associations, legal departments of commercial companies and academic institutions.

RSU also cooperates with other higher education institutions and colleges in Latvia. There is the cooperation with the State Police College in the field of law.

Cooperation agreements with other institutions have been signed in order to implement the study programmes, see Annex 7.

Cooperation with employers takes place continuously and on several levels. In order to promote cooperation with employers' organizations, their involvement in the education of future specialists, as well as to increase the RSU students' competitiveness in the labour market, the annual Career Opportunity Week is being held at the University. During this week, employers' organisations give presentations where employer representatives tell about the career opportunities in the respective

organisation, offer RSU students and alumni the current vacancies, as well as give practical advice on how to succeed in the job market. In 2015, more than 30 employers participated in the RSU Career Opportunity Week taking place on October 27-29.

At least 50 % of employers participate in the Commissions of State Examination, defence of Master's, Bachelor's theses: it is stipulated by Cabinet Regulations No. 481, and compliance with these regulations is strictly controlled at RSU.

RSU implements Erasmus+ programme mobility activity among the countries participating in the programme. In total, more than 200 bilateral cooperation agreements have been signed, providing mobility of the students and staff in all cycles of studies: during Bachelor's, Master's, and doctoral studies. Partnering universities are selected on the basis of available information on equal study programmes and conditions of training language. One of the main conditions is the alignment of the study courses during the student exchange programme in order to be able to recognise study sources and add them to the diploma supplement of the respective RSU study programme. Thus, a complete study process is ensured, supplemented by experience gained abroad. RSU implements Erasmus+ programme mobility activity among the countries participating in the programme. In total, more than 150 bilateral cooperation agreements have been signed, providing mobility of the students and staff in all cycles of studies: during Bachelor's, Master's, and doctoral studies. Partnering universities are selected on the basis of available information on equal study programmes and conditions of training language. One of the main conditions is the alignment of the study subjects during the student exchange programme in order to be able to recognise study subjects and add to the diploma supplement of the respective RSU study programme. Thus, a complete study process is ensured, supplemented by experience gained abroad.

In the international environment, RSU has been assessed positively. International university rating QS World University Rankings 2019 has included RSU among 1,000 best higher education institutions of the world, especially appreciating the university's ability to attract international students. RSU also regularly receives the highest evaluation "A" in various categories of the U-Multirank rating of higher education institutions of the European Union.

University has also received other international recognition. For example, as mentioned above, it was recognised as a student-centred higher education institution in the PASCL evaluation by the European Student Association. The World Bank experts in their research of 2016 also positively evaluated the involvement of students in RSU decision-making, presence of international students, and strategic planning at the university.

The broad Erasmus network of partnering higher education institutions is a proof of international recognition of RSU. Currently, 200 Erasmus cooperation agreements have been signed in Europe and beyond in various study disciplines. In 2017, RSU also received recognition from the State Education Development Agency on the successful implementation of Erasmus programme of the European Commission.

One of the main objectives of the study direction "Law" is to provide and develop content-rich education highly valued in the labour market in the Bachelor's, Master's and doctoral programmes in law. Thus RSU Faculty of Law selects employers according to its professional orientation.

The Faculty of Law has entered into cooperation agreements with the Prosecutor General's Office of Latvia, the State Fire and Rescue Service, the State Police, the State Police College, etc.

Cooperation with employers in the programmes of the study direction is continuous - in the form of guest lectures, during student placement (annex 9.1 "Description of the Organisation of Student Placement" provides information on Bachelor's study programmes (from page 1) and Master's study programmes (from page 19) in accordance with the regulations), during the defence of

students' independent work, and in other academic activities, such as conferences, as well as in the quality council of the study direction.

Experience exchange and knowledge improvement visits with employers are also organised. For example, the academic staff of RSU Faculty of Law visited the Supreme Court in November 2018, where they learned about the Supreme Court's case law, got acquainted with its work and discussed cooperation possibilities. Courts in Latvia offer law students the opportunity to attend court hearings to gain a practical insight into the court proceedings.

In the period being reviewed, 2016, the RSU Faculty of Law became a member of the European Law Faculties Association (ELFA) to foster internationalisation of the study direction. Participation in this organisation will enable to establish additional contacts with faculties of law of other European countries, to participate in conferences and do joint research.

In 2019, the Rīga Stradiņš University (RSU) entered into a cooperation agreement with the Police Academy of Lower Saxony in Nienburg (Germany). There are intentions to exchange visiting lecturers in forensics and cyber crime.

On 31 October 2018, Rīga Stradiņš University, the BA School of Business and Finance, the Riga Technical University entered into a trilateral agreement with a view to ensuring the performance of coordinated actions to improve cybersecurity potential in Latvia, using the strengths of the Parties (intellectual, technological, infrastructure potential and cooperation network) and the experience to date. They intend to cooperate in the following areas related to cyber security:

- 1) ensuring and improving the content of cyber security formal education in study programmes at all levels, providing their graduates with high-level knowledge, skills and competence in the field of cyber security;
- 2) creating a high-quality cyber security continuing education (including e-education) system;
- 3) research on various aspects of cyber security;
- 4) promoting the implementation such national policies that would promote the presence of Latvia as a safe country in the field of cyber security;
- 5) raising public awareness of the importance of knowledge, skills and competences in cyber security;
- 6) promoting cooperation on cyber security matters on the scale of Latvia, Baltic States, the European Union and on a wider international scale.

In order to ensure this, cooperation is intended in the following ways:

- 1) coordinating the activities in the development of knowledge, skills and competence in the field of cyber security and acquisition of necessary resources;
- 2) creating joint study programmes and study modules in the study programmes implemented by the Parties;
- 3) implementing joint research activities: conducting research, writing scientific publications;
- 4) implementing joint public activities, including seminars, discussions, conferences or creating separate sessions at regular events organised by the Parties;
- 5) preparing joint initiatives for the development of legislation in the field of cyber security.

Within the scope of the academic profession of a lawyer it is very important to maintain a constant link between theory and practice to ensure quality content of lectures. It is therefore important to have traineeships with economic operators to understand challenges in the existing legal regulations faced by economic operators every day in the best possible manner. In turn, this will mean that the university lecturer will present the theory at academic classes keeping in mind the closest possible link with the application of the law in practice. The obtained considerations will be used for the improvement of study courses, harmonising theoretical and practical study



assignments and improving the link between them.

In 2019, several lecturers of the study direction started traineeship at the Latvian Law Firm BDO LAW, who work together with BDO, – one of the largest networks of audit, tax and financial consultation companies in the world, uniting over 1500 offices in 162 countries. AS BDO Law welcomes doctors in law of the Faculty of Law of RSU as trainees according to taught courses and research directions:

1) Inga Kudeikina – civil law

*Tasks of traineeship: to identify problems in practical application of legal norms and preparation of legal documents, which legal professionals face in practical work.*

*Content of traineeship: to identify the use of knowledge (by resolving specific cases) in civil law: family, inheritance, rights in rem and in personam and civil proceedings; to evaluate the scope and limits of use of case law; to evaluate the applicability of theoretical considerations in practice; to select the most complicated cases, to study problems in their resolution; to learn problems in provision of oral consultations; to study legal documents and to identify difficulties in the preparation (obtaining information from customers and others, analysis of legal facts, selection of legal norms, formulation and argumentation of opinion); implementation of representation in court and relations with other legal and natural persons.*

2) Uldis Ķinis – cyber law

*The task of traineeship: to learn the most important legal problems in the cyber space from the point of view of practising lawyers.*

*Content of traineeship: borders of the cyber space, conclusion of transactions in cyber space, blockchain technologies, crime in cyber space.*

3) Sandra Kaija – criminal law

*Task of traineeship: to learn the most important problems in criminal law and criminal proceedings, which practising lawyers face.*

*Content of traineeship: separation of criminal offences, problems of classification of criminal offences, problems in the collection of evidence, crime in cyber space, latest news in criminal proceedings.*

4) Jānis Grasis – international law

*Task of traineeship: to clarify the most topical problems in international private law, when applying foreign laws and regulations in the preparation of international commercial contracts and in international civil proceedings.*

*Content of traineeship: problems in the preparation of international private law contracts, practical use of Incoterms, application of the CISG convention, challenges in international carriage of goods, practical problems in the use of payment instruments, recognition of the decision of foreign courts and arbitration courts.*

In 2019, J. Grasis had traineeship at VAS “Latvijas gaisa satiksme”, whose main operations are the use of the Latvian air space and organisation of air traffic and its main product is aeronavigation services. VAS “Latvijas gaisa satiksme” welcomed J. Grasis according to his area of research in international law, as well as his future plans to write a book “International Air Law”.

*Task of traineeship: to learn problems in practical application of international air traffic law.*

*Content of traineeship: practical application of international air traffic law, functioning of ATRACC -*

*Air Traffic Control System for Riga Area Control Centre, application of Regulation (EC) No.549/2004, application of EC Directive No. 1070/2009, cooperation with the International Civil Aviation Organisation and the European Organisation for the Safety of Air Navigation (Eurocontrol).*

Aldis Lieljuksis and Karina Palkova had traineeship with several economic operators (SIA Veselības centrs 4, SIA "Rīgas 1.slimnīca" and SIA "Veselības centru apvienība") on matters of medical law.

*Task of traineeship: to learn legal regulations for the cooperation of different medical practitioners in the process of treatment.*

*Content of traineeship: internal regulatory enactment, including job descriptions in ensuring the process of treatment in a situation, when several medical practitioners are involved in the process at the same time: physician – neurosurgeon at admission and physician performing magnetic resonance imaging; in surgery – leading surgeon and surgical nurse. Regulation of situations in the circulation of information, when medical practitioners change in the hospital after a shift at the hospital.*

The area and specifics of operations of all the selected economic operators correspond to the strategic specialisation and research directions of the study direction, as well as the economic operator has appropriate infrastructure for the needs of the sector.

See Annex 12 "References of employers and industry experts about study programmes related to the study direction".

## **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.**

There are currently no international students in these study directions. Within the framework of the study directions, student mobility is implemented through the European Commission Erasmus+ programme. Incoming students are admitted to study programmes of the study directions in the status of students during the exchange period. Students are provided with the necessary volume of study courses and the number of credit points. The offered courses are held in English. Students can study courses also at other faculties of social sciences.

Over the last six years, there have been 9 incoming students, 18 outgoing students, and 8 incoming foreign lecturers, 10 outgoing teaching staff mobilities in the study direction "Law".

Other opportunities are used as well. For example, foreign professor Marianna Petrova from the St. Cyril and St. Methodius University (Veliko Tarnovo, Bulgaria) was involved within the scope of the competition announced by the Ministry of Education and Science under specific objective 8.2.2 "To strengthen academic staff of higher education institutions in strategic specialisation areas". She taught study courses "Electronic Commerce and Taxation", "Protection of Human Rights in the Digital Environment" and "Intellectual Property Rights in the Digital Environment". Part of these courses took place remotely demonstrating that RSU e-studies can be used in distance learning without problems.

Annexes No. 8.1 and 8.2 provide statistics on international students and lecturers during the reference period, statistics on outgoing and incoming student mobility during the reference period by study programme. Annex 6.3 Summary of statistical data on incoming and outgoing teaching mobility within the reporting period – the academic year 2013 – 2019

**5.3. In the event that the study programme entails a traineeship, provide a description of the traineeship options offered to the students, as well as the provision, and work organisation. Specify whether the higher education institution/ college provides assistance in finding traineeships.**

The Bachelor's study programme provides for placement in the amount of 6 CP. The study programme curriculum provides for placement in the last semester of studies, thereby providing students with the possibility to strengthen the acquired theoretical knowledge in practice – state, local government institutions, commercial companies. Students are entitled to choose independently the place of placement in accordance with their own interests and possible specialisation (public or private sector, administrative, criminal or civil relations).

The placement tasks are to familiarise with the legal basis for the establishment and operations of the institution/organisation, documents which define the operations (documents of staff, protection of personal data, most important internal regulations, economic agreements, etc.); to familiarise with legal aspects of external operations of the institution/organisation (contracts with partners and clients, administrative acts, draft criminal procedural documents, etc.); to select case-law relating to the core activity of the place of placement.

The placement will provide knowledge about functioning of institutions/organisations (public or private) and the legislation governing their operations that are developed and applied in the specific field of professional activity; handling by the institutions/organisations (public or private) of related legal challenges and possibilities of resolving them, case-law of the selected field. During placement, the student will obtain practical skills required to ensure the legal functioning of institutions/organisations (public or private) observing occupational safety regulations, confidentiality, basic principles of trade secrets and professional ethics: to independently develop drafts of legal documents relevant to the specifics (functions) of the activity of the institution/organisation (public or private); to determine stakeholders in that particular situation, their rights and obligations; the skill to resolve individual practical tasks of standard and medium difficulty; to take responsibility and to express initiative in the performance of placement tasks. The trainee will develop the competence to independently formulate and analyse the legal framework relating to the functioning of the place of placement, identify problems, to provide a solution and to justify decisions; to plan and assess the quality of the work to be carried out in an institution/organisation (public or private); to demonstrate understanding and responsibility for the potential impact of his/her activities on the institution/organisation (public or private) and the general public.

RSU has cooperation agreements on providing placement to students, for example, with the State Police.

In the professional Master's study programme, the placement is implemented in the amount of 6, 20 or 26 CP. The study programme has been developed in such a way that after graduation from the professional or academic study programme "Law" graduates could work in state and local government institutions, private organisations, etc., as well as continue studies in the doctoral programme.

The placement in the professional Master's study programme "Law" is implemented according to the placement objectives. Students are provided with placement opportunities in accordance with RSU contracts with the State Police, the Prosecutor's Office, the State Fire and Rescue Service, and

other institutions. Students have the option to find a place for the study placement on their own.

The objective of the practice: to strengthen and deepen the knowledge obtained at the RSU Faculty of Law and to improve own professional skills.

See Annex 9.1 "Description of students' placement organisation (placement regulations)".

See Annex 9.2 "Information on contracts and other confirmations about the provision of student placements to students".

**5.4. In the event that joint study programmes are implemented in the study direction, provide the justification of the creation of the joint study programmes and a description and assessment of the selection of the partnering higher education institutions by including information on the principles and the procedures for the creation and implementation of these joint study programmes. In the event that no joint study programmes are implemented in the study direction, provide a description and assessment of the plans of the higher education institution/ college for the creation of such study programmes within the study direction.**

At the moment there are no joint study programmes in the study direction "Law". Consideration is given to developing such programmes in the future with careful selection of institutions of higher education, possibly starting with a Master's programme. Consultation on the development of such a programme is underway with L'Università del Salento (Italy). As already mentioned, on 31 October 2018, Rīga Stradiņš University, the BA School of Business and Finance, and Riga Technical University entered into a trilateral agreement to ensure the performance of coordinated actions in the field of cyber security, which also envisages collaboration in curriculum development.

## **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.**

See Annex 11 "Review of the implementation of recommendations".

Recommendations provided during the previous procedures of the assessment of the study direction have been fully implemented, and the analysis of the recommendations has been carried out. They have been adjusted to the peculiarities of the study direction and corresponding study programmes.

**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).**

Not applicable.

# Annexes

I. Information on the Higher Education Institution/ College		
List of the governing regulatory enactments and regulations of the higher education institution/ college	Kopa_Normativie_ENG_2020.pdf	Kopa_Normativie_LV_2020.pdf
Information on the implementation of the study direction in the branches of the higher education institution/ college (if applicable)		
Management structure of the higher education institution/ college	RSU_org_chart_26_08_2019_ENG.pdf	RSU_strukturshema_26_08_2019_LV.pdf
II. Description of the Study Direction - 1. Management of the Study Direction		
Plan for the development of the study direction (if applicable)	4.1._pielik_StV_Attist_plans_lv_eng.pdf	4.1._pielik_StV_Attist_plans_lv.pdf
Management structure of the study direction	4.2_pielik_StV_parvald_shema_eng.pdf	4.2_StV_parvaldibas_shema_lv.pdf
II. Description of the Study Direction - 3. Resources and Provision of the Study Direction		
Basic information on the teaching staff involved in the implementation of the study direction	6.1._pielik_Docetaju_sar_StV_TZ_lv_2020_ENG.xlsx	6.1._pielik_Docetaju_sar_StV_TZ_lv_2020.xlsx
Biographies of the teaching staff members (in Europass Curriculum Vitae format)	6-2_pielik_CV_EN_V7.pdf	6-2_pielik_CV_LV_V7.pdf
Summary of the statistical data on the incoming and outgoing mobility of the teaching staff over the reporting period	6.3._pielik_Docetaju_mobilitate_iz_ien_ENG.pdf	6.3._pielik_Docetaju_mobilitate_iz_ien_LV.pdf
II. Description of the Study Direction - 4. Scientific Research and Artistic Creation		
List of the publications, patents, and artistic creations of the teaching staff over the reporting period	6-4_pielik_Publikaciju_saraksts_2020_ENG.pdf	6-4_pielik_Publikaciju_saraksts_2020_LV.pdf
II. Description of the Study Direction - 5. Cooperation and Internationalisation		
List of cooperation agreements	7_pielik_Sadarbibas_ligumu-saraksts_ENG.pdf	7_pielik_Sadarb_Lig_Sar_lv.pdf
Statistical data on the teaching staff and the students from abroad	8.1._8.2._pielik_studejoso_ienakosa_izejosa_mobilitate_ENG.pdf	8.1._8.2._pielik_studejoso_ienakosa_izejosa_mobilitate_lv.pdf
Statistical data on the mobility of students (by specifying the study programmes)	8.1._8.2._pielik_studejoso_ienakosa_izejosa_mobilitate_ENG.pdf	8.1._8.2._pielik_studejoso_ienakosa_izejosa_mobilitate_lv.pdf
Description of the organisation of the traineeship of the students	9.1._pielik_Prakses_organiz_kopa_eng.pdf	9.1._Prakses_organiz_Kopa_lv.pdf
Information on the agreements and other documents confirming the traineeship of the students in companies	9.2_Vienosanas_prakses_ist_eng.pdf	9.2_Prakses_nodr_ligumi_TZ_TZMp.pdf
II. Description of the Study Direction - 6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Overview of the implementation of the provided recommendations	11_pielik_Eksp_Rek_izpilde_TZ_eng.pdf	11_pielik_Eksp_Rek_izpilde_TZ_lv.pdf
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.	24.4_pielik_Apliecin_latv_valodas_StV_TZ_eng.pdf	24.4_pielik_Apliecin_Latv_val_StV_TZ_lv_02122019.pdf
III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period		
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	17.1_pielik_Attilst_lzgl_Stand_TZMa_lv_2020.pdf	
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		
Curriculum of the study programme (for each type and form of the implementation of the study programme)		
Descriptions of the study courses/ modules		
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.		
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued		
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme		

Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under <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	(1.1.)_StV_TiesbuZin_AkreditNovert_iesniegums_eng_02122019.pdf	(1.1.)_StV_TiesbuZin_AkreditNovert_iesniegums_lv.pdf

## Other annexes

Name of document	Document
23_pielik_Attilstiba_ESG_lv.pdf	23_pielik_Attilstiba_ESG_lv.pdf
23_pielik_Attilstiba_ESG_eng.pdf	23_pielik_Attilstiba_ESG_eng.pdf
13.1_pielik_RSU_apbalv_market_KD_lv.pdf	13.1_pielik_RSU_apbalv_market_KD_lv.pdf
4.3_pielik_JF_SPK_FD_sastavs_lv.pdf	4.3_pielik_JF_SPK_FD_sastavs_lv.pdf
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1. order in personnel matters (LV only)	order in personnel matters (LV only).pdf
2. SAR (ENG)	StV_TZ_2019_akreditacija_ENG.pdf
3.SAR (LV)	StV_TZ_2019_akreditacija_LV.pdf
4. Info regarding study fee	Info regarding study fee_2.10.2020.docx
5. Presentation from RSU library	Tiesibu zinatnes virziena akr 02.10.20 ENG.pptx

# 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>Lidija</i>
Surname of the study programme director	<i>Rozentāle</i>
E-mail of the study programme director	<i>Lidija.Rozentale@rsu.lv</i>
Title of the study programme director	<i>Mg. iur.</i>
Phone of the study programme director	
Goal of the study programme	<i>To prepare qualitative specialists in the field of law with professional skills who would be able to select, analyse, interpret legal framework, apply legal provisions and take necessary action in civil procedure, administrative procedure, criminal procedure, disciplinary proceedings, in the context of public and also international and European Union law by holding a respective position in public and local authorities, police, commercial companies, associations and foundations.</i>
Tasks of the study programme	<p><i>Main objectives of the study programme:</i></p> <ol style="list-style-type: none"> <li><i>1) to provide students with thematic knowledge on the rights, methods of understanding and interpreting them;</i></li> <li><i>2) to promote the acquisition of skills and abilities associated with specific research of legal nature, which are based on modern methodological and legal principles;</i></li> <li><i>3) to develop the ability of evaluating legal processes in Latvia, Europe and throughout the world;</i></li> <li><i>4) to teach the use of critical constructive thinking skills in assessing the performance of legal institutions and to develop skills by drawing up proposals for the improvement of their work;</i></li> <li><i>5) to promote the acquisition of knowledge of health care, medical and social rights in accordance with the RSU academic activity profile;</i></li> <li><i>6) to prepare students for further studies in the Master's and doctoral study programmes, as well as distance learning, developing lasting motivation for permanent education;</i></li> <li><i>7) to strengthen the sense of responsibility towards the work to be carried out and the progress made in the context of the ability to substantiate one's own opinion and to respect the interests of the institution or company.</i></li> </ol>

Results of the study programme	<ol style="list-style-type: none"> <li>1. Is able to work independently by using the acquired knowledge and analysing vast amount of information, solving theoretical and practical issues in the field of professional activity.</li> <li>2. By critically using the acquired knowledge, is able to prepare necessary legal documents, to select a solution to a problem and to give advice on it.</li> <li>3. Is able to analyse the legal system and its elements that are related to legal innovation, institutional structure and practice of applying law by law enforcement authorities by using legal methods and substantiating and presenting one's opinion in the sector and in public.</li> <li>4. Is able to evaluate one's professional activity and assume responsibility by working individually or in a team in accordance with the specificity of the fields of law.</li> <li>5. Is able to follow changes in regulatory enactments and in case-law, has knowledge of legal literature in order to use it effectively in practical application of law and protection of rights.</li> <li>6. Is able to analyse situations and solve ethical dilemmas.</li> <li>7. Follows the changes in the field of law, understands the necessity of professional improvement and is able to integrate new knowledge on a professional basis.</li> <li>8. Has acquired knowledge of the legal system of Latvia, institutional structure and practice of applying law by law enforcement authorities while also comparing it with other European Union Member States.</li> <li>9. Is able to analyse the legal system and its elements that are related to legal innovation, institutional structure and practice of applying law by law enforcement authorities; to analyse and apply provisions in the fields of international and European law, as well as in the field of medical and social rights in line with specific facts; to use the acquired theoretical knowledge in the field of law for studying legal processes and situations; to implement an interdisciplinary approach to studies of legal nature, to assume responsibility for investment in professional legal knowledge and practice and/or for achievement of group strategic results; to use qualitative and quantitative methods in practice for the process of legal inquiry.</li> <li>10. Is able to select, master, and analyse legal sources and specialised theoretical literature and to use it in order to be able to efficiently use the acquired knowledge in practice, use the theoretical knowledge and acquired abilities in practical work in order to analyse, interpret, and solve theoretical and/or practical legal issues; to communicate clearly one's findings and to use argumentation in their formulation, to explain and discuss complicated issues in the field of law; to formulate and implement inquiry process that is of legal nature, as well as to find their practical application on a professional basis.</li> </ol>
Final examination upon the completion of the study programme	Bachelor's thesis – development and defence

## Study programme forms

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

Study type and form	<i>Full time studies</i>
Duration in full years	3
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	120
Admission requirements (in English)	• <i>Secondary education</i> • <i>CE certificate in the Latvian language</i> • <i>CE certificate in a foreign language or an international testing institution's examination document</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor's degree of social sciences in law science</i>
Qualification to be obtained (in english)	—

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, RĪGA, LV-1007

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

Study type and form	<i>Part time studies</i>
Duration in full years	3
Duration in month	6
Language	<i>latvian</i>
Amount (CP)	120
Admission requirements (in English)	• <i>Secondary education</i> • <i>CE certificate in the Latvian language</i> • <i>CE certificate in a foreign language or an international testing institution's examination document</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor's degree of social sciences in law science</i>
Qualification to be obtained (in english)	

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, RĪGA, LV-1007

### Full time studies - 3 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	3
Duration in month	0
Language	<i>english</i>
Amount (CP)	120
Admission requirements (in English)	• <i>Secondary education</i> • <i>CE certificate in the Latvian language</i> • <i>CE certificate in a foreign language or an international testing institution's examination document</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor's degree of social sciences in law science</i>
Qualification to be obtained (in english)	

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

Study type and form	<i>Part time studies</i>
Duration in full years	<i>3</i>
Duration in month	<i>6</i>
Language	<i>english</i>
Amount (CP)	<i>120</i>
Admission requirements (in English)	<i>• Secondary education • CE certificate in the Latvian language • CE certificate in a foreign language or an international testing institution's examination document</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor's degree of social sciences in law science</i>
Qualification to be obtained (in english)	

**Places of implementation**

<b>Place name</b>	<b>City</b>	<b>Address</b>
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, RĪGA, LV-1007

### **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**

See in study programme's parameters.

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

The study programme has been implemented as a full-time and part-time study programme. The number of students in the reporting period has been stable, with a tendency of increasing (see Annex 16).

Forms of attracting potential students have constantly been improved by providing widely available information about the programme. It is planned to provide studies in English. Currently, the following study courses are available in English: *International Refugee Law, International Humanitarian Law, International Public Law, International Private Law*. Although, currently these courses have been implemented within the framework of Erasmus+ exchange programme, it is planned to gradually increase the number of English-taught courses in the upcoming years, so that in the future the programme would be taught also in English.

The higher number of part-time regular students is related to the fact that students who select part-time study form are those who work, as well as students who after graduation from colleges continue studying in a higher study course.

It indicates that even though there is a demographic decline, the number of students in the study programme has been preserved which attests both to the popularity and the need for the study programme. Many students in part-time regular studies acquire their second education and the form of studies enables them to combine work with studies (for example, a nurse at Tukums Hospital and an artist).

Forms of attracting potential students are constantly improved by providing widely available information on the study programme.

Admission to full-time regular studies in the study programme takes place in the autumn semester, whereas in the part-time regular studies twice a year – in the autumn and spring semester. It promotes school-leavers to begin studies after graduating from college (for example, part-time regular studies in the spring semester are traditionally taken up by graduates of the College of Law and the State Police, since they have the graduation ceremony in January–February); however, the number of students beginning their studies in the spring semester is smaller than in the autumn

semester, since in the autumn semester mostly secondary school-leavers are admitted whose number is higher than that of college graduates.

The study programme is regularly popularised by also using modern information platforms such as social networks. Potential students are informed about RSU in general – its traditions, study environment, and specifically on the study programme – by informing about its content, career and growth opportunities after graduating it. Even Rector Prof. Aigars Pētersons has addressed those willing to study, while the main ambassadors are students and graduates of the study programme who are the most capable of telling potential students about the study programme; for example, in the academic year 2018/2019, the graduate in an interview that was published in one of the biggest Internet portals [Delfi.lv](#) spoke about the benefits she had gained after graduating from the study programme. The event “Startē Stradiņos” is like a tradition that addresses potential students and that is reflected both on *Facebook* platform and on *YouTube* channel which is a modern information tool capable of addressing the youth. Video of the academic year 2018/2019 can be viewed on [YouTube](#). For more information about the study programme on social media see; for example, [Facebook](#).

In the academic year 2019/2020, the acceptance of documents is organised for the first time in regions: in two largest cities of Latvia – Liepāja and Daugavpils – it will enable to expand the attraction of the youth, since it will be easier for them to submit documents for studies.

### **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 study programme was established in accordance with the Bologna Declaration guidelines on the common European Education Area, and is fully consistent with the national standard of higher academic education. The study programme was developed in accordance with the requirements for the study programme set out in Section 55 of the Law on Institutions of Higher Education. The Bachelor's study programme “Law” provides an opportunity to receive a Bachelor's degree of social sciences in law. The total volume of the study programme is 120 credit points; it is intended for 3 year full-time studies.

The admission requirements comply with the aim of the study programme – to prepare specialists in the field of law; likewise, successful completion of the Bachelor's study programme is a prerequisite for continuing studies in the professional Master's study programme “Law” so that at the end of it the professional qualification of a lawyer would be obtained after fulfilling programme's requirements and passing the common lawyer's qualification examination.

The content of the study programme ensures a good basis for higher level studies up until doctoral studies. For example, Agnese Reine-Vītiņa has graduated from both the Bachelor's study programme and Master's study programme and now pursues her doctoral studies and conducts research work at RSU. It must be noted that owing to such unique study courses at RSU Faculty of Law as Pharmacy Law, Rights of Healthcare Organisations, the graduates of the study programme use the acquired knowledge, skills, and competence in fields significant to the economy; for example, in health care – the graduate Laura Šāberte is a lawyer both at the Health Inspectorate and at Riga East Clinical University Hospital. *Dr. iur.* Santa Slokenberga, the graduate of the study programme must be mentioned who is a co-author of several scientific monographs – “Comments

on the Law of Patient Rights” and “Medical Law” and has given a significant contribution to the development of medical law and patient rights in Latvia. At the same time, the other traditionally significant block of the study programme must be emphasised, i.e. preparation of law enforcement specialists. Graduates of the study programme work towards ensuring and strengthening legal certainty of the state as investigators, in the probation system and sentence execution system (for example, already-mentioned Juta Kacena, Svetlana Miļutina, Sergejs Sideļņikovs, Raitis Gailāns). It is possible because the study programme offers study courses that are taught by professionals of the specific field (for example, *Dr. iur.* Jānis Baumanis, a legal counsellor at the Supreme Court Senate, *Dr. iur.* Aldis Lieljuksis, General at the State Police, *Dr. iur.* Andrejs Vilks, one of the leading criminologists in Latvia, *Mg. iur.* Jānis Ievītis, a public prosecutor, *Dr. iur.* Sandra Kaija, one of the leading specialists in criminal procedure rights, *Mg. iur.* Māris Stivrenieks, Deputy Chief of the Prisons Administration, *Mg. iur.* Aelita Zīle, Police Colonel, criminologist). The Faculty is equipped with a forensic laboratory where students under the supervision of *Mg. iur.* Aelita Zīle gain practical knowledge that is necessary for investigators and judicial experts which ensures that graduates are ready to work and independently improve their skills.

### **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 study programme is regularly improved in accordance with topicalities in law, including by adding elective courses. Considering topicalities, the study programme is updated by inclusion of new study courses (for example, the study course “Legal Provision for Real Estate Transactions” was developed and implemented in the academic year 2017/2018). Before each year of studies, descriptions of study courses are updated by including the latest literature and case-law in compliance with amendments to legal acts and case-law and latest scientific literature.

Annual scientific conferences organised by RSU Faculty of Law serve as an information exchange platform. On 25 April 2019, the international scientific conference “Topical Issues of the Legal System” was organised in which representatives of employers, legal scientists, and practitioners such as Artis Velšs (Deputy Chief of the State Police), Aivars Borovkovs (President of the Latvian Lawyers’ Association), Juris Jansons (Ombudsman of the Republic of Latvia), Mariana Petrova (University of Veliko Tarnovo (Bulgaria), Professor) took part. Traditionally, conferences are organised in the form of plenary sessions, working groups, round table discussions that ensure a comprehensive analysis of issues at hand. Topical development trends in law, amendments to legal acts, and their reflection in practice are discussed in the conferences. It allows the teaching staff to react promptly to novelties and incorporate them into the course descriptions of the following academic year in order to provide students with up-to-date and useful information. It must be noted



that descriptions of study courses are updated before each academic year. Updating study courses, they are supplemented with the latest literature and, where necessary, the topics to be covered are adjusted, as well as new independent assignments are included (for example, in case of changes to the regulatory framework or case-law – analysis of the latest amendments, situation solutions where the new regulatory framework has to be applied, etc.).

Results of the conference are compiled in scientific articles and published in the free-access scientific journal “Socrates” of RSU Faculty of Law. It provides the opportunity to introduce students to the latest findings and to use scientific articles in the study process.

International scientific conferences at RSU FL are organised each year in April, lecturers of the Faculty regularly participate in conferences organised both by RSU and other institutions of higher education (also abroad), they publish scientific articles both in Latvia and in scientific journals abroad.

Information on study course updating see in paragraphs 1.6., 2.4., 4.6. of the description of the study direction and Annex 1. Process description No 34. “Updating and Development of Study Courses, Study Programmes and Study Directions”.

According to study conducted in Germany in 2019 on the future skills and knowledge for lawyers by 2030, providers of legal services will certainly need to focus on even more specialisation and expertise. The following were forecasted as the most significant changes:

- 1) Digital communication with clients and the institutions involved;
- 2) Increasing availability of legal knowledge / expertise on the Internet; standard advisory services will be taken over by online service providers;
- 3) Legal service providers will require more partnership and cooperation.

In an analogous study in Switzerland in 2019, it was noted that it would be very important to look for creative solutions tailored to the customer’s needs and to offer innovative approaches (to some extent contrary to the current traditional framework of the profession).

Therefore, within the framework of the study direction “Law Science”, considerable emphasis is being placed and further developed the training of lawyers for work in the digital services market. The cooperation agreement with Riga Technical University and BA School of Business and Finance will allow to join forces in the future both in development of new study courses and even study programmes related to the development of digital services. Increasing integration of simulations, particularly in the digital space, will be developed in the learning process throughout all the study programmes, thereby helping students to acquire the skills to apply their knowledge in practical work environment while addressing legal problems.

## **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 aim of each individual study course is related to the aims of the study programme; study

courses ensure consistency and, taken together, they achieve aims of the study programme. Study courses are based on, and result from the learning outcomes to be achieved. For example, the study course “Theory of Law” provides the knowledge and skills necessary for mastering all other study courses in the field of law; mastering of the study course “Family Law” sequentially forms the foundation (knowledge) for mastering the study courses “Inheritance Law”, “Protection of Family and Children’s Rights”, etc.

Taking into account the results of the mapping of the study programme and the defined learning outcomes, course descriptions have been updated, meetings with lecturers have been organised, ensuring understanding of the overall aim of the study programme, mutual cooperation among the lecturers and compliance of study courses with the learning outcomes of the study programme.

The study courses of the study programme are balanced and provide sufficient knowledge, skills, and competence in general and specialised disciplines characteristic to RSU Faculty of Law. Students acquire basic knowledge by mastering the study courses “Theory of Law”, “Legal Methods”, “Logic”, “History of Law in Latvia”, “Legal Rhetoric”, “Human Rights”, “Professional Ethics”, etc. and sectoral knowledge by mastering the study courses such as “Administrative Law”, “Administrative Procedure”, “Criminal Law”, “Criminal Procedure”, “Family Law”, “Inheritance Law”, “Property Law”, “Obligations Law”, and “Civil Procedure”. The added value of the programme is the opportunity to obtain a particular specialisation, to master related but advanced study courses in addition to the mentioned study courses – “Protection of Family and Children’s Rights” (which allows to continue professional growth in institutions for the protection of the rights of children, Orphan’s and Custody Courts), “Legal Provision for Real Estate Transactions” (which allows to successfully work at the State Land Service, Land Register, bureaus of sworn notaries), already-mentioned “Forensic Science” (which provides the opportunity of becoming judicial experts), “Medical Law”, “Social Law”, “Pharmacy Law”, “Rights of Healthcare Organisations” (which provide knowledge, skills, and competence that can be used in private practice by ensuring the protection of patient rights, in pharmaceutical enterprises, in healthcare institutions by working as a wide-range specialists).

With the introduction of the common qualification examination for lawyers’ qualification, the challenge is to balance study courses in order to ensure both general knowledge and retention of the specialisation. It is successfully ensured by regrouping the volume of study courses into credit points. The primary study courses in the sector have an increased number of credit points; for example, from 3 to 4 CP in “Theory of Law”; the number of credit points has also been increased in disciplines where more time is needed to develop skills for carrying out practical tasks, analysis of case studies and application of legal provisions; for example, the number of credit points has been increased from 2 to 4 in the study course “Obligations Law”. The number of credit points has been decreased in specialised study courses in the field; for example, the number of credit points in the study courses “Protection of Family and Children’s Rights” and “Medical Law” has been decreased from 3 to 2 CP. The general study courses will provide basic knowledge of interpretation of legal provisions, develop reasoning skills, ensure competence for further training, conducting and presenting research; therefore, on the basis of knowledge, skills, and competence gained during these study courses students will be able to independently guide themselves and to master specialised study courses without losing the overall quality of study courses that will ensure the successful completion of the common qualification examination for lawyers, taking into account that Bachelor’s and Master’s studies at RSU Faculty of Law are interconnected and the Master’s study programme has observed a succession in terms of study courses and lecturers. For example, Prof. S. Kaija teaches the study course “Criminal Procedure. Special Part” in the Bachelor’s study programme and the study course “Topical Issues of Criminal Law and Criminal Procedure” in the Master’s study programme, Assistant Prof. Inga Kudeikina teaches the study course “Family and

Inheritance Law” in the Bachelor’s study programme and the study course “Civil Law, Civil Procedure Law and Commercial Law” in the Master’s study programme. It ensures continuity of study courses, allows to build on the already known amount of knowledge, to avoid repetition, as well as promotes student attraction, since the content and requirements of study courses are known to, and transparent to the students until they obtain the professional Master’s degree and a lawyer’s qualification, keeping in mind that the Bachelor level can be regarded as the basis for obtaining the qualification of a lawyer, which is conceptually every student and the main objective of studies in law.

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

The study process is implemented mostly in the form of interactive lectures, practical interactive classes or seminars and independent work of students. Both in lectures and in classes all previously described advanced technologies available at RSU are used.

During their studies at RSU, students have a possibility to ask questions they are interested in, to engage in discussions with lecturers and study colleagues. Problem-centred teaching strategies are used in studies. All additional study materials are freely available to the students in the e-study environment. It also provides references to additional information sources for studying the specific issues, as well as materials for self-guided learning (for example, practical assignments that can be done at home with self-assessment algorithm).

Both formative and summative evaluation is used in studies. Formative evaluation takes place during everyday study process: by asking control questions to the students during the contact lessons, as well as by discussing the independent work of students that is practised during the study process. Summative evaluation takes place at the conclusion of each study course as a test or examination. Summative evaluation tests are organised in a written form (in paper format or electronically) or as oral discussions. On conclusion of studies, the student selects a topic he or she is interested in and in cooperation with the selected supervisor develops and defends the Bachelor’s thesis.

As already mentioned, by the end of each academic year, students are asked to complete the evaluation survey in RSU e-environment, wherein they can express their opinion and provide proposals both regarding the content of the study course and the methods of implementation thereof, as well as competences and work style of the lecturers. Therefore, study courses are updated each year in accordance with the evaluation given by the students. Representatives of the students are also involved in Faculty Councils ensuring representation of their opinion in decision-making.

RSU implements student-centred education, providing that:

- independently learning student is at the centre of the study process;
- the learning outcomes are clearly formulated and known, and the student studies to achieve them;

- students know and understand the learning outcomes defined for the study programme or course;
- evaluation of the student's achievements is formed in a way that it is possible to ascertain whether and at what level the planned learning outcomes have been achieved;
- the task of the teaching staff is to facilitate the studies of the student so that the student achieves the set learning outcomes;
- it can be observed that the set of learning outcomes of separate study courses forms the learning outcomes of the study programme.

The learning outcomes of the study programme are formulated in a student-centred manner and they:

- establish a unified understanding for students and teaching staff regarding what is expected from the student at the end of the course or the programme;
- provide students with an opportunity to study more effectively, i.e., students clearly know what knowledge and skills they will obtain when they successfully complete the respective course. The students can also track what they have already learned and what they still have not learned, and what their progress is towards achieving the outcomes of the programme;
- present a tool for the teaching staff for organising the study process more effectively: lectures, seminars, group work, discussions, laboratory work, etc., by selecting topics and materials, as well as teaching strategies in accordance with the learning outcomes specified for the study course or study programme;
- create mutual understanding between the teaching staff and colleagues regarding the achievement of which learning outcome the course is taken, and the respective learning method is selected;
- identify those areas where certain types of learning outcomes overlap or are missing (by comparing courses and compliance thereof with the programme);
- make it easier for the students to choose which courses to take in accordance with the learning outcomes the student wishes to achieve;
- provide clear information for employers on the knowledge and skills the students have acquired, as well as provide an opportunity to assess this knowledge and skills in accordance with the established professional qualification.

The study implementation and assessment methods used promote the achievement of learning outcomes and aims of the study programme.

By implementing a student-centred study process, students from passive viewers have become active participants in the study process; for example, student representatives take part in the Faculty Council, they have voting rights and they participate in decision taking regarding the approval of the topics for Bachelor's theses and their supervisors. When the requirements of a particular study course allow doing so; the opinion of students is taken into account by giving specific individual assignments (for example, there is a choice between group work, public presentation or an individual report); cooperation between lecturers and students is promoted in the form of electronic consultations (it must be noted that there is a direct lecturer reachability platform on the e-studies – e-study e-mail) or face-to-face consultations. Consultation times for each lecturer are announced prior to each semester for the whole semester. The opinion of students is taken into consideration when updating the content of the study programme. For example, the study programme was supplemented with "Placement" on the initiative of the students.

There are other study methods used in the study process; for example, field trips – once every semester student field trips to the Supreme Court of the Republic of Latvia are organised during

which students become acquainted with the court, its organisation, and they also meet with senators.

In the study course “Medical Law”, students attend a legal hearing after which they write an essay, analysing both substantive law (grounds for a claim) and procedural law, i.e. analysing the conduct of legal proceedings by drawing attention to the compliance of the proceedings with the provisions of the Civil Procedure Law, thus developing analytical skills, strengthening knowledge both of the specialised study course – “Medical Law” and of related study courses – Civil Procedure, Legal Rhetoric, Obligations Law, which is a great contribution to the strengthening of students’ knowledge and competences.

The study process also includes simulations of legal proceedings that are regularly (usually once every semester) organised at the Faculty and that are devoted to particular fields of law – administrative law, criminal law. Leading lecturers are members of the evaluation jury (for example, Vice-Dean Jānis Grasis, Prof. Sandra Kaija), as well as representatives of employers (for example, *Dr. iur.* Aldona Kipāne, Ministry of Defence). Students produce answers to the case prepared by the lecturers that is based on practice and offer a solution to it by simulating a legal hearing, in which they demonstrate theoretical knowledge in the particular field of law, presentation and argumentation skills, skills of cooperation and finding a legal and reasoned solution, i.e. demonstrate general knowledge of the legal system.

During regular classes and seminars, students are constantly given practical assignments that require individual work, develop competence in legal acts and case-law, perfect presentation skills, legal language used in essays and case studies.

Once a semester, *Dr. iur.* Kitija Bite, RSU Faculty of Law lecturer r organises and conducts research workshops in the National Library of Latvia that are not compulsory but very useful and allow students additionally and free of charge to practice the development of Study Papers and Bachelor’s theses by drafting the aim, objectives of research, subject and object of research, as well as other essential research elements. Students of the study programme are keen to take advantage of this opportunity and the research papers developed are of higher quality. Information on these study courses is published on the website of the National Library of Latvia, on the Faculty of Law information board, as well as individually notified by the Head of the study programme to the students.

Thereby, study methods are improved by providing practical knowledge, the necessity of which the students have indicated in surveys.

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

The study programme provides placement in the amount of 6 CP. In the plan of the study programme, the placement is planned during the last semester of studies, thus providing students with an opportunity to consolidate the acquired theoretical knowledge in practice – in public and municipal institutions, commercial companies. Students are entitled to independently select the location of placement in accordance with their interests and potential specialisation (public or

private sector, administrative law, criminal law, or civil relations).

The placement tasks include familiarisation with the legal basis for the establishment and operation of an institution/organisation, the documents defining the activity (staff documentation, protection of personal data, internal regulations, business contracts, etc.); familiarisation with the legal aspects of the institution/organisation's external activities (agreements with partners and clients, administrative provisions, draft criminal procedure documents, etc.); selection of case-law relevant to the operational activity in the location of placement.

The placement will provide knowledge of the operation of institutions/organisations (public or private) and the legislation that govern their functioning and that are developed and applied in the particular professional field of activity; legal issues connected to the work of institutions/organisations (public or private) and the possibilities of solving them; the case-law of the selected field. In the placement, the student will acquire practical skills that are necessary for ensuring legal functioning of institutions/organisations (public or private) in compliance with occupational safety rules, confidentiality, commercial secret, and basic principles of professional ethics: to independently draft legal acts and other legal documents corresponding to the specificity (functions) of the operation of the institution/organisation; to identify the persons involved in a particular situation and their rights and obligations; ability to solve standard and medium-difficulty individual practical tasks; to take responsibility and take initiative in carrying out placement assignments. The trainee will develop the competences to independently formulate and analyse regulatory framework relevant to the activity of the placement, to identify problems, provide solutions for them and justify decisions; to plan the work to be carried out at the institution/organisation (public or private) and to evaluate the quality of the performance thereof; to demonstrate awareness and responsibility for the potential impact of their action on the institution/organisation (public or private) and on society as a whole.

RSU has cooperation agreements on the provision of placement for students; for example, with the State Police.

See Annex 9.2 "Description of the Organisation of Student Placement".

See Annex 9.2 containing information on contracts and other certification on the provision of student placement in enterprises.

## **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 development of a Bachelor's thesis is an important stage of the study programme. Students develop their Bachelor's theses in accordance with RSU Faculty of Law Methodology Guidelines for the Development, Design, and Defence of Research works that are publicly available on the RSU [website](#), as well as in e-studies. The development of a Bachelor's thesis is supervised by an experienced lecturer. If necessary, a field expert may be invited.

The student selects the topic for the Bachelor's thesis independently by consulting the supervisor whom the student is entitled to freely select. The list of Bachelor's thesis supervisors along with specialisations is available at the Faculty information board; it is also placed on e-studies and, if necessary, the Head of the programme provides advice. The free selection of the topic of the Bachelor's thesis and of the supervisor ensure respect for academic freedom, as well as promote

the development of competences such as the knowledge of the legal system and topical issues of law and practice. Topics recommended by the sector are taken into account; for example, topics by the State Probation Service and Prisons Administration approved by the Ministry of Justice for the academic year 2019/2020 are introduced to the student by placing them on e-studies. At the beginning of each semester, informative meetings with students and the Head of the study programme are held on the development of the Bachelor's thesis, emphasising the selection of the topic and supervisor, the topicality of the research, the volume of the Bachelor's thesis and other relevant issues of interest to the students.

The topics of the Bachelor's thesis and the supervisors are approved at the RSU Faculty of Law Council meeting. The topicality of the selected topic and the relevance of the selected supervisor with the given topic are evaluated. If necessary, the student is advised to make adjustments to the topic, specify it, select a different supervisor (field expert). In compliance with academic freedom, where possible, topics are not rejected. If a student has not selected a supervisor, one will be appointed by the decision of RSU Faculty of Law Council. Communication between the student and the supervisor is provided by the students, as well as by the support staff of the faculty, office administrators Inga Minkeviča and Ināra Telnere.

The topics of students' Bachelor's theses are diverse, they are often related to students' placement and/or work places where students have identified deficiencies in the legal regulation in relation to the placement (for example, topics in the field of child protection, prevention of violence, protection from violence, performance of investigative activities, carrying out real estate transactions, probation supervision, patient protection, etc.).

Preliminary defence is organised prior to the defence of Bachelor's theses during which the student demonstrates the results of his / her research to the commission, is able to test himself/ herself, receive recommendations for improving the Bachelor's thesis. Preliminary defence provides a significant contribution, since it allows students to improve their Bachelor's theses, presentation, and to evaluate the most essential aspects of the research for inclusion in the defence.

The defence of the Bachelor's thesis takes place in front of the commission consisting of academic staff, representatives of employers, and practitioners (for example, Prof. Aivars Endziņš, the Chairperson of the Commission; Assistant Prof. Inga Kudeikina, Assistant Sworn Notary; *Dr. iur.* Jānis Baumans, Legal Counsellor at the Supreme Court of the Republic of Latvia; Sworn Advocate Kristaps Ābelis; *Dr. iur.* Aldona Kipāne (Ministry of Defence); *Dr. iur.* Renāte Fila-Rože, Deputy Chief of the State Police of the Republic of Latvia; *Dr. iur.* Ēriks Treļš, Lecturer at the State Police College. Such composition of the commission ensures a comprehensive evaluation of students' research. During the defence, students have to outline the topicality of the research, its aim, objectives, research object and subject, conclusions, and recommendations in a seven-minute presentation. The commission evaluates the topicality of the selected topic, the student's argumentation to substantiate the topicality, the compliance of the research with the title, object, and subject of the topic. It is important that the research is neither too extensive nor too narrow; the commission assesses how appropriate the set tasks are to the research, the extent to which the objectives have been fulfilled, as well as the novelty of conclusions, whether the conclusions result from the research, how the recommendations will assist in preventing the problems in legal framework and/or in practice established in the conclusions, and how adequate and enforceable the recommendation are. In the defence of the Bachelor's thesis, the student has to demonstrate both knowledge in the specific field in accordance with the research (for example, in criminal law, civil law, administrative law, civil procedure, criminal procedure, administrative procedure, medical law, protection of the children's rights, etc.), in general disciplines (in theory of law, legal methods, professional ethics, logic), and competences –the ability to present, defend, and justify one's opinion, competence in the latest legal framework and in practice, to answer questions and to

justify answers.

The demonstration of knowledge, skills, and competences to the defence commission constitutes the final assessment. The supervisor of the Bachelor's thesis provides feedback, while the reviewer of the Bachelor's thesis – a review that the commission takes into consideration and that is recommendatory in nature. Law is a social science related to people, legal relations, therefore it is important for a graduate not only to have a grasp of legal framework but also to share one's knowledge and skills with others (legal subjects), to be able to eliminate legal conflicts with the help of legal framework, to reduce disagreements, to ensure the rule of law and to convince about the legality, ethics, and usefulness of the selected solution; therefore, the Bachelor's thesis defence stage is the most important in the evaluation, since it comprehensively shows how the student has acquired this knowledge and skills.

Overall, the level of Bachelor's theses is high, with the average mark being 7 (good); each semester at the defence of theses there are papers rated 9 (for example, in the spring semester of the academic year 2018/2019, Bachelor's thesis "Prohibition of Discrimination based on Disability in Employment" was assessed by 9 (excellent) and Bachelor's thesis "Granting and Losing the Status of a Foster Family" was also evaluated by 9 (excellent). There is a large proportion of research papers that were given mark 8 (very good).

It is a challenge to raise the quality of research papers for students whose research papers were evaluated by 4 (almost satisfactory) and 5 (satisfactory). There is a small number of such papers – about three to four papers in each defence; however, there is no reason to ignore it. The defence shows that such marks are primarily due to the fact that students have relatively moderate skills in the development research design and in reasoning. In order to prevent it, as already mentioned, the number of credit points and the corresponding number of contact hours have been increased in the study course "Theory of Law"; the study course "Legal Methods" has been identified as a compulsory study course; and the quality is likewise promoted by the mentioned opportunity of mastering the development of research papers under the guidance of *Dr. iur. Kitija Bite* that will be actively recommended to students. The organisation of preliminary defence, meetings of the Head of the study programme with students, and involvement of support staff in providing technical advice will continue.

The high quality of Bachelor's theses is demonstrated by the fact that students are able to continue their studies in the Master's programmes. For example, one student continued the research work started in her Bachelor's thesis "The Institute of Marriage and its Development Problems in Latvia" (evaluated with a mark 9) in her Master's thesis "Sham Marriages – Legal Framework and its Application Problems" (evaluated with a mark 10 (with distinction)).

Overall, Bachelor's theses are of high quality, the defence process is adequate and the evaluation of students by the defence commission is appropriate. Similar evaluation is also given by graduates in the evaluation of the study programme.

Annex 17 contains a table on the compliance of the study programme with the National education standard.

Annex 18.1 contains mapping of study courses for the achievement of the learning outcomes of the study programme.

Annex 19 contains the plan of the study programme (for each type and form of implementation of the study programme).

Annex 20.1 contains descriptions of the study courses of the study programme.



## **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 results of student, employer, and graduate surveys are used for the purpose of improving the quality of studies. After each study course, students fill in the study course evaluation questionnaire, whereas after graduating from studies – a questionnaire about the study programme. The lecturers familiarise themselves with the evaluation questionnaires and provide feedback. Every semester, the survey results are discussed at the Faculty Council meeting, deciding on improvement measures; for example, changes in the proportion of lectures and classes (seminars) in a study course, improvement of the lecturer's work by organising relevant seminars, training for lecturers, supplementing of e-study materials.

Traditionally, before the beginning of each semester, meetings of the Head of the study programme with students take place where students are informed about the planned activities during the semester, as well as feedback is received – information from students on their topical issues concerning the study process and organisational issues. It must be emphasised that organisational issues are mainly related to the provision of premises, access to e-studies and the student portal, i.e. related to RSU support staff in general, which is why RSU departments – Information Technology Department and Study Department, and others – are involved in solution of these issues.

During studies, students have an opportunity to address any questions to the Head of the study programme and office administrators in person, via telephone, or via e-mail.

The work done by the lecturers is evaluated by means of lesson observation. The plan of lesson observation is approved at the Faculty Council meeting for the whole year of studies. Lesson observation of at least two lecturers takes place in a semester. Lesson observation is conducted by the Dean of the Faculty and the Head of the study programme.

In matters related to the study course, the lecturer of the study course provides answers to the students and, if necessary, with the assistance of the Head of the study programme or the Dean. Any unclear issues are resolved individually. Issues related to the lecturers' work quality are evaluated at the Faculty Council meeting each semester by considering the results of student surveys. The lecturers are generally given positive evaluation, but in some cases the change of lecturers has been introduced so that the lecturer is a professional of the field (for example, Assistant Professor Inga Kudeikina who is an assistant sworn notary teaches the study course "Inheritance Law", the lecturer Juris Zīvarts who is Director of the Supervision Department of the State Education Quality Service teaches the study course "Protection of Family and Children's Rights").

The Faculty offers extensive opportunities for selecting the most suitable lecturer, considering that many field professionals are attracted, among whom RSU doctoral students, field professionals who have graduated from RSU Faculty of Law at least three examples can be given, and others who currently both work in the sector and teach. At the same time, it is ensured that the views of both graduates and professionals – employers are known since those are largely the former students of the Faculty who now create the content of study courses, select study methods being also well aware of employers' needs.

It is a positive fact that students have the opportunity to carry out placement under the supervision of the Faculty lecturers, such as Inga Kudeikina, an assistant to the Sworn Notary Hermanis Vidžups, and *Dr. iur.* Juris Stukāns, the Chairperson of the Judicial Panel of Criminal Cases at Riga

Regional Court.

It ensures that employers' opinion is heard when developing and implementing study courses, responding to novelties in the labour market and introducing necessary skills.

Exchange of opinion between the teaching staff of the Faculty, graduates, and employers regularly takes place as part of the aforementioned conferences, as well as in Final paper defence commissions.

In the surveys, the students indicate that they appreciate the acquired theoretical knowledge and are satisfied with the choice of the study programme.

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

Students participate in *Erasmus* exchange programmes by choosing universities that have concluded respective cooperation agreements. Information on *Erasmus* opportunities is available on the RSU website; moreover, this is also discussed at the beginning of the academic year when the Head of the programme meets the students.

The number of students choosing to study in the exchange programme is relatively constant, i.e. one to two students per year. The relatively low interest is related to the specifics of the study programme, i.e. the level of law science and Bachelor's study programme is related to the acquisition of national legal framework which cannot be acquired in an institution of higher education in another country. General study courses such as "Human Rights", "Professional Ethics", "Criminology" are well-suited to *Erasmus* programmes and are chosen by the students who take the opportunities offered by the *Erasmus* programme.

Whereas, RSU Faculty of Law offers *Erasmus* students study courses that are implemented in English: "International Humanitarian Law" and "International Refugee Rights" that are international and well-suited to students from different countries. The interdisciplinary study course "Sports Law" has been developed and offered in the academic year 2019/2020.

It must be emphasised that the development plan of the study programme contains the development of comparative law courses, such as comparative criminal law, comparative civil law the content of which would include research, comparison, and analysis of law of European countries that would be particularly relevant to *Erasmus* students.

As part-time students are predominantly working, full-time students from regular studies participate in *Erasmus* exchange programmes, usually by studying for one semester. Students are credited for the study courses acquired in the *Erasmus* programme.

For more information, see the description of the study direction paragraph 3.6. and Annex 6.3.

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

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

Students are provided with the opportunity to use the RSU [library](#) which is an accredited library of national significance. It provides both printed materials and access to electronic databases.

Auditoria are provided with computers, projectors, and interactive whiteboards. Technical support is provided by RSU IT Service Centre. Free Wi-Fi is provided in the premises of RSU.

Feedback from students' questionnaires suggests that students consider that classrooms and their provision as appropriate.

Student e-mails have been created for communication with students; electronic communication takes place only on this platform, private e-mails are not accepted.

The timetables of lectures and classes are available both on the students' portal and on the RSU website.

Where appropriate, study materials are placed on e-studies (for example, practical assignments, presentations, cases), and students can access them from either their own or RSU public electronic devices in 24/7 mode. E-study manager, offers technical support both to lecturers and to students. E-study materials are updated before each semester, and it is the responsibility of the lecturer to place the necessary materials in the e-studies. The fulfilment of this task is controlled by the office administrators from JF. Lecturers are encouraged to update their e-studies, since e-study provision is one of the questions in the study course evaluation questionnaire. RSU Centre for Educational Growth has organised training for the Faculty lecturers on e-studies (for example, on 30 January 2019, 19 March 2019 until 23 April, on 15 May 2019). Training is provided regularly and it is often attended by RSU Faculty of Law lecturers.

Police Lab has been set up in the RSU Faculty of Law where students master forensic science and it is equipped with the necessary technical equipment, including body mannequin, powder for taking fingerprints, brushes, etc. The development plan aims to supplement the range of equipment by purchasing a polygraph, as it provides practical skills for students.

The resources for studies are sufficient to fully ensure the acquisition of each study course.

For more information see the description of the study direction paragraph nr. 3.2.

**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.

The composition of the teaching staff is constantly being improved by involving highly-qualified field professionals; for example, *Mg. iur.* Dita Plepa ("Constitutional Law"), *Mg. iur.* Ilze Bērziņa-Ruķere ("Human Rights in the European Union"), *Dr. iur.* Inga Kudeikina ("Family Law", "Inheritance Law", "Legal Provision of Real Estate Transactions"), *Dr. iur.* Juris Stukāns ("Theory of Law").

Lecturers *Dr. iur.* Inga Kudeikina, *Dr. iur.* Sandra Kaija, *Dr. iur.* Aldis Lieljuksis, *Dr. iur.* Jānis Grasis, *Dr. iur.* Uldis Ķinis improve their qualification by doing placement at the employers (sworn advocate office "BDOLaw"), as part of the project specific object 8.2.2. SO "To strengthen academic staff of higher education institutions in strategic specialisation areas". The placement will allow to identify the needs of employers and integrate them in the implementation of the study programme by developing new study courses and improving the existing ones.

Lecturers *Dr. iur.* Inga Kudeikina, *Mg. iur.* Lidija Rozentāle and *Mg. iur.* Juris Zīvarts participate in School of New Lecturers organised by RSU Centre for Educational Growth that will allow lecturers to introduce new study methods, to evaluate the introduction of measures for supporting the implementation of student-centred education, etc.

As RSU Faculty of Law also provides doctoral studies, there is a positive trend that allows to ensure the continuity of lecturers, i.e. doctoral students become teaching staff. The Faculty itself is able to ensure the training of lecturers at the highest level.

For more information see the description of the study direction see on paragraf nr. 3.4., 3.6., 5.2.

#### 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 qualification of the teaching staff involved in the implementation of the study programme complies with the conditions for the implementation of the study programme and the requirements of regulatory enactments, and ensures the achievement of the aims of the study programme and respective study courses, as well as the learning outcomes. All lecturers have the appropriate higher education (at least *Mg. iur.*) and lecturer experience. A high proportion of lecturers are professionals in their field (e.g. *Dr. iur.* Inga Kudeikina, Assistant Sworn Notary; *Dr. iur.* Jānis Baumanis, Legal Counsellor at the Supreme Court Senate; at least three Sworn Advocates).

The lecturers are field professionals, and respectively study courses include the development trends in the field; the programme of the study course is based on the needs of practice, ensuring

that graduates of the study programme are ready for the labour market and ready to use the acquired knowledge. During studies, students are offered real cases that ensure interaction between theoretical knowledge and practice.

Cooperation between students and lecturers takes place during the whole study period, and, as already mentioned, it is a form of practice that students can do in the lecturer's workplace, it is a cooperation for the development of Course papers which subsequently turns into the development of the Bachelor's thesis. Cooperation is based on the implementation of a student-centred approach where the student is in the centre of the study process with the necessity of providing him or her knowledge, skills, and competence that he or she can use in the future both for professional growth and for continuing his/her studies for Master's or doctoral degree, which is clearly seen, since, as mentioned before, many students have graduated from the Bachelor's study programme and Master's study programme and continue their doctoral studies. A scientifically practical link is formed between students and lecturers, where students also begin work in the lecturers' workplace or write scientific articles under the guidance of lecturers. Thereby, students complement their lecturers as well, by developing new practical tasks in response to students' practical questions, improving other learning/teaching materials and actively participating in research.

The provision of the study courses in English within Erasmus programme has been fully ensured by using current resources. Study courses for Erasmus students are conducted by Vice-Dean Jānis Grasis, lecturer Māris Slavinskis, acting researcher Karina Palkova, lecturer Marina Kameņeckā-Usova, Ilze Bērziņa-Ruķere. Provision of all study courses in English is seen as a certain challenge. The majority of lecturers are at a B2 English level or higher. Those lecturers whose English proficiency is below B2 level, have been improving and will improve their skills, including by using the opportunities available within 8.2.2. specific objective project "To strengthen the academic staff of higher education institutions in the areas of strategical specialization". Where necessary, lecturers who will not have required language proficiency level, will be substituted by other lecturers. English-taught study courses will be introduced and offered to the students gradually – 2 to 4 study courses per year. In the future, there will be enough lecturers capable of conducting the required study courses in English.

**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 lecturers of the study programme are experts at the Latvian Council of Science – Prof. Sandra Kaija (teaches the study course “Criminal Process. General Part”), Prof. Andrejs Vilks (teaches the study course “Criminology”), Assistant Professor Inga Kudeikina (teaches the study courses “Family Law”, “Inheritance Law”, “Legal Provision of Real Estate Transactions”), researcher *Dr. iur.* Ivars Kronis (teaches the study course “Civil Procedure” and “Insolvency Rights”). These and other lecturers carry out systematic scientific activity by publishing the results of their scientific activity both in Latvian scientific journals and foreign ones, including internationally peer reviewed databases “Scopus” and “Web of Science”.

In addition, see Annex 6.4. with the list of the publications of the teaching staff and Annex 6.5. with its summary.

**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).**

With regard to mutual cooperation of the teaching staff, seminars with mutual feedback on current topics are conducted, such as student-centred education (held in the spring semester of 2018) that was managed by the Head of the study programme Lidija Rozentāle; on supervision of research (took place in the autumn semester of 2018) that was managed by Assoc. Prof. Lolita Vilka and Acting Assistant Professor Kitija Bite; on the use of library resources (took place in the autumn semester of 2018) that was managed by the senior bibliographer at the RSU library Daiga Spila, as well as the respective RSU responsible persons that were already mentioned - e-study manager Rolands Bļujus and the senior bibliographer at RSU library Daiga Spila. In addition, the teaching staff are regularly invited to the Faculty Council meetings where the issues of professional development of the teaching staff, planned academic and scientific activities and other significant matters related to the study process and its improvement are also discussed.

Several members of the teaching staff mutually cooperate by collectively implementing study courses, supervising students' research work, organising student lawsuit simulations, as well as conducting research.

For example, lecturers Lidija Rozentāle and Juris Zīvarts have jointly developed and taught the study courses “Administrative Law” and “Administrative Process”; all lecturers are involved in

Course paper defence commissions, Bachelor's thesis preliminary defence and defence commissions; student lawsuit simulations are organised by Lecturer Lidija Rozentāle in cooperation with Prof. Sandra Kaija. Prof. Sandra Kaija and Assistant Professor Inga Kudeikina are collaborating in research by studying interdisciplinary matters of criminal procedure and civil procedure (for example, a scientific article "[Legal Scope of the Mediation and Problem of Applicability](#)" that is included in the "Web of Science" database).

For more information see the description of the study direction, for example paragraph nr. 1.4., 1.6.

# 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	16_pielik_Statistika_TZ_eng.pdf	16_pielik_Statistika_TZ_lv.pdf
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	17.1_pielik_Atbalst_lzgl_STand_TZ_eng.pdf	17.1_pielik_Atbalst_lzgl_stand_TZ_lv.pdf
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	18.1_pielik_StK_St_Rez_kartejums_TZ_eng.pdf	18.1_pielik_StK_St-rezult_kartejums_TZ_lv.pdf
Curriculum of the study programme (for each type and form of the implementation of the study programme)	19_pielik_Planojums_ABSP_TZ_2020_pl_nl_ENG.pdf	19_pielik_Planojums_ABSP_TZ_2020_pl_nl_LV.pdf
Descriptions of the study courses/ modules	20-1_pielik_ABSP_TZ_studiju_kursi_ENG.pdf	20-1_ABSP_TZ_studiju_kursi_LV.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	24_pielik_Diploms_ABSP_TZ_ENG.pdf	24_pielik_Diploms_ABSP_TZ.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	24.2_pielik_Apliecin_citu_StP_TZ_eng.pdf	24.2_pielik_Apliecin_citu_StP_TZ_lv.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	24.3_pielik_Apliec_zaud_kompens_TZ_eng.pdf	24.3_pielik_Apliecin_zaud_kompens_TZ_lv.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under <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.	24.5_pielik_Apliecin_anglu_val_StV_TZ_eng.pdf	24.5_pielik_Apliecin_anglu_val_StV_TZ_lv_02122019.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education	24.7_pielik_Apliecin_PD2611_TZ_eng.pdf	24.7_pielik_Apliecin_PD2611_TZ_lv.pdf
Sample (or samples) of the study agreement	24.8_pielik_Studiju_lig_eng.pdf	24.8_pielik_Studiju_lig_lv.pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.	24.9_pielik_AIP_atzinums_TZ_eng.pdf	24.9_pielik_AIP_atzinums_TZ_lv.pdf



# Law Science

Title of the higher education institution	<i>Law</i>
ProcedureStudyProgram.Name	<i>Law Science</i>
Education classification code	<i>51380</i>
Type of the study programme	<i>Doctoral study programme</i>
Name of the study programme director	<i>Sandra</i>
Surname of the study programme director	<i>Kaija</i>
E-mail of the study programme director	<i>sandra.kaija@rsu.lv</i>
Title of the study programme director	<i>Dr. iur.</i>
Phone of the study programme director	
Goal of the study programme	<i>To prepare a new generation of legal scientists focused on the vision to be highly qualified specialists of law, thus promoting society growth of the Republic of Latvia based on knowledge and innovations, and therefore welfare and sustainability of the Republic of Latvia.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <li><i>1. In-depth study of selected study courses in the respective sub-sector of law.</i></li> <li><i>2. To prepare for academic work at university (lecturer's, project leader's work experience gaining in participating in the implementation of research projects of Bachelor's and Master's study programmes etc.).</i></li> <li><i>3. To acquire the latest research methods of the sub-sector of law and the skill to use them in practice.</i></li> <li><i>4. To acquire the latest information technology, research planning, data processing and teaching (presentation) techniques.</i></li> <li><i>5. To acquire the skill to develop textbooks and study aids, study course programmes and to improve them.</i></li> <li><i>6. To prepare the doctoral thesis and be ready to present it for the acquisition of doctor's degree in law by ensuring the doctoral students with an opportunity to acquire the knowledge, skills and competence that would enable them to successfully carry out scientific research in law.</i></li> <li><i>7. To train highly-qualified scientists, who would be able to compete in the local and international scientific market.</i></li> <li><i>8. Give the graduates of the programme an opportunity to successfully pursue academic work in Latvian and foreign institutions of higher education.</i></li> </ol>

Results of the study programme	<p>1. After completion of the doctoral study programme "Law", the doctoral student is able to formulate and to critically analyse complicated scientific legal problems, to substantiate decisions; to integrate the knowledge of various fields into law; contribute to the creation of new legal knowledge and the development of professional activity methods. Is able to independently put forward ideas of legal research, to plan, structure and manage large-scale socially legal scientific projects also in an international perspective.</p> <p>2. Is able to independently use legal theories and methods for solving legal problems, as well as for conducting research primarily in the field of law. Is able to reasonably explain and discuss complicated or systemic aspects of a field of law and professional legal field. Is able to evaluate and select appropriate methods for scientific research independently, contributing to the expansion of legal knowledge boundaries and to give new insights to existing legal knowledge and application thereof in practice, implementing original research of substantial volume, a part of which is at the level of internationally quotable publications.</p> <p>3. Is able to show good knowledge and understanding of the most up-to-date legal scientific theories and insights, manages research methodology and modern research methods in the field of law and professional field. Is able to undertake responsibility for the results of work in legal fields; is able to introduce innovations in the respective field of law and is able to conduct research and improvement of scientific qualification in complicated and unpredictable conditions using new approaches, when needed. As part of the study programme "Law", doctoral students are ensured with improvement of competences. It would ensure responsibility for the results of work in legal fields, innovations in the respective field of law, research and further learning in complicated and unpredictable conditions and to transform them using new approaches, when needed.</p> <p>4. Is able to communicate both verbally and in writing about a scientific field of activity of law with the wider scientific community and society as a whole. Is able to increase one's legal scientific qualification independently, to carry out legal scientific projects, gaining achievements that correspond to international criteria of the field of law.</p>
Final examination upon the completion of the study programme	Doctoral exam in the sub-discipline of law (in accordance with the specialisation selected by the doctoral student)

## Study programme forms

### Full time studies - 3 years - latvian

Study type and form	Full time studies
Duration in full years	3
Duration in month	0
Language	latvian
Amount (CP)	120

Admission requirements (in English)	Previous education: Master's degree in law or a corresponding higher education. Applicant with a Master's degree or a corresponding higher education in another specialisation has to take a test in law theory and in selected specialisation subject. The admission criteria are available here: <a href="https://www.rsu.lv/sites/default/files/imce/Dokumenti/Doktorantura/Uznemsanas_noteikumi_doktorantura_2019-2020.pdf">https://www.rsu.lv/sites/default/files/imce/Dokumenti/Doktorantura/Uznemsanas_noteikumi_doktorantura_2019-2020.pdf</a>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Doctor of legal science (PhD)
Qualification to be obtained (in english)	—

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, RĪGA, LV-1007

### Full time studies - 3 years - english

Study type and form	Full time studies
Duration in full years	3
Duration in month	0
Language	english
Amount (CP)	120
Admission requirements (in English)	The same as in study programme in Latvian.
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	The same as in study programme in Latvian.
Qualification to be obtained (in english)	—

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, RĪGA, LV-1007

### **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**

See in study programme's parameters.

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

Until now the programme has been implemented for full-time students. During the accreditation, the study programme is applied for implementation also in English, however, the Faculty of Law and the Department of Doctoral Studies, the management of the study programme have no such specific plans for the nearest two years. However, the StP supply for the foreign audience is on the agenda and will be evaluated, taking into account all the circumstances, availability of resources, workload of teachers, etc. The number of students in the study programme is constant, with an average of 27 doctoral students each year; on average, nine doctoral students are admitted every academic year. The number of doctoral students is consistently medium. Among RSU doctoral programmes, Law ranks second in terms of the number of students (most students are in doctoral programme Medicine); however, if only doctoral study programmes in the social sciences unit are evaluated, Law programme has the highest number of students.

24 doctoral students studied in the doctoral study programme in the academic year 2014/2015, 33 doctoral students in 2015/2016, 31 doctoral students – in 2016/2017, 25 doctoral students in 2017/2018 and 23 doctoral students in 2018/2019. Changes in the number of students may be explained by varying interest in doctoral studies, limited financial possibilities. An interesting trend was observed in the year of studies 2016/2017, when 2 state-funded study places were offered in the doctoral study programme “Law”; the number of received applications was much higher than the number of enrolled students, because the applicants, having learned after successfully passing the qualifying exams that they have not got to the state-funded study place, concluded an agreement on studies, but did not start doctoral studies. Therefore, state-funded study places are an important factor in increasing the number of students. Currently, only two state-funded study places are available. The limited nature of state budget funding does not correspond to the needs and trends of national and international social and economic development. Education is a benefit gained not only by a specific individual as a private benefit, it is a public benefit gained by the entire society and economics. State budget funding should also serve for the establishment of the national intellectual elite of the Latvian state.

The European education area is unified, which means that Latvian Master's students may choose

countries fully financing their studies (e.g., Denmark) as a place for their doctoral studies. There is inequality in the distribution of state-funded study places in Latvia as well. It would be necessary to prevent this different approach.

Studies for tuition fee create economic inequality among sectors, most doctoral students work, which may be one of threats to the quality of studies. A certain group of doctoral students are consequently left without state support (incl. “tuition fee”, doctoral students cannot apply for state scholarship), this is another argument in favour of wider or even complete state budget funding in state higher education institutions. State budget funding promotes competition for access to higher education institutions, promotes motivation for studies and excellence.

Complete financing of doctoral study programmes from the state budget is a basis for strict requirements to doctoral students, for example, the involvement of each doctoral students in original research of matters of interest for the ministry affecting, for example, medical rights, patient rights, and other aspects important for the national economy is fundamental.

So far, the promotional activities of RSU have not been sufficiently focused on the promotion of doctoral study programmes, therefore the Department of Doctoral Studies together with the heads of the doctoral study programmes has been organising seminar for potential doctoral students “From Master’s Studies to Doctoral Studies” for two consecutive years to rouse interest of potential students about the doctoral study programmes, provide the necessary practical information on admission requirements, the course of study process, and so on. Both the head of the study programme and doctoral students spoke at the seminar. Three doctoral students took active part, talking about their doctoral study experience. The seminar could be attended both in person at RSU (in 2018 and 2019) and watched via live streaming on social networks such as [Facebook](#).

There is also [feedback on motivation](#) of doctoral students available on the RSU website, why study in a doctoral study programme, and [individual articles](#) on doctoral students.

Each year, yearbook of RSU doctoral studies is prepared, which contains the most important information about the doctoral study programmes. This allows the prospective and current doctoral students to get acquainted with information on admission criteria, on the selected doctoral study programme, on mobility opportunities, etc. in an aggregated form.

In 2019, [an introductory course](#) for studies in doctoral study programmes in social sciences was organised for the first time, which provided information on the specifics of doctoral studies, the development of an annotation (required for admission to the doctoral study programme), the formulation of research objective and hypotheses, the relevance of the objective to the topic and its attainability, research strategies and designs, etc.

More information on the doctoral study programme is available on [RSU website](#).

### **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.**

Until now, the title of the doctoral study programme was “Legal Science”, but with the coming into force of Regulations Cabinet of Ministers No. 49 “On fields and subfields of science of Latvia” of 23 January 2018, where Paragraph 5.5 of the Annex specifies “Law”, it is necessary to change the title

of the doctoral study programme to “Law” during the accreditation. In accordance with Paragraph 48 of the transitional provisions of the Law on Institutions of Higher Education, the period of accreditation of a study direction shall be extended until the moment when a decision on accreditation of the study direction or a decision refusing to accredit the study direction is made, but no longer than until 31 December 2020. Thus, during accreditation, the title of the study programme will be changed within the deadline set by the state in accordance with provisions of external regulatory enactments.

Student admission is carried out in accordance with the Admission rules approved by the RSU Senate for the respective academic year and external regulations. In accordance with Paragraph 3 of Cabinet Regulations No 846 of 10 October 2006 “Regarding Requirements, Criteria and Procedure for Admission to Study Programmes”, the rules for admission to study programmes for the next academic year shall be drawn up, approved and published (also on RSU home page) each year by 1 November.

The RSU Senate has approved the RSU Admission Regulations for the doctoral study programmes. Admission Regulations are available at <https://www.rsu.lv/en/node/301>.

The technical procedures of admission are established and described in Paragraph 7.1 of RSU Process Description No 7 “Service Provision for Students”.

RSU applicants apply electronically on website <http://www.rsu.lv/studiju-iespejas/uznemsana>.

Admission requirements comply with the aim of programme and are prepared in order to ascertain applicant’s compliance with the doctoral study programme. The formal criterion is considered – Master’s degree in law or a corresponding higher education (in this case an AIC opinion has to be submitted on the fact that the higher education is equated to a Master’s degree). Applicant with a Master’s degree or a corresponding higher education in another specialisation has to take a test in law theory and in the selected study course of specialisation. All applicants have to prepare an annotation of the planned doctoral thesis that is to be publicly defended.

Applicants are enrolled in accordance with the competition results consisting of the following amount of criteria: 1. Review by two reviewers of the annotation of the planned doctoral thesis; 2. assessment of scientific developments; 3. Commission’s assessment of the oral defence of the annotation of the planned doctoral thesis.

The competition results are used when including applicants in the state-funded study places.

The quality of the doctoral studies is ensured not only by the studies but also by an open and transparent admission process. The admission rules are drawn up so that it would be possible to select applicants who are able and willing to pursue scientific research work, thus giving the institution of higher education an opportunity to prepare a new generation of legal scientists focused on the vision to be highly qualified specialists of jurisprudence.

The Department of Doctoral Studies collects the documents submitted by the applicants, organizes the appointment of reviewers, determines the time and procedure for oral presentation of the planned doctoral thesis, and informs the applicants about it. Planned supervisors of doctoral theses are not appointed as reviewers in order to avoid potential conflicts of interest. The presentation commission of the planned doctoral thesis annotation traditionally consists of the Dean of the Department of Doctoral Studies, the heads of doctoral study programmes of the social sciences block and/or deans of the faculties (e.g. Dean of the Faculty of Law). The composition of the commission shall be established by order of the Rector. If the supervisor of the planned doctoral thesis is also a member of the commission, they do not assess their potential doctoral student. The assessment criteria (for reviewers as well as for the commission) are precisely defined in the Rīga

Stradiņš University Admission Regulations for doctoral study programmes.

Each year requirements for entering the doctoral study programme are reviewed and if necessary they are updated, additional requirements are put forward in order to ensure further quality for the implementation of the study programme.

Requirements set out in the admission rules are created so that applicant's legal knowledge, the ability to conduct research of legal nature, the skills to present one's work, to reasonably explain and discuss complicated aspects of the field of law and professional legal field could be evaluated.

### **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 doctoral study programme is developed in line with the vision of RSU to be an advanced, prestigious university recognised in Europe and around the world, the main value of which is a person and which provides high-quality and exportable research-based higher education.

The priorities put forward for implementing the common strategies of the European Union in the national level planning documents specify that one of the priorities of the educational activities is the development of doctoral studies, since doctoral studies promote the reproduction of human resources for successful development of national economy, increasing competitiveness, contribute to development of knowledge-based society. For example, *Sustainable Development Strategy of Latvia* emphasises that upon reduction in the number of people and ageing of the society, it is essential not to reduce the base value of the human capital and to increase its productivity.

Six semesters (three academic years) are intended for intramural full-time studies to learn the study programme. The amount of the study programme is 120 CP or 180 ECTS. Until now the programme has been implemented in the official language.

After the completion of the studies the doctoral student receives a certification of completion of doctoral studies. The doctoral study programme does not award the degree of a doctor of sciences. After completion of doctoral studies, the candidate gets the possibility to defend a degree of a doctor of sciences in accordance with the process of awarding of a doctoral degree. As a result of the process of awarding of a doctoral degree, the compliance of the doctoral thesis with CM Regulations No.1001 is evaluated, where one of the criteria being assessment is whether the doctoral thesis is a completed original research, the results of which are important in the respective sub-field of science.

By successfully defending the doctoral thesis, the doctoral student is awarded a doctor's degree in law (*PhD*). In accordance with the RSU doctoral study concept, three parts are distinguished for the

purpose of preparing doctoral students: the compulsory part (A), restricted elective part (B) and free elective part (C).

The compulsory part contains courses that comprise the requirements that have to be fulfilled by all doctoral students irrespective of specialisation. The objective of the study subjects is to prepare doctoral students for independent scientific research activities, for doctoral exam, and to improve their pedagogical skills. The compulsory part consists of doctoral student's independent original scientific research, participation in conferences, preparation of publications, and publishing thereof. Doctoral student conducts scientific research work in co-operation with, and supervision of, the supervisor of doctoral thesis. This work is done in accordance with the doctoral study programme plan that the doctoral student conducts together with the supervisor of doctoral thesis for each year of studies. The doctoral student receives the largest number of credit points (72 CP) for the scientific research work. The procedure of credit point allocation for scientific research work is common for all RSU doctoral study programmes. Participation in the implementation of undergraduate study programmes can happen at the doctoral students' workplace or at the RSU Faculty of Law. Appropriate records for carrying out pedagogical work are made in the doctoral student's paper on the basis of which credit points are granted.

The restricted elective part (42 CP) consists of study courses that the doctoral students select in relation to specialisation and theme of scientific work. The selection of study courses is based on the doctoral study programme's specialisation directions: criminal law, civil law, administrative law, and international law. Teaching of these study courses is ensured by the Faculty of Law that is involved in the implementation of the study programme.

The doctoral students have to obtain six credit points for elective study courses.

The aim of each separate study course is connected to the aims of the study programme; study courses have a succession and together they fulfil aims of the study programme. Study courses are based on, and arising from, results to be achieved. The content of study courses is up-to-date and complementary. The doctoral students commence their studies by acquiring knowledge, skills, and competences in study courses like Methodology of Scientific Work, Higher Education Institution Pedagogy, Research Ethics; beginning with the second year of studies, specialisation in the selected sub-discipline of law takes place. Doctoral students have to conduct scientific research work in all years of studies. Such structure of the study programme enables to achieve the aim of the study programme and ensures the achievement of learning outcomes, as well as it complies with sectoral needs and science trends.

Considering the mapping outcomes of the study programme and the defined learning outcomes, course descriptions have been updated, meetings with the study course teaching staff have been organised by ensuring understanding of the common aim of the study programme, mutual co-operation between the teaching staff and the compliance of study courses with the outcomes of study programme.

The doctoral study programme is regularly improved in accordance with the latest developments in law, including new restricted elective part study courses; the programme is supplemented with new study courses (for example, in academic year 2017/2018 study course "Administrative Law" was developed and implemented). Before each year of studies, taking into account amendments to regulatory enactments and sectoral needs, as well as science trends, study course descriptions are updated by including up-to-date literature and case-law.

Obtaining a Doctor of Science degree, one gets the opportunity to focus on research and teaching in the field of law; thus, doctoral studies ensure the attraction of new teaching staff. Many doctoral students, after completing their doctoral studies, continue to work at RSU (for example, J. Alfejeva,



A. Kipāne, I. Kudeikina) or other higher education institutions (for example, A. Kriviņš) as teaching staff and heads of study programmes (for example, heads of Bachelor's study programmes of RSU study direction Law I. Kudeikina and L. Rozentāle are graduates of RSU doctoral study programme).

The study programme is created in accordance with the Bologna Declaration (1999) and the basic principles of the Salzburg Declaration (2005). The Bologna Process provides that doctoral studies are the third stage of higher education that follows Bachelor's and Master's studies. The Salzburg Declaration emphasises that the third Bologna cycle is different, moving in a different direction using different tools: doctoral studies are an individual pathway, and therefore the higher education institution must support the individual development of doctoral students; it is necessary to create a qualitative, stimulating and inclusive research environment, which is the basis of this study programme. The aim of doctoral studies is to develop research-based thinking in order to foster flexibility of opinions, creativity, and intellectual independence through working on original research projects that meet the requirements of the labour market and current challenges of science, as well as provide new insights in the relevant scientific discipline. The competence of doctoral students as young scientists is developed primarily through research and dissemination of the results thereof, using the opportunities to gain mobility and international cooperation experience. Thus, doctoral students – young scientists – make an important contribution to the creation of new knowledge and their supervision, which is based on a clear division of responsibilities and transparency, plays a decisive role in the study process. Research results of doctoral students confirm the originality of the research and suitability thereof for introduction to the wider scientific community. Collaboration at international and national level, facilitating mobility, must be developed to foster the personal and professional development of young scientists, based on the existing elaboration forerun.

For more information see the description of the study direction.

According to study conducted in Germany in 2019 on the future skills and knowledge for lawyers by 2030, providers of legal services will certainly need to focus on even more specialisation and expertise. The following were forecasted as the most significant changes:

- 1) Digital communication with clients and the institutions involved;
- 2) Increasing availability of legal knowledge / expertise on the Internet; standard advisory services will be taken over by online service providers;
- 3) Legal service providers will require more partnership and cooperation.

In an analogous study in Switzerland in 2019, it was noted that it would be very important to look for creative solutions tailored to the customer's needs and to offer innovative approaches (to some extent contrary to the current traditional framework of the profession).

Therefore, within the framework of the study direction "Law Science", considerable emphasis is being placed and further developed the training of lawyers for work in the digital services market. The cooperation agreement with Riga Technical University and BA School of Business and Finance will allow to join forces in the future both in development of new study courses and even study programmes related to the development of digital services. Increasing integration of simulations, particularly in the digital space, will be developed in the learning process throughout all the study programmes, thereby helping students to acquire the skills to apply their knowledge in practical work environment while addressing legal problems.

## **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 EQF qualification degree is obtained when the doctoral student has completed the full-time doctoral study programme “Law” and defended the doctoral thesis. As a result, he or she has knowledge and understanding of the most up-to-date legal scientific theories and insights, manages research methodology and modern research methods in the field of law and professional field. With the scientific research work, the doctoral student proves his ability to evaluate and select appropriate methods for scientific research independently, contributing to the expansion of legal knowledge boundaries and giving new insights to existing legal knowledge and application thereof in practice, implementing original research of substantial volume, a part of which is at the level of internationally quotable publications. It serves as proof of the ability to communicate both verbally and in writing about a scientific field of activity of law with the wider scientific community and society as a whole. The ability to increase one’s legal scientific qualification independently, to carry out legal scientific projects, gaining achievements that correspond to international criteria in the field of law has been acquired.

The doctoral student reaches a degree of competence whereby he or she is able to carry out independent, critical analysis, synthesis and evaluation, to solve important legal research or innovation tasks, to independently put forward ideas of legal research, to plan, structure and manage large-scale socially legal scientific projects in the international context as well.

It is notable that the implementation of the doctoral study programme is based on the programme’s management and the organisational set of provisioning measures of the study programme related to it. It is the effect of these activities that allows to conclude that overall the implementation of the study programme occurs in accordance with its rules and requirements of accreditation based on many study process provisioning measures.

Mapping of the study programme and study courses allows to establish that the study programme and study courses comply with the corresponding EQF/LQF level and requirements set out in regulatory enactments and ensures a student-centred approach. The outcomes of study courses and study programmes are consistent with each other and logically linked, and comply with the results of the study programme. The implementable study courses ensure full implementation of the study programme.

The RSU is aimed at excellency in research work and conducts high-quality research in strategic (both of Latvia and RSU) directions of research and uses the acquired knowledge for the society, affects the development of world’s (including the participation in the world congress of Latvian lawyers) legal reasoning. An active involvement in research is the main institutional value and basis for the development of RSU.

In research RSU acts in accordance with approved strategies; current strategy has been developed in 2015: Development Strategy of RSU Scientific Institution for 2015–2020. The strategy is based on all three most significant RSU lines of action – internationally competitive education, outstanding research and technology transfer for strengthening of innovations as the basis for sustainable development of RSU. The aim of RSU as a scientific institution is to prepare highly-qualified research staff, to support excellent science and efficient technology transfer for the promotion of innovations and improvement of RSU’s global competitiveness. The medium-term objective is to

offer and implement extensive academic and professional university education, as well as research opportunities in the following main directions – medicine, health and social care, teaching, social sciences and natural sciences (Article 2.2 of the RSU Constitution). In the process of developing the strategy, based on RSU's research resources, RSU's research is prioritised by dividing it into three main blocks:

- leading research sectors,
- supportive research sectors,
- growth research sectors.

The respective research blocks are based on the availability of resources and sustainable development potential, accumulated experience, presence of strategic management and the significance of research sector within the framework of the overall development of RSU. The selection of priorities is done in the medium-term. RSU supports research in all directions of social sciences, which have a corresponding capacity in RSU, and all such research is a priority to strengthen the place of social sciences at RSU. The direction has a great untapped potential, especially in close collaboration with leading research and development sectors, providing a critical assessment and alternative views, to make a significant contribution to addressing societal challenges. Synergy with health sciences is directed towards promotion of public health. Significant scope of synergies is the field of social innovation, supporting a healthy lifestyle, family health, active and healthy ageing.

The doctoral study programme has a direct impact on research, since its activity is directed towards not only new discoveries and creation of knowledge but also towards the use of acquired knowledge for societal development and educational purposes, including:

- 1) Doctoral students are involved in the development of RSU research directions by preparing relevant doctoral theses and scientific publications; in particular, work is done to increase the number of publications of doctoral students in scientific journals indexed in SCOPUS and Web of Science. For example, Palkova, K. Medical Personnel's Legal Awareness as the Key of Principal Quality of Work with Minor Patients// SOCIETY, INTEGRATION, EDUCATION, VOL IV: SPORTS AND HEALTH ART AND DESIGN Book Series: Society Integration Education Pages: 190-198 Published: 2018; Zalcmāne, Karina; Kamenecka-Usova, Marina. THE PROBLEMATICS OF SPORTS LAW IN LATVIA: CIVIL AND CRIMINAL LAW STATUTORY ACTS PERSPECTIVE. SOCIETY, INTEGRATION, EDUCATION, VOL IV: SPORTS AND HEALTH ART AND DESIGN Book Series: Society Integration Education Pages: 332-346 Published: 2018. Close synergy between research and studies is an important factor to ensure the increase in quality and quantity of quoted publications, which would allow to involve students of the doctoral study programme in research and publishing of scientific articles;
- 2) doctoral students can receive grants for their scientific activity, which foster more active participation in European and global congresses, conferences and other scientific events of importance in law; Doctoral students actively apply for and obtain grants for Doctoral studies to cover conference and congress participation fees (and other related costs), if oral presentation is expected during a meetings and if there is written or electronic coordination of organisers of the event (travel expenses, hotel and insurance); for purchasing of study literature and periodicals; to pay for preparation and publishing of scientific publications in internationally quoted editions;
- 3) doctoral students can participate in mobility programmes and obtain information for their research paper in this way; this opportunity was used by a doctoral student to participate in Erasmus +, period: 09.09.2019–18.11.2019; Global Campus of Human Rights, Italy, Venetia;
- 4) doctoral students get widely involved in ensuring the study process, reading lectures and

classes, supervising and reviewing Master, Bachelor and course papers, etc.

The Faculty of Law has a research laboratory where simulated court proceedings take place, applications for court proceedings are prepared and lively debates that are typical of hearings take place. The doctoral students are assigned the status of a judge.

Each year a Scientific Conference and International Students' Scientific Conference was organised at RSU. Each year an international scientific conference on topical matters of law is also organised at the RSU Faculty of Law. Scientific journal "Socrates" (Faculty of Law of Rīga Stradiņš University [electronic journal of legal scientific articles](#)) is being published. As of 2019, annual Scientific Week is held, within the framework of which an international scientific conference of researchers and students will take place. It promotes a wider development of international cooperation, involvement in scientific networks and unions, allows to attract international partners for joint projects, research, and publications.

Doctoral students, who take part in all the mentioned activities, thus approving results of their doctoral thesis, are of great importance.

Resulting in a successful implementation of the doctoral study programme, 16 doctoral theses have been successfully defended. Doctor's degree in law has been awarded to: one graduate in 2012; one graduate in 2013; two graduates in 2014; six graduates in 2015; one graduate in 2016; two graduates in 2017; two graduates in 2019.

Five graduates have also received LCS's status of expert.

Evaluating the perspective development of the study programme, it should be concluded that it develops in accordance with the tasks of Latvia in the implementation of common strategies of the European Union (common foreign and security policy), because the study programme includes courses that are in line with the key elements of this strategy that make the doctoral programme competitive.

Cooperation with employers and professional organisations is taking place, which is expressed, for example, by the fact that the Chief Justice of the Supreme Court and the Prosecutor General as future employers are involved in the sectoral professor council of Rīga Stradiņš University, Daugavpils University, and Turība University.

The study programme operates on the basis of [National Development Plan of Latvia for 2014-2020](#). The doctoral study programme corresponds to the line of action "Advanced Research, Innovation, and Higher Education" [166]. Advanced research and innovation, which is successfully commercialised, enables the country to manufacture products that can be exported and provide internationally competitive services. Research and innovation can serve to boost productivity that is not related to reducing labour costs. [167] The main challenges for increasing investment in research and development are the insufficient number of employees in science and research, the poorly developed and fragmented science and research infrastructure, the small number of laboratories with up-to-date equipment for implementation of technology-oriented projects, the poor potential for commercialisation of research results, and the unsatisfactory cooperation between science and business sectors, also among the Baltic States.

One of challenges of the Sustainable Development Strategy of Latvia until 2030 are [rapid changes in the world economy and technology](#), as a result of which an effective and flexible higher education system is a decisive factor in Latvia's competitiveness and human capital value.

The study programme is implemented based on the **guidelines for science, technology development and innovation for 2014-2020** (On the Guidelines for Science, Technology Development and Innovation for 2014-2020. Order No. 685 of the Cabinet of Ministers. 28

December 2013, minutes No. 67 §97). According to this order, the overarching goal of science, technology, and innovation policy is the development of the knowledge base and innovation capacity of Latvia and the coordination of the innovation system. Several sub-goals and respective strategic directions of action have been identified to achieve this goal, including the development of human capital in science, technology, and innovation, increasing the number of people employed in research at scientific institutions and the business sector at least up to seven thousand by 2020, focusing on identified areas for knowledge specialisation; to promote the international competitiveness of Latvian science, observing the principle of regional development and focusing research in a smaller number of larger and stronger institutions, facilitating an increase in the number of scientific articles published in internationally recognized databases to 1,500 articles and the increase in the number of inventions to 50 intellectual property units per year; to modernise and integrate the research and education sector, increasing their ability to respond to future challenges in research, technology development, and innovation, and increasing the mobility of the education sector;

The **medium and long-term labour market forecasts of the Ministry of Economics (MoE)** also show that there is a very large number of employees above 50 in the highly qualified professions in health care, education system, science, and manufacturing. This means that these people will soon leave the labour market, so solutions must be looked for to the problems that may arise in the labour market in the future. In addition, the population of Latvia is shrinking and will continue to decline, so economic growth scenarios shall also be seen in the context of demographic forecasts, as the population in Latvia is expected to decline by more than 60,000 by 2022, and the working age population will decline more rapidly than the overall population. Consequently, Latvia cannot promote economic growth by increasing the number of employees. So there is only the second option - labour productivity, which can be achieved in three different ways - by investing in new technologies and equipment, making work processes more efficient, and investing in human capital. Forecasts show that the increase in / dynamics of the number of employees will be very moderate in the medium term. Therefore, the decisive factor will be productivity, which will enable each industry to achieve faster growth rates in the future. (see [Labour market requirements must also be respected in the education system; Implementation provisions of specific aid objective 8.5.2 “Ensuring compliance of vocational training with the European Qualifications Framework” of the Operational Programme “Growth and Employment” \(OP 2016/85.1\)](#)).

From the point of view of home affairs policy, it is also important to take into account the **State Police Development Concept**, which emphasises that the development of internal security strengthening mechanisms in the European Union also pays great attention to issues of law enforcement education and professional development ([State police development concept](#)). In the development of Bachelor's and Master's studies in civil security and protection, consideration should be given to the creation of a new specialisation in doctoral studies, namely the specialisation in Police Law.

One of the steps in the development of the study programme is the promotion of English language capacity and the development of an offer for the English audience by providing courses in English as well.

As a variant of the transformation of the current programme, which would make it possible to attract funding for the development of new study programmes, using the European Social Fund co-financing for Activity 8.2.1 “Reduce fragmentation of study programmes and strengthen resource sharing”, is the creation of a joint doctoral study programme in social sciences.

The information included in the study courses, the results to be achieved are interrelated; the aims of the study courses correspond to the aims and results to be achieved of the study programme.

The doctoral study programme has a significant impact on research and other levels of education.

We have to agree with the findings of the 2013 study [Proposals for Further Development, Consolidation and Closure of Doctoral Programs Grouped by Study Areas](#) that every new doctor of science increases the country's total scientific capital.

**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.**

In doctoral study programme Law, the study process is implemented mainly in the form of problem-oriented lectures, practical interactive classes and student independent work, learning about various current developments of law. All previously described advanced technologies available at RSU are used both in lectures and in classes, as well as the main directions of modernisation of studies - digitisation and simulation-based studies - are actively used. Open educational resources will also be used - opportunities to use freely available knowledge to ensure better quality and accessibility of education.

In the doctoral study programme, each student as an individual can unleash their creative and innovative potential, which will be the crucial added value for the future researcher and/or legal professional. This is ensured through a student-centred approach where the lecturer acts as a coordinator, while the doctoral student, who has appropriate experience and knowledge, is actively involved in the study process. A lot of attention is paid to doctoral students' independent work, which is aimed at the studying and analysis of scientific literature, acquisition and analysis of empirical research material, preparation of reports and individual projects. Doctoral student learns independently and responsibly, develops knowledge in interaction. The course of the study process is documented in the doctoral student's book, which is an individual doctoral study record document, in which they specify the tasks to be performed during the doctoral studies, as well as give an overview of the execution of the planned work. At the beginning of each study year, doctoral student's work plan is drawn up in agreement with the supervisor of the doctoral thesis, and implementation of the plan is assessed at the end of the year. The doctoral student's book also reflects the completed study courses, pedagogical work, publications, participation in conferences, and other activities. Thus, focus on the learning process is achieved.

Personalised approach is implemented in the doctoral study programme. During their studies at RSU, students have a possibility to ask questions they are interested in, discuss it with the lecturer and study colleagues. Problem-centred teaching strategies are used in studies. All additional study materials are freely available to the students in the e-study environment. It also provides references to additional information sources for studying the specific issues, as well as materials for self-guided learning (for example, practical assignments that can be done at home with self-assessment algorithm).

Both formative and summative evaluation is used in studies. Formative evaluation takes place during everyday study process: by asking control questions to the students during the contact lessons, as well as by discussing the independent work of students that is practised during the study process. Summative evaluation takes place at the conclusion of each study course as a test

or doctoral exam. Summative evaluation tests are organised in a written form (in paper format or electronically) or as oral discussions.

By the end of the academic year, students are asked to complete the evaluation survey in RSU e-environment, wherein they can express their opinion and provide proposals both regarding the content of the study course and the methods of implementation thereof, as well as competences and work style of the lecturers. Therefore, study courses are updated each year in accordance with the evaluation given by the students. Representatives of the students are also involved in faculty councils ensuring representation of their opinion in decision-making.

RSU exercises a student-centred education, providing that:

- independently learning student is at the centre of the study process;
- learning outcomes are clearly formulated and known, and the student studies to achieve them;
- students know and understand the learning outcomes defined for the study programme or course;
- evaluation of the student's achievements is formed in a way that it is possible to ensure whether and at what level the planned learning outcomes have been achieved;
- task of the teaching staff is to facilitate the studies of the student so that the student would achieve the set learning outcomes;
- it can be observed that the aggregate of outcomes of separate study courses forms the learning outcomes of the study programme.

Learning outcomes of the study programme are formulated in a student-centred way and they:

- establish a unified understanding for students and teaching staff regarding what is expected from the student at the end of the course or the programme;
- provide students with an opportunity to study more effectively, i.e., students clearly know what knowledge and skills they will obtain when they successfully complete the respective course. The students can also track what they have already learned and what they still have not learned, and what their progress is towards achieving the outcomes of the programme;
- present a tool for the teaching staff for organising the study process more effectively: lectures, seminars, group work, discussions, etc., by selecting topics and materials, as well as teaching strategies in accordance with the learning outcomes specified for the study course or study programme;
- create a mutual understanding between the teaching staff and colleagues regarding the achievement of which learning outcome the course is taken, and the respective learning method is selected;
- identify those areas where certain types of learning outcomes overlap or lack (by comparing courses and compliance thereof with the programme);
- aid the students in their choice on which courses to take in accordance with learning outcomes the student wishes to achieve;
- provide clear information for employers on knowledge and skills the students have obtained, as well as provide an opportunity to assess this knowledge and skills in accordance with the defined professional qualification.

In order to certify its ambitions and attempts to ensure the study process, which is based on modern understanding of education and ensures the development of modern competences, RSU has been proactively involved in measures for quality assessment of international studies, including project Peer Assessment of Student Centred Learning (PASCL) coordinated by the European Student Union, obtaining a certification of the implementation of the study process according to student-centred education approach principles.

The study implementation and also assessment methods used promote the achievement of study course outcomes and aims of study programme.

[The Regulations of Doctoral Studies](#) contain types and forms of specific knowledge assessment and evaluation, as well as the knowledge and skill evaluation system.

As a result of successful study process, doctoral students themselves are actively involved in the provision of Bachelor's and Master's study process, both in supervising study papers, Bachelor's and Master's theses, and in teaching study courses. For example, Kristaps Ābelis lectures on Commercial Law, Valdis Savickis - on Insolvency Law, Civil Procedure, Jolanta Dinsberga - on Civil Law, Karina Palkova - on Patients' Law, Ginta Krikščūne - on Municipal Law.

The above demonstrates that the applied study methods are conducive to the achievement of study course results and study programme goals.

**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.**

Does not apply.

**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 main aim of doctoral studies is to carry out research on the doctoral thesis, to summarise and reflect the results in the doctoral thesis. Doctoral thesis - independent scientific work developed in cooperation with the doctoral thesis supervisor, which contains original scientific research results and provides new knowledge in the field of law.

According to the legislation of the Republic of Latvia, several types of doctoral theses are possible. Regulation of the Cabinet of Ministers No. 1001 "Procedures and Criteria for Awarding a Doctor of Science Degree (Promotion)" envisages the following types of promotion work:

- 1) thesis;
- 2) a thematic unit of scientific publications. Publications must be published or accepted for publication in scientific periodicals, which are peer-reviewed, internationally available in scientific repositories, and quoted in internationally available databases;
- 3) monograph - a reviewed scientific book dedicated to one topic, internationally available in repositories of scientific information, containing a bibliography and a summary in a foreign language.

Thus, the basic element of the doctoral study programme is the original scientific research of the doctoral student, which must be of high quality and applicable in practice. During the studies,



doctoral student acquires the basic skills of a scientist. At the beginning of the doctoral studies, at the beginning of each academic year, the doctoral student together with the research supervisor(s) develops and approves the individual plan for the year of studies. Programme plans are available on [RSU website](#).

The doctoral student performs scientific research work together with their supervisor on an individual programme basis. The programme is also coordinated annually with the Dean of the Department of Doctoral Studies and the head of the study programme. The doctoral student must obtain the highest number of credit points (72 CP) for compulsory scientific research work. This motivates the doctoral student for independent and innovative scientific work of high quality. At the end of each year of studies, the commission assesses the doctoral student's research work. In the case of a positive assessment, the doctoral student is awarded the relevant credit points for the year of studies.

Doctoral thesis supervisor - habilitated doctor of science or doctor of science, who actively participates in scientific research in their scientific discipline or sub-discipline, which is confirmed by publications and expert status in the database of the Latvian Council of Science. The supervisor of the doctoral thesis is approved by the decision of the study programme candidate evaluation committee or, if necessary during the studies, by the decision of the Dean of the Department of Doctoral Studies and the head of the study programme.

Supervisor of the doctoral thesis:

- constantly monitors the execution of the doctoral student's plan and the progress of the doctoral thesis;
- advises the doctoral student on issues related to the doctoral thesis development;
- advises the doctoral student on the preparation of scientific publications in accordance with the requirements of collections of scientific articles and internationally quoted publications.

The doctoral student chooses the supervisor of the doctoral thesis at their own discretion; if necessary, the head of the study programme provides the necessary information about the possible supervisor of the doctoral thesis.

A certain challenge is the RSU requirement that only an expert of the Latvian Council of Science can be supervisor of doctoral thesis. To obtain this status, one must comply with the requirements of Cabinet Regulation No. 320 of 9 July 2019 requiring active scientific work, the results of which must be reflected in certain types of publications. Unfortunately, not all lecturers are interested in obtaining/renewing this status, believing that the amount of work invested is not commensurate with the opportunities offered by the status of an expert.

The doctoral thesis topic is selected in accordance with the doctoral student's scientific interests. It is recommended to select priority directions in science set for the [Republic of Latvia](#) and/or determined by RSU, it is also evaluated upon admission to the doctoral programme (accordingly, if it corresponds to one of the priority directions, the doctoral student may receive more points). It is recommended to select topics recommended by the Ministry of Justice, Supreme Court, State Probation Service, etc. Particular support is given to the selection of topics for doctoral theses related to medical law or patient rights.

In the future, it is envisaged to offer potential doctoral students the opportunity to become involved in RSU research projects and groups, thus providing an opportunity to acquire the competence of scientific work under the leadership of RSU researchers and develop their doctoral thesis. It should be noted that in this case, when the topics of doctoral theses are defined before admission to the doctoral study programme, this will be taken into account when deciding on the state-funded study places.

RSU Development Strategy 2017-2021 is available on [RSU website](#). The main development objectives of RSU are innovative studies in a contemporary environment and research of health, wildlife, and humanities, including social responsibility for sustainable development of the university and society, twinning for integration in the labour market and internationalisation, and reputation for international recognition. RSU strategy provides for progress towards a modern education system compliant with the requirements of future labour market, which is also supported by the doctoral study programme in law.

Topics of doctoral theses are innovative, following the development trends of law (for example, topics are selected on newly created, new legal institutes, which are not studied (for example, a doctoral student studying the issue of accelerated criminal proceedings, notified about this topic shortly before entry into force of the relevant amendments). The following current issues are studied: balancing copyright and public interest in the digital environment, legal issues of repo transactions with financial instruments and solutions thereto, and exercising the medical practitioner's right to freedom of thought, conscience, and religion in the provision of healthcare services in the Republic of Latvia - legal problems and solutions, etc. There are topics that can be considered as "pioneers" in Latvia, for example, on the preventive war, sports law as an independent subdiscipline of law in Latvia.

Doctoral students are invited to approbate the results of their doctoral thesis each year by participating in conferences and publishing. Doctoral students show the result of their scientific research work as follows:

- publication in internationally reviewed scientific journals, or a confirmation of acceptance for publication;
- publication in a reviewed Latvian scientific journal, or a confirmation of acceptance for publication;
- publication of the full text (at least 3 pages) of peer-reviewed papers of international conferences and congresses (Proceedings);
- verbal /written report on the topic of doctoral thesis at an international congress, conference;
- verbal /written report on the topic of doctoral thesis at a local congress, conference;
- abstract at an international congress / seminar;
- abstract at a local congress / seminar;
- a scientific monograph (sole author);
- a section in a scientific monograph.

At the end of each year of studies doctoral students report on what has been done during the year of studies, as well as submit a written report on scientific work. At the end of each year of studies an assessment of the results of scientific research work of doctoral students is organised in accordance with the doctoral student's report on what has been done during the year of studies. A doctoral student defends the results of scientific research work in accordance with the procedure and within the deadlines set by the Department of Doctoral Studies. The defence of the results of the works is equivalent to an oral report. The results of the scientific research work of doctoral students are assessed and credit points are granted by the scientific activity assessment commission of the respective study programme. All reports are available in the Department of Doctoral Studies.

RSU provides great support to doctoral students by providing the opportunity to participate in conferences organized by RSU, mostly free of charge. For example, RSU Faculty of Law in cooperation with the Baltic Centre for Strategic Studies, Siedlica University of Life Sciences and Humanities (Poland), Mykolas Romeris University (Lithuania), Swedish Institute for Security and Policy Development, College of Law, and Yaroslav Mudryi National Law University (Ukraine)

organise an international scientific and practical conference each year, in which doctoral students are also welcome to actively participate. For example, conference “Legal Problems in Latvia’s Centennial: Retrospective and Perspective” took place on 25 April 2018, the sessions of which addressed such topics as rule of law in cyberspace, legal protection issues of natural and legal persons, criminal law issues, sports law, special investigative activities, and current issues of operational measures ([Conference programme available](#)). The Sports Law section was initiated and organised by two scientific degree applicants. In Latvia, issues of this nature at international level were raised for the first time, and this is also significant in the relevant labour market.

Scientific articles and monographs prepared jointly by the supervisors of doctoral theses and doctoral students (see Paragraph 6) have been positively assessed.

RSU provides doctoral students with the opportunity to publish their works in the RSU FoL electronic journal “[Socrates](#)” free of charge.

It can be concluded that the topics of doctoral theses are topical in the field of law; doctoral theses that are publicly available [website](#) are also of interest to employers, who emphasise their importance in the labour market. Traditionally, prior to the defence of the thesis, summaries thereof are also sent to employers for feedback, which has always been positive.

Annex 18.1 contains mapping of study courses for the achievement of learning outcomes of the study programme.

Annex 19 contains the plan of the study programme.

Annex 20 contains descriptions of the study courses of the study programme.

## **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.**

After completing the study course, doctoral students are invited to complete a standardised questionnaire. Evaluating the questionnaires, the following can be concluded:

- 1) respondents are satisfied with their choice of the higher education institution and study programme;
- 2) respondents are satisfied or more satisfied than dissatisfied with the achieved learning outcomes;
- 3) respondents are satisfied or more satisfied than dissatisfied with lecture planning, availability of information about classes, and premises;
- 4) respondents are satisfied or more satisfied than dissatisfied with the provision of premises and the equipment of the auditorium and premises;
- 5) the assessment of doctoral students’ work has been objective and fair.

The overall number of respondents is still low.

Results of student, employer and graduate surveys are used for improving the quality of studies. After each study course students fill in the study course assessment survey, while after graduation

of the study programme – the study programme survey. Lecturers familiarise themselves with the assessment surveys and provide feedback.

Potential doctoral students are recommended to choose their doctoral theses in accordance with the topics recommended by employers, for example, the Supreme Court, the Ministry of Justice, the Probation Service. The Supreme Court has expressed its readiness within possible limits to provide support in research work, as well as in case of a successful result – an opportunity to speak at conferences of the Supreme Court and to publish the material in the “Bulletin of the Supreme Court”.

Improvement - an opportunity for doctoral students to get feedback from the lecturer. This opportunity is ensured on the RSU Academic Staff portal since January 2018. Twice a year (within two weeks after closing the survey), academic staff and heads of academic structural units can publish the feedback to the students regarding survey results and decisions made for improvement of study courses. Feedback can be published as soon as the survey has been closed. Survey section has restricted access, by default the rights are granted to the academic staff, heads of departments, and those who have been granted the right to the course. Feedback function gives an opportunity for the academic staff to respond to evaluation questionnaires of the study courses, and the students can find out about the further use of their feedback. The students can familiarise themselves with the feedback on the Student portal where they can see the feedback for the previous semester. Staff of the Study Programme Administration Unit of the Study Department is involved in ensuring feedback by activating the surveys, electronically informing the students and the head of the study programme on active surveys. At the same time, the head of the study programme and the Department of Doctoral Studies motivate the students to complete the survey questionnaires. After closing the survey, the head of the study programme analyses survey results and reports them, submits a summary to the Dean and the head of the study direction, who familiarise themselves with survey results and take a decision on necessary changes to the implementation of the study programme. Afterwards, once a year the Dean reports to the Dean's Council on survey results and decisions made, as well as the necessary changes in the implementation of the study programme.

Each semester the survey results are discussed in the Doctoral Council by deciding on the issue of improvement measures, for example, a decision was taken to change the course “Methodology of Scientific Work”. From the submitted electronic surveys, opinions on the necessity of improving literature included in the study courses and its availability came into sight; as a result, literature available at the library was assessed and new books were purchased.

**Kopumā studējošajiem tiek sniegts viss nepieciešamais atbalsts, ko nodrošina StP vadītājs sadarbībā ar Doktorantūras nodaļu:**

1. Ar doktorantiem doktorantūras nodaļa sazinās Overall, students get all the necessary support provided by the head of StP with the Department of Doctoral Studies:
2. The Department of Doctoral Studies contacts doctoral students by sending them all the up-to-date information about studies and offered science development opportunities, seminars, conferences to the e-mail granted to RSU students.
3. Doctoral students can find the information about the study process, schedule of lectures and classes, achievements and up-to-date information about studies on the student portal MyRSU.
4. Doctoral students may write or call their contact person (contacts can be found not only on the website, but also on the student portal), who helps to solve study-related matters and contact the head of the programme or other persons involved, who help to solve the situation.

5. In cooperation with the Communication Department, stories on research of doctoral students, progress in the preparation of doctoral theses and specific situation faced by doctoral students in the process of preparation of doctoral theses are created.

<https://www.rsu.lv/aktualitates/studijas-doktorantura-stipri-maina-uzskatus-un-grauj-stereotipus> (in English:

<https://www.rsu.lv/en/news/doctoral-studies-drastically-changes-viewpoints-and-subverts-stereotypes>)

A doctoral thesis is a team work performed by a supervisor of the doctoral thesis and a doctoral student to be able to make a contribution to global science and familiarise with a new innovative research in own field. Successful mastering of the study programme Law enables to defend a doctoral thesis and obtain a degree of a doctor of science in law.

Within the programme, collaboration with employers and professional organizations is implemented through seminars, conferences, or through personal contacts with the head of the programme and lecturers, addressing issues of doctoral student competence and addressing their future employability.

Foreign professors from Latvia are invited to conduct lecture cycles within the framework of the study programme (see Paragraph 4.2). Invited visiting professors and specialists make a significant contribution to the education of Master's students by providing feedback on the need to improve the study process, as well as by highlighting topical aspects of law.

A study quality council meeting is convened at least once a year to discuss the content of the study courses, the necessary additions and improvements, which provide significant feedback on the study course content and quality improvement directions.

Study course observation is also provided to ensure the quality of lectures and classes.

As for the alumni, the survey is mainly conducted on an individual basis, since, as already mentioned, most of the alumni with a doctor's degree continue to work at RSU as representatives of the academic staff, so it is possible to regularly discuss various topical issues related to the improvement of the doctoral study programme.

An alumni evening was organised at RSU, during which it was possible to discuss topical issues with the alumni in person.

The use of survey results is an essential tool for improving the content and quality of studies; it is necessary to promote the responsiveness of students and graduates in completing the questionnaires with evaluation of the study programme and its study courses.

In summary, it can be said that there is still a steady demand for doctors of science who, after completing their studies, are able to work in both the scientific and academic fields (scientific degree as a necessity), as well as in state and local government institutions and business (scientific degree as a prestige), and proof of qualitative knowledge.

## **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.**

Mobility options in the doctoral study programme are widely available; however, they are not

actively used. The main issue is the small funding which does not allow the doctoral students to fully use mobility options. One doctoral student (Italy, Venice, institution: Global Campus of Human Rights, period: 09.09.2019.–18.11.2019.) is using the opportunities offered by *Erasmus+* programme in the autumn of 2019 Areas of activity: basically the development of a doctoral thesis (research, data analysis, use of library resources). Participation in seminars, lectures, and conferences. The doctoral student will write a doctoral thesis on Religious Freedom in Medical Practice, using the materials available in the institution in the field of Human Rights. Research results will be discussed with the designated Erasmus + contact person prof. George Ulrich. At the same time, the doctoral student will be able to present the research results in seminars, lectures, and conferences, subject to a personal agreement, and to produce a publication for the Global Campus Human Rights Journal. The Erasmus+ programme will ensure completion of a course on Human Rights in Europe and Democratisation. Courses acquired during the mobility are recognised.

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

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

RSU provides the students with a comprehensive study process: comfortable facilities, a modern library, modern computers, and Internet access. All auditoriums are large enough, they are selected according to the number of students, technically equipped, it is possible to use modern technology. RSU has several buildings with many classrooms, several refurbished auditoriums. In general, the auditoriums are spacious, bright, equipped with heating and ventilation systems, Internet connection, screen, comfortable furniture. Lecture auditoriums and seminar rooms are equipped with high-quality whiteboards, notebooks, video projectors. It is also possible to organise teleconferences with foreign lecturers in the large auditoriums. A teleconference was organised with professors from the Yaroslav Mudryi National Law University (Ukraine); they focused on various medical law issues in a video lecture. Doctoral students actively engaged in post-lecture discussions, asking questions of interest.

Computer equipment, sound equipment, and a video projector are available to lecturers, upon request for this multimedia equipment for specific classes, or are stationary in auditoriums. At the request of the lecturers, auditoriums may be provided with video equipment. Audiences with seats for more than 100 people are used for presentation of doctoral theses and conferences. Doctoral students can use the Information Centre computers (24 computers) and computers in auditoriums, as well as the library (20 computers) etc. Doctoral students can use wireless Internet connection.

A separate room B205 is available for doctoral students of the Faculty of Law, which is mainly meant for the planning of classes for doctoral students.

Proper study equipment is also available to the lecturers: hardware, Internet, audio equipment, and multimedia projectors. Lecturers use a variety of audio-visual resources, such as interactive whiteboards, video, in lectures and classes. In order to learn about the new possibilities, RSU lecturers participated in training on interactive whiteboards, search for e-resources in electronic sources, use of databases, Turnitin, etc.

Studies at the university are significantly facilitated by the European-level library and the informative resources available there. Approximately 65-70% of the budget intended for assembly of the collection are used for subscription to electronic resources. The subscribed databases provide access to approximately 264,000 subscribed electronic resource units. Students have access to [more than 20 online databases](#), Ebrary eBooks, SAGE Premier, Wiley Online, EBSCO, Science Direct collection, SCOPUS, Web of Science, Lursoft, Letonika, Leta etc. (see). Subscribed multidisciplinary databases Ebrary eBook Academic Complete and EBSCO eBook Academic Collection offer e-books in different fields and from different publishers that provide selected information results searching by various topics/keywords. Users are offered various types of electronic resources: databases of scientific articles, databases of e-books, databases of medicine based on proof, databases of bibliographical and quotation information of publications, databases of news and reference, as well as information on available open access e-resources summarised by library staff. Currently, EBSCO Discovery Service (EDS) tool is used to manage e-resources, providing fast and streamlined search for most RSU subscribed e-resources through a single search window (in the future, it is planned to migrate to unified search / resource management tool with catalogue integration - ExLibris Primo). Subscribed databases are also available to students from home by logging in to the Student Portal (*students.rsu.lv*) with the username and password provided by RSU. Resources of the Information Centre of the library and the newly opened free access subscription are freely available to any RSU student and lecturer and are classified in accordance with the Universal Decimal Classification (UDC).

Library resources are regularly supplemented with both new procurements and donations corresponding to the profile. In order to improve correspondence of the library collection to the needs of students, work is carried out with the course bibliography, information system data analysis on the issued items, as well as cooperation with the academic staff in order to inform them on the situation with the provision of course literature and to promote e-resources, while the users can electronically complete a questionnaire with suggestions for supplementation of the collection. Electronic catalogues are available to students: The electronic catalogue of the RSU library and the electronic central catalogue of libraries of national importance, as well as the database of publications and doctoral theses of the RSU academic staff, the database of Bachelor's and Master's theses defended at RSU. Students (including scientific degree applicants) can also work at the thirteen libraries of national importance in Latvia that are involved in project "Unified Reader's Card" and other libraries (e.g. National Library of Latvia, Library of the University of Latvia, Library of Riga Technical University, Library of the Latvian Academy of Culture, etc.) and use the information sources available in the collections of these libraries and their services. RSU's collaborative e-environment uses the Moodle free-access software, the website (e-studies) contains the planned event calendar, the latest RSU news and discussion forums, as well as study materials and all the latest information that the lecturer wants to give to the students – additional tasks, exam questions, useful additional materials, etc. RSU e-studies are available 24 hours a day from both the RSU main building and RSU dormitory, as well as from any other place where Internet access is available.

In the e-studies environment, students have access to information on the study course, its topics, and the results to be achieved. Most of the e-courses contain the necessary study materials and provide links to external information resources. For some of the courses, students in the e-study

environment have access to self-control tests for successful completion of the study course. Unfortunately, not all lecturers make full use of the opportunities provided by e-studies, therefore, regular trainings take place and lecturers are encouraged to place the information provided to doctoral students in e-studies. The development of study quality requires continuous work on the improvement of the e-studies environment by developing new study materials and supplementing the existing range thereof.

Intellectual and material (including methodological) resources, as well as information support is sufficient to implement the study programme, as it is can ensure an effective study process.

In general, students get the opportunity to study by using the most advanced possibilities both in information circulation, using advanced technological equipment in the study process, and in modern approach, using interactive approaches, advantages and convenience of e-studies environment.

See the description of the study direction (chapters 3.1–3.3).

### **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).**

Doctoral students have access to the national significance RSU Library and its databases: National significance electronic joint catalogue of libraries, database of RSU academic staff's publications and doctoral theses, "BMJ Clinical Evidence", "BMJ Journals", "Cambridge Journals", "Cochrane Library", "DynaMed", "EBSCO", "JAMA" and "Archives", "MD" and "First Consult", "MolPort", "ProQuest", "PubMed", "SAGE Publications", "Science Direct" etc.

Exchange of experience of new scientists and supervisors of scientific work in foreign science centres, as well as participation in conferences and symposiums is promoted. Lecturers involved in the study programme are members of international professional organisations participating in qualification improvement training both in the specialisation and in university pedagogy.

In order to ensure a more comprehensive study process, RSU Faculty of Law maintains close contacts with other Latvia's and foreign institutions of higher education, including with the University of Latvia, Daugavpils University, Rezekne Academy of Technologies, Turība University, Institute for Security and Development Policy (Sweden), Mykolas Romeris University (Lithuania), Law Academy of Tallinn University (Estonia), Siedlce University of Natural Sciences and Humanities, Military Academy of Lithuania, Higher School of Administration (Poland), Yaroslav Mudryi National Law University (Ukraine). Representatives from the mentioned institutions of higher education actively participate in RSU-organised activities, international conferences, they publish/are in the editorial board of the Faculty of Law's electronic journal of law *Socrates*. Skype lectures by foreign lecturers are implemented for doctoral students.

By expanding international relations, there are more opportunities to acquire experience of other countries, to strengthen scientific contacts, to acquire new methods and technologies for improving the quality of studies. Regular exchange of information between RSU and foreign teaching staff takes place, joint research is conducted and exchange of experience occurs. As a result of the cooperation, an opportunity is ensured to implement the requirements for a foreign reviewer of the doctoral thesis.



There is extensive cooperation with the Ministry of Interior, the State Police, the Prosecutor General's Office, the Ombudsman's Office, the Supreme Court, and other law enforcement agencies by preparing opinions for the Constitutional Court and Supreme Court as well. Participation in working groups organised by the Ministry of Justice takes place.

Chief Justice of the Supreme Court and Prosecutor General as future employers are involved in the Professors' Council of Rīga Stradiņš University, Daugavpils University and Turība University.

**The Faculty of Law is a member of the European Law Faculties Association.**

For more information see the description of the study direction.

### **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.**

The changes to the constitution of the teaching staff of the doctoral study programme are small, the involved academic staff has proved to be a strong team. The changes have occurred due to objective reasons (for example, retirement). That did not affect the quality of studies. The lecturer of the "Research Methodology" study course has been changed and the course is now taught by the LSC expert, RSU professor K. Martinsone.

Almost all study courses are taught by academic staff with a degree of a doctor of sciences, except for Foreign Language in Legal Sciences, lecturers of which have a Master's degree.

Furthermore, all (100%) supervisors of doctoral theses have a degree of a doctor of sciences, as well as the status of an expert of the Latvian Council of Science.

RSU takes measures in a targeted way so that the changes to the constitution of the teaching staff, if they occur, would not have a negative impact on the implementation quality of the study programme and on the study programme's compliance with the requirements set out in regulatory enactments. RSU Centre for Educational Growth organises different educational activities, thematic cycles, seminars, guest lectures, conferences, discussions etc. that are available free of charge to any member of the Rīga Stradiņš University academic community.

In order to motivate development of internationally quotable publications, an incentive scheme for research achievement of the academic staff has been created based on which when obtaining a certain number of points the lecturer receives a single remuneration for publications included in "Web of Science" or "Scopus" databases. For more information see the description of the study direction.

A stable and qualitative guarantee of the implementation of the programme and scientific research activity is related to the fact that not only the share of professors and academic staff with a doctoral degree is highly appreciated, but also the fact that several young scientists have been involved in the implementation of the programme in recent years (Dr. iur. J. Baumanis – in study course "Criminal Law", Dr. iur. I. Kudeikina study course "Civil Law", etc.). Dr. iur. Ivans Jānis Mihailovs was involved as a lecturer when creating a new study course "Administrative Law".

Lecturers who have successfully completed the doctoral study programme and defended their doctoral thesis in the RSU Promotion Council are also involved as teaching staff.

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

All academic staff involved in the implementation of the doctoral study programme is highly qualified and with a great deal of academic experience. Qualification of the academic staff complies with the implementation conditions of the study programme and requirements of regulatory enactments, ensures the achievement of objectives and learning outcomes of the study programme and respective study courses. All lecturers have a relevant higher education and a doctoral or Master's degree, as well as lecturer's experience. Lecturers who only implement foreign language study courses in the field of law have a Master's degree, all others have a doctor's degree.

Lecturers of the faculty continuously participate in scientific work, scientific conferences, including international ones. Many lecturers are either authors or co-authors of scientific monographs. Lecturers are members of professional organisations, such as the Latvian Collegium of Sworn Advocates and the Latvian Bar Association. They participate in different working groups, for example, in the working group responsible for developing amendments to the Criminal Procedure Law, give opinions to different state institutions – the Constitutional Court, Supreme Court, State Audit Office, and others.

**The majority of** academic staff involved in the implementation of the study programme **are** experts of the Latvian Council of Science (Professor T. Koķe, Professor A. Vilks, Professor K. Mārtinsons, Professor S. Kaija, Associate Professor U. Berķis, Assistant Professor I. Kudeikina, Leading Researcher J. Grasis, Leading Researcher V. Sīlis and others).

Direction and outcomes of research conducted by academic staff of the doctoral study programme are connected to several aspects, among which:

1. a) they are focused on successful implementation of the doctoral study programme;
2. b) it is connected to individual interests and research activities of lecturers at the doctoral study programme when also being participants in international and national research projects.

Both mentioned directions in the field of research are integrated into the implementation of the doctoral study programme, which in turn ensures interaction between research and doctoral study process and respectively between study process quality, as well as ensures the achievement of objectives and learning outcomes of the study programme and respective study courses.

In order to improve the lecturers' competence, there was a guest seminar for supervisors of doctoral theses "How to be a successful supervisor of a doctoral thesis", organised by RSU Centre for Educational Growth (CEG) on 10.01.2019), round table discussions were held on colleagues' good practice in conducting study courses. On 14 March 2018, Uldis Ķinišs shared his experience with colleagues about new interactive teaching methods in the study process using e-environment.

On 18 April 2018, Rolands Bļujus, RSU e-studies manager, informed about the nuances of e-studies and, in particular, the creation of a test bank.

There are regular guest lectures on topical issues of law. For example, Ilona Čeiča, representative of the Court of Justice of the European Union, delivered a guest lecture on multilingualism at the Court of Justice of the European Union, legal translation and the lawyer-linguist profession on 12 April 2018; Judge E. Levits of the Court of Justice of the European Union delivered a guest lecture on "The European Union and its Member States as a community of fundamental values - provisions of the Treaty on European Union and the Constitution". 9 May 2018. In May 2018, a meeting was held with John Tingle, Associate Professor at the Nottingham Law School, on the development of medical law and possible cooperation in this field. Visiting lecturer Tomasz Bojar-Fijałkowski from the Uniwersytet Kazimierza Wielkiego w Bydgoszczy, Poland, gave guest lectures on administrative law from May 7 through 11, 2018. On 13 February 2018, guest lecture by RSU Associate Professor *Dr. iur.* Uldis Ķiniš "International Jurisdiction. Legal conflicts and their peculiarities" was organised.

As already mentioned, all academic staff involved in the implementation of the doctoral study programme have a high qualification as well as a great academic experience, which corresponds to the study programme implementation conditions and legal requirements, thus ensuring achievement of the goals and results of the study programme in general and the respective study courses.

**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).**

See Annex 6.4 and 6.5 with the list of the publications of the teaching staff and other related information.

**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).**

RSU doctoral study programme is created in accordance with the recommendations for development of the European Higher Education Area, including three priorities of Europe 2020 strategy that have been set as requirements for education: smart, sustainable, and integrating growth, to prepare highly qualified specialists – researchers and academic staff – that meet international requirements, to develop modern research and to take part in international research projects.

The doctoral study programme allows strengthening national and international competitiveness,

ensure the integration of the Latvian science and research system in the European common research area, supporting participation in the activities of joint international events and developing world-class scientific infrastructure in Latvia. Knowledge-based resources such as databases, libraries, archives, as well as any other tool essential for achieving excellence in research are used as the research infrastructure.

The involvement of the academic staff implementing the doctoral study programme in the research projects is of great importance in the development of social sciences, thus promoting the capacity of national and international social sciences and ensuring the development of a high-quality research model. It facilitates the recognition of Latvian research results, the development of new areas and forms of cooperation. Engagement in research projects at European level facilitates the attraction of EU funding in the form of international projects, ensuring competitive research, technical and human resources capacity.

The lecturers involved in the doctoral study programme participate in different projects as project participants promoting popularisation of scientific ideas and disseminating and creating new knowledge.

The examples include Horizon 2020 project: Researchers' Night (NIGHTLV), 2015-2016, 7337,58,00 EUR; Horizon 2020 project: European Researchers' Night in Latvia 2018-2019 (NIGHTLV), 2018-2019, 17131.00 EUR; ESF project implemented by the Latvian School of Public Administration No.3.4.2.0/15/I/002 "Professional improvement of human resources in public administration in the field of anti-corruption and mitigation of shadow economy". 2019. Experience exchange activity on cooperation between law enforcement institutions/prosecutor's office and research institutions; ESF project "Training services on Forensic examination and its performance" No. TA 2017/5/B/ESF. 2017-2020.; European Union programme in the field of education, training, youth and sport "Erasmus+" principal activity KA3 "Support for education policy reforms", project implemented by the Ministry of Education and Science "Recognition of Prior Learning" conference. 2016; 14.09.2012-01.03.2013. European Commission special programme "Criminal Law" project No. JUST/2010/JPEN/AG/1546 "Current problems of restorative justice, prospects of resolution in the European Union", research "Mechanisms for compensation of victims in criminal proceedings in the European Union" (TM/2012/34/EK), etc.

Information resources and knowledge are used to provide doctoral studies that are not complete without the international exchange of fundamental research data and results. The doctoral study programme provides an up-to-date and free access to the latest results and achievements in law.

Projects carried out by the academic staff contribute to the development of scientific capacity and competitiveness, which could be characterised, for example, by the increase in the number of scientific articles in the Web of Science databases and Scopus journals, which strengthens the authority and reputation of RSU as a centre of study and science.

#### **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.**

Research work of the academic staff is mostly related to the lecturers' specialisation within the framework of the programme and their lecture courses. Studies, prepared publications,

monographs, such as: Comments on the Criminal Procedure Law. Part A. Riga: Latvijas Vēstnesis [official journal], [2019]. Comments on the Law of Psychologists. Riga: TNA, [2018]., conducted by the academic staff are an important contribution to both the development of the represented field and the development of the study programme, as well as the improvement of the study content. Through research, the lecturers bring the most topical industry novelties to the study courses. Teaching staff prepare scientific papers, participate in conferences and practical seminars, develop textbooks and methodological materials, which are integrated into the relevant study courses.

As already mentioned, a large part of those involved in the doctoral study programme have been awarded the status of Latvian Science Expert; in order to qualify for the award in social sciences, it is necessary to have three anonymously reviewed scientific publications published in a scientific journal or conference proceedings indexed in "Scopus" or "Web of Science" database or included in "ERIH+" database, including a scientific publication that is available in open access; or 2 such publications and a scientific monograph.

At RSU, doctoral theses are supervised only by scientists with the rights of expert of the Latvian Council of Science, which confirms that scientists are constantly researching and publishing research results at the international level. For example, monograph "From interpretation of criminal law to quantum criminology" by Jānis Baumanis of 2017 is a significant source of criminal law findings that is useful both to practitioners and theoreticians. Insights expressed therein can be used in the legislative process and in case-law, as well as in education which is also emphasised by the Chief Justice of the Department of Criminal Cases of the Supreme Court Pēteris Dzalbe in the book's foreword.

Representatives of the academic staff actively participate in research in accordance with their specialisation. For example, in the academic year 2017/2018, lecturers activated their participation in scientific and practical projects that strengthen research capacities (including participation in the ESF project "Training services on forensic expertise and its performance" No TA 2017/5/B/ESF. 2017–2020). Many lecturers have been either authors or co-authors to monographs and other scientific publication in the academic year 2017/2018. For example, monograph "Psychologist professional activities in Latvia: content, organisation, regulation. Comments on the Psychologist Law" (S. Kaija and I. J. Mihailovs). The study direction lecturers (S. Kaija, J. Baumanis) expressed their opinion in the working group responsible for developing amendments to both the Criminal Law and Criminal Procedure Law; the study direction lecturers offer their opinion on matters concerning interpretation of legal norms for the Supreme Court; act as invited persons to Constitutional Court's cases.

RSU Faculty of Law in cooperation with the Baltic Centre for Strategic Studies, Siedlce University of Natural Sciences and Humanities (Poland), Mykolas Romeris University (Lithuania), Institute for Security and Development Policy (Sweden), College of Law and Yaroslav Mudryi National Law University (Ukraine) organised an international practical scientific conference; for example, on 25 April 2018 conference "Legal Issues in Centenary of Latvia: Retrospect and Prospect" took place. The following topics were considered in conference sessions: rule of law in cyberspace, legal protection problems for natural and legal persons, criminal law problems, sports law, topical issues relating to special investigation measures and operational activities.

Doctoral studies play an important role in the European Research Area and the European Higher Education Area. One of the priorities of the educational activities of universities in the European Union states is to make doctoral studies a qualitative, accessible, and innovation-based process, since doctoral studies are the stage that provides the basis for successful development of the national economy, increasing competitiveness, development and production of products with higher added value, contributes to development of knowledge-based society. Thus, the doctoral study

programme allows:

- 1) to provide doctoral students with the opportunity of acquiring the competence necessary for scientific research work in order to conduct modern, original, and significant research projects in the context of law, in cooperation with Latvian and foreign colleagues;
- 2) to provide the opportunity of acquiring the competence necessary for academic work in order to perform lecturer's duties in Latvian and foreign institutions of higher education, as well as to ensure succession in research and academic work;
- 3) to promote the cooperation among doctoral students at national and international level in the field of research;
- 4) to attract visiting lecturers from the most advanced European universities.

In general, the academic staff involved in the implementation of the study direction is actively involved in scientific research; scientific publications are used in the study process (recommended as required or recommended readings for the study course acquisition), thus contributing to the quality and sustainability of the study programme implementation.

**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 study process is structured clearly, comprehensively, and logically. The introduced and successfully functioning quality management system ensures a continuous transparency of the study process and allows to proceed towards the goal in a stable manner and to successfully achieve it. Cooperation of teaching staff manifests itself as, for example, mutual attendance of lectures and classes by the lecturers which allows to assess the strengths and weaknesses of the work; preparation of lecturer annual reports on academic, scientific, and creative work, publications, participation in scientific research and scientific conferences; promotion of international exchange of academy lecturers by providing an opportunity for academy lecturers to gain experience in foreign institutions of higher education; highly-qualified visiting lecturer and lecturer invitation for delivery of guest lectures, including those from foreign institutions of higher education.

Attitude of the teaching staff towards duties assigned clearly confirms sustainable development opportunities of the doctoral study programme.

For the purpose of teaching staff cooperation, mutual feedback seminars on topical subjects are organised at the faculty, as well as respective responsible persons from RSU are involved. In addition, the teaching staff is regularly invited to faculty council sessions where matters on professional improvement of teaching staff, planned academic and scientific work, and other significant matters regarding study process and its improvements are discussed as well. Many members of the teaching staff cooperate by jointly implementing study courses, supervising students' research projects. This is particularly true in specialisation study courses such as Criminal Justice, which addresses three blocks of issues - criminology (Professor, expert of the Latvian Council of Science, Dean of the Faculty of Law A. Vilks), criminal law (Associate Professor, Advisor to

the Supreme Court of the Republic of Latvia Jānis Baumanis), and criminal procedure law (Professor, expert of the Latvian Council of Science Sandra Kaija). Three lecturers, each a recognised professional in their field, are involved in the implementation of this course and teamwork can deliver the best results.

Lecturers and supervisors of doctoral theses, together with doctoral students, engage in scientific work, for example, through the production of joint publications, even monographs such as *Medical Law; Professional Activities of Psychologists in Latvia: Content, Organisation, Regulation; Commentaries on the Law of Psychologists; Commentaries on Law on the Rights of Patients*, etc. These publications have a significant impact on the development of the relevant field of law and contribute to the development of professional practice in our country. They can be used to develop new approaches and solutions, to be able to justify one's decisions and opinions, and to find support for one's actions when needed. They also provide the basis for further scientific research.

The activity of teaching staff is treated as team work where every individual has its own place and task. The qualification and motivation of teaching staff to be involved in ensuring the study process and in research are high. Relations with students are humane, forthcoming, at the same time maintaining high demand for any study task. Students can receive assistance from lecturers, consultations and support in the study process; likewise, in case of uncertainty it is possible to turn to the Department of Doctoral Studies or to the Head of the study programme by receiving consultations for a possibly more successful implementation of study process both individually and for students at large. There is a relatively small hierarchy of academic management for the implementation of the study programme. Students are regularly invited to express their opinion on the quality of studies, as a result of which shortcomings and potential results in order to promote students' motivation in the subsequent study process are identified.

For more information see the description of the study direction.

# 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	16_pielik_Statistika_Dj_eng.pdf	16_pielik_Statistika_Dj_lv.pdf
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	18-1_pielik_StK_St-rezultatu_kartejums_DSP_TZ_eng_final.pdf	18.1_pielik_StK_St_Rezult_kartejums_Dj_lv-.pdf
Curriculum of the study programme (for each type and form of the implementation of the study programme)	19_pielik_Planojums_DSP_TZ_pl_ENG.pdf	19_pielik_Planojums_DSP_TZ_pl_LV.pdf
Descriptions of the study courses/ modules	20-1_pielik_DSP_TZ_Studiju_kursi_ENG.pdf	20-1_pielik_DSP_TZ_Studiju_kursi_LV.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	24_pielik_Diploms_DSP_TZ_ENG.pdf	24_pielik_Diploms_DSP_TZ.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	24.2_pielik_Apliecin_citu_StP_TZ_eng.pdf	24.2_pielik_Apliecin_citu_StP_TZ_lv.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	24.3_pielik_Apliec_zaud_kompens_TZ_eng.pdf	24.3_pielik_Apliecin_zaud_kompens_TZ_lv.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under <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.	24.5_pielik_Apliecin_anglu_val_StV_TZ_eng.pdf	24.5_pielik_Apliecin_anglu_val_StV_TZ_lv_02122019.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.	24-6-7_pielik_Apliecinajums_DSP_TZ_ENG.pdf	24.6_24.7_pielik_Apliecinajums_PD2609_Dj_lv.pdf
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	24-6-7_pielik_Apliecinajums_DSP_TZ_ENG.pdf	24.6_24.7_pielik_Apliecinajums_PD2609_Dj_lv.pdf
Sample (or samples) of the study agreement	24.8_pielik_Studiju_lig_eng.pdf	24.8_pielik_Studiju_lig_lv.pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.	24.9_pielik_AIP_atzinums_Dj_eng.pdf	24.9_pielik_AIP_atzinums_Dj_lv.pdf



# 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>Aldis</i>
Surname of the study programme director	<i>Lieljuksis</i>
E-mail of the study programme director	<i>aldis.lieljuksis@rsu.lv</i>
Title of the study programme director	<i>Dr. iur.</i>
Phone of the study programme director	
Goal of the study programme	<i>To prepare highly qualified specialists – lawyers – with a specialisation in the field of civil law, national law, criminal law, international and medical law who can successfully work in the context of national and international social and legal processes, to identify, analyse, and solve issues of legal nature by harmonising interests of an individual and those of the society.</i>
Tasks of the study programme	<p><i>The main objectives of the study programme</i></p> <ul style="list-style-type: none"> <li><i>• to promote an understanding of modern legal processes and Latvia's national interests and to develop the ability to defend them;</i></li> <li><i>• to develop the ability to interpret, apply, and improve regulatory enactments, to ensure the education of professionally-oriented specialists by offering an opportunity to master in-depth theoretical and methodological knowledge.</i></li> <li><i>• to develop the prospective lawyers' skills to think creatively and critically, to forecast the development of social and legal processes;</i></li> <li><i>• to promote the development of knowledge about Latvia's and the European Union's legal system, as well as international legal systems;</i></li> <li><i>• to improve knowledge and skills in the field of law acquired at the level of Bachelor's studies, as well as to prepare students for research work in the field of law.</i></li> <li><i>• to develop practical abilities for work in the field of law;</i></li> <li><i>• to prepare students for passing the unified lawyer's examination.</i></li> </ul>

Results of the study programme	<p>1. Uses law theory findings and legal methods in order to conduct legal research or solve professional issues.</p> <p>2. Creatively and constructively analyses social and legal processes, discusses and substantiates one's opinion.</p> <p>3. Follows the developments in the field of law in order to solve professional issues or to conduct research.</p> <p>4. Integrates knowledge from different fields, understands the specificity of professional activity, responsibility, and ethics, which allows analysing legal issues in a wider comparative context and offering unconventional solutions.</p> <p>5. Is able to describe the development and modern trends of law theory and practice, as well as to discuss it; by using theoretical law concepts, to describe and compare different fields and sub-fields of law, to analyse their interaction, constantly using legal methods for solving issues of legal nature in order to conduct research activity.</p> <p>6. Critically analyses complicated issues of legal nature and practical issues, broadly interpreting legal provisions and principles in order to adopt substantiated and constructive decisions.</p> <p>7. Understands the basic principles, requirements, as well as the organisation of lawyer's professional activity, is able to find the necessary information, to prepare a document and to explain it to other persons.</p>
Final examination upon the completion of the study programme	Development of Master's thesis, its defence, and unified lawyer's qualification examination.

## Study programme forms

### 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)	Academic Bachelor's degree in law
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Professional Master's degree in law
Qualification to be obtained (in english)	Lawyer

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, RĪGA, LV-1007

### Full time studies - 2 years - english

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

Admission requirements (in English)	<i>Academic Bachelor's degree 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

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, RĪGA, LV-1007

#### Part time studies - 2 years, 6 months - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>6</i>
Language	<i>latvian</i>
Amount (CP)	<i>80</i>
Admission requirements (in English)	<i>Academic Bachelor's degree 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

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, RĪGA, LV-1007

#### Part time studies - 2 years, 6 months - english

Study type and form	<i>Part time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>6</i>
Language	<i>english</i>
Amount (CP)	<i>80</i>
Admission requirements (in English)	<i>Academic Bachelor's degree 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

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, RĪGA, LV-1007

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

Study type and form	<i>Full time studies</i>
Duration in full years	<i>1</i>
Duration in month	<i>6</i>
Language	<i>latvian</i>
Amount (CP)	<i>60</i>

Admission requirements (in English)	<i>Professional Bachelor's degree 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

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, RĪGA, LV-1007

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

Study type and form	<i>Full time studies</i>
Duration in full years	<i>1</i>
Duration in month	<i>6</i>
Language	<i>english</i>
Amount (CP)	<i>60</i>
Admission requirements (in English)	<i>Professional Bachelor's degree 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

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, RĪGA, LV-1007

#### Part time studies - 2 years - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>60</i>
Admission requirements (in English)	<i>Professional Bachelor's degree 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

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, RĪGA, LV-1007

#### Part time studies - 2 years - english

Study type and form	<i>Part time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>60</i>

Admission requirements (in English)	<i>Professional Bachelor's degree 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>
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, RĪGA, LV-1007

### **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**

See in study programme's parameters.

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

Until now, the professional Master's study programme has been accredited for full-time and part-time studies, from which full-time studies have been implemented (see Annex 16 Statistical Data on Students in the Study Programme). During accreditation, the study programme is also applied for the implementation in English, but there are no specific plans for the management of the study programme for the next two years. However, the offer of the StP to the foreign audience is an issue on the agenda and will be evaluated, considering all circumstances, availability of resources, workload of teachers, etc.

The information obtained from students on activities outside studies suggests that most of the students combine studies with practical work in institutions and organisations (national, municipality or in the private sector), often holding key positions and working as lawyers for a long time already or working with regulatory enactments and their projects.

The study programme develops with a trend of increasing the number of students for which one of the reasons is positive feedback from graduates on what they have experienced during studies.

The feedback that is received from students in different ways shows that the curriculum model is suitable for students, as they are provided with the acquisition of basic legal knowledge that is necessary in order to not only be able to discuss and analyse cases of legal nature but also to use the acquired knowledge in one's professional practice already at the highest level by also conducting research on a particular issue.

The number of students in the reporting period has been stable (with a tendency of increasing, see Annex 16). The reason for it – several activities for popularisation of the study programme, i.e., active cooperation with employers and non-governmental organisations.

In addition, the study programme is popularised by using the RSU marketing strategy, involving lecturers and students of the study programme (including participation in education fairs and preparation of videos).

### **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 study programme was developed in accordance with requirements for the study programme set out in Section 55 of the Law on Institutions of Higher Education. Professional Master's study programme "Law" provides an opportunity to obtain a Master's degree of social sciences in law and lawyer's professional qualification. The total volume of the study programme depending on prior education is 60 or 80 credit points; it is intended for 1.5 to 2 year full-time studies.

The study programme was improved in accordance with the Cabinet Regulations No 512 of 26 August 2014 on the second level professional higher education standard and the Cabinet Regulations No 46 of 15 January 2019 on the procedure for a unified state examination for obtaining lawyer's professional qualification, as well as with the requirements of lawyer's professional standard.

The study programme allows acquiring knowledge, skills, and competences in accordance with the 7th level of the Latvian Qualifications Framework, ensuring achievement of learning outcomes that include the acquisition of in-depth theoretical and practical knowledge and development of research abilities and skills in the field of law.

In order to achieve the aim of the study programme – to prepare highly-qualified specialists – lawyers – with a specialisation in the field of civil law, national law, criminal law, international and medical law who can successfully work in the context of national and international social and legal processes, to identify, analyse, and solve issues of legal nature by harmonising interests of an individual and those of the society – attention is directed towards students' ability to independently carry out objective studies and analyses of the aforementioned fields, particularly in poorly researched fields in Latvia, such as medical law.

To guarantee the achievement of learning outcomes and aims, admission requirements of the study programme provide varied duration of the study programme depending on prior education in order to fully meet the objectives of the study programme.

## **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 study programme is regularly improved in accordance with topicalities in law, as well as in accordance with provisions set out in the lawyer's professional standard and improving it in accordance with the specificity of the Cabinet Regulations No 46 of 15 January 2019 on the procedure for a unified state examination for obtaining lawyer's professional qualification so that a student would be able to successfully pass a unified state examination for lawyer's qualification. Taking into account amendments to regulatory enactments and case-law findings and the latest scientific literature, course descriptions are regularly updated in accordance with RSU internal regulations; for example:

- "Constitutional law, administrative law, law of administrative procedure";
- "Civil law, law of civil procedure, commercial law";
- "Topical issues of criminal law and criminal procedure law";
- "Legal methods and developments in law theory".

In order to develop students' research skills, special attention during study courses is devoted to the development of various independent research papers, focusing on matching the respective topics with the fields of interest or fields related to the professional activity of students during the acquisition of courses.

In auditoriums, topical legal situations in a specific period of time are simulated, for example, legal dilemmas in which students act as representatives of a particular party or representatives of their institution.

The Faculty of Law has established close cooperation with several public administration institutions, the State Police, the Ombudsman's Office which allows involving students in different activities, as well as research projects.

Several Master's theses have been developed by taking into account the priorities of the Ministry of Justice and the desirable research topics singled out by the ministry.

The aforementioned Cabinet Regulations on the introduction of the unified state examination for lawyer's qualification have affected some changes made and planned during the previous accreditation process. Currently the study programme has been directed towards strictly defined directions by paying attention to the fact that students who have not graduated from the RSU Bachelor's study programme "Law", upon the completion of the RSU Master's study programme would be in a comparable situation with those students who obtained their Bachelor's degree at RSU.

According to study conducted in Germany in 2019 on the future skills and knowledge for lawyers by 2030, providers of legal services will certainly need to focus on even more specialisation and expertise. The following were forecasted as the most significant changes:

- 1) Digital communication with clients and the institutions involved;
- 2) Increasing availability of legal knowledge / expertise on the Internet; standard advisory services will be taken over by online service providers;
- 3) Legal service providers will require more partnership and cooperation.

In an analogous study in Switzerland in 2019, it was noted that it would be very important to look for creative solutions tailored to the customer's needs and to offer innovative approaches (to some extent contrary to the current traditional framework of the profession).

Therefore, within the framework of the study direction "Law Science", considerable emphasis is being placed and further developed the training of lawyers for work in the digital services market. The cooperation agreement with Riga Technical University and BA School of Business and Finance



will allow to join forces in the future both in development of new study courses and even study programmes related to the development of digital services. Increasing integration of simulations, particularly in the digital space, will be developed in the learning process throughout all the study programmes, thereby helping students to acquire the skills to apply their knowledge in practical work environment while addressing legal problems.

One of mandatory requirements for the Final Paper in compliance with the Regulations on Writing and Defence of Research Paper (<https://www.rsu.lv/juridiska-fakultate>) is the topicality of the subject matter that should be indicated and justified in the research paper. The most topical subject matters in the respective sectors are proposed for research. The topics proposed for research by the sectoral Ministry or the Supreme Court are known to students, and also the proposed topics are of utmost importance to the society and the legal science. Prior to the development of the research paper, the topics selected by students and teaching staff are evaluated by the Faculty Council. Consequently, the topics that are of no importance in the field of law, are not being studied. In their research papers, students use current conclusions on the relevant issue as expressed in the case-law of the Supreme Court, case law summaries and in the doctrine of law, and examine them in the context of the legal issue to be studied. For example, the Ministry of Justice has recommended an analysis of the practice of the progressive enforcement system of the custodial sentence in Latvian custodial institutions which is being studied in the Master's thesis "The System of Progressive Enforcement of Custodial Penalty: Theory, Legal Framework and Practice". The proposed topic regarding minors in the amicable procedure is studied in the Theses "Settlement and its Problems in Criminal Proceedings" and "Concept of Penal Mediation in Criminal Proceedings of Latvia, problems with its application". For example, Thesis "Right to Complete Criminal Proceedings within Reasonable Time" has been developed according to the recommendation of the Supreme Court.

**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.**

Taking into account results of the mapping of the study programme and the defined learning outcomes, course descriptions have been updated, meetings have been organised with study course lecturers by ensuring an understanding of the overall aim of the study programmes, mutual cooperation among lecturers and compliance of the study courses with the learning outcomes of the study programme. This targeted action promotes compliance of quality of the study programme by confirming the usefulness of the quality assurance system.

Given the current topicalities with regard to mastering the profession of a lawyer, attention is paid to several components:

- the acquisition of innovative theoretical knowledge,
- development of research and analytical skills,
- development of professional skills so that students would be able to pass not only the unified state examination for lawyer's qualification but also would be able to independently analyse complicated legal situations and offer unconventional solutions.

In order to successfully reach the proposed aim of the study programme, seven learning outcomes

have been defined (see Section 1.1). The learning outcomes indicate that the study programme has been implemented so that after reaching all learning outcomes students would be able to independently and professionally carry out their direct employment obligations of a lawyer, as well as to conduct qualitative studies on the selected topic and be able to further develop one's knowledge in the field of law.

**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.**

Until now, the study programme has been implemented only as full-time studies and in Latvian. In the future, a possibility is considered to extend the study programme implementation options and to attract also part-time and international students. The planning of part-time studies is appended in the planning in Annex 19. The differences in the planning for international students would be only that the offer of "Innovation in Research and Pedagogy" would be replaced with a course "Latvian Language for Foreign Students" in Part A.

Study process is implemented mostly as interactive lectures, practical interactive classes or seminars and independent work of students. The aforementioned advanced technologies available at RSU are used both during lectures and classes.

In addition to that, to ensure the application of modern technologies, lecturers are encouraged to use the latest teaching applications and provide their feedback using smart devices (for example, lecturers actively use website [Sli.do](#), the services of which are used by companies *Booking.com*, *Lufthansa*, *Volkswagen*, and others).

During their studies at RSU, students have an opportunity to ask questions they are interested in, to engage in discussions with lecturers and groupmates. Problem-centred teaching strategies are used in studies. All additional study materials are freely available to the students in the e-studies environment. It also provides references to additional information sources for studying the specific issues, as well as materials for independent learning (for example, practical assignments that can be done at home with self-assessment algorithm).

Both formative and summative assessment methods are used during the study process. Formative assessment takes place during everyday study process: by asking control questions to the students during the contact lessons, as well as by discussing the independent work of students that is practised during the study process. Summative evaluation takes place at the conclusion of each study course as a test or examination. Summative evaluation tests are organised in a written form (in paper format or electronically) or as oral discussions. At the conclusion of studies, the student selects a topic he or she is interested in and in cooperation with selected paper supervisor develops and defends the Master's thesis.

As already mentioned, by the end of each academic year, students are asked to complete the evaluation survey in RSU e-environment, wherein they can express their opinion and provide proposals both regarding the content of the study course and the methods of implementation thereof, as well as competences and work style of the lecturers. Therefore, study courses are

updated each year in accordance with the evaluation given by the students. Representatives of the students are also involved in faculty councils ensuring representation of their opinion in decision-making.

RSU exercises a student-centred education, providing that:

- independently learning student is at the centre of the study process;
- learning outcomes are clearly formulated and known, and the student studies to achieve them;
- students know and understand the learning outcomes defined for the study programme or course;
- evaluation of the student's achievements is formed in a way that it is possible to ensure whether and at what level the planned learning outcomes have been achieved;
- task of the teaching staff is to facilitate the studies of the student so that the student would achieve the set learning outcomes;
- it can be observed that the aggregate of outcomes of separate study courses forms the learning outcomes of the study programme.

Learning outcomes of the study programme are formulated in a student-centred way and they:

- establish a unified understanding for students and teaching staff regarding what is expected from the student at the end of the course or the programme;
- provide students with an opportunity to study more effectively, i.e., students clearly know what knowledge and skills they will obtain when they successfully complete the respective course. The students can also track what they have already learned and what they still have not learned, and what their progress is towards achieving the outcomes of the programme;
- present a tool for the teaching staff for organising the study process more effectively: lectures, seminars, group work, discussions, laboratory work, etc., by selecting topics and materials, as well as teaching strategies in accordance with the learning outcomes specified for the study course or study programme;
- create a mutual understanding among the lecturers and colleagues regarding the learning outcomes of the study course and the selected learning methods;
- identify those areas where certain types of learning outcomes overlap or lack (by comparing courses and compliance thereof with the programme);
- aid the students in their choice on which courses to take in accordance with learning outcomes the student wishes to achieve;
- provide clear information for employers on knowledge and skills the students have obtained, as well as provide an opportunity to assess this knowledge and skills in accordance with the defined professional qualification.

The study implementation and assessment methods used promote the achievement of learning outcomes and aims of study programme.

During the acquisition of the study programme, visits to the State Police, the Supreme Court, the Saeima of the Republic of Latvia are organised, also including the opportunity to observe the daily work of a lawyer.

In addition, in order to increase the willingness of students to participate and gain experience in research, they are actively invited to different international conferences.

Latvian higher education institutions organise local and international scientific conferences on legal matters mutually informing on the opportunities to participate in them (Riga Graduate School of Law, University of Latvia, Turība University, Daugavpils University, etc.). RSU respectively organises conferences and informs and invites other higher education institutions to participate. The Faculty

of Law organises conferences on pressing legal matters, while other RSU faculties include in the conferences programme, for example, medical problems along with legal matters, for example, “Medical, legal and social political aspects of HIV/AIDS” or “Recognition of violence and correct action of a medical practitioner”. In 2018, the Faculty of Law organised an international conference “*Legal issues in the Centenary of Latvia: Retrospective and Prospective*”, in 2019 “Topical Issues of the Legal System” with participation of students of the programme.

**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.**

Study placement in PMSP “Law” is implemented in the amount of 6, 20, or 26 CPs. The study programme has been developed so that after completing the professional or academic study programme “Law”, graduates would be able to work in the state and municipal authorities, private organisations, etc., as well as to continue pursuing doctoral studies.

The placement of the professional Master’s study programme “Law” is implemented in accordance with the placement tasks. Students are provided with placement in accordance with contracts concluded between RSU and the State Police, Office of the Prosecutor, State Fire-fighting and Rescue Service, and other institutions. The students have an opportunity to find placement independently.

Contracts are concluded with placement supervisors.

**The aim of placement:** to strengthen and deepen knowledge acquired at RSU Faculty of Law, as well as to improve one’s professional skills.

The Master’s student must explore and evaluate work that is of legal nature in a particular institution and gain practical work skills of a lawyer.

After the completion of the placement, students will have acquired the appropriate knowledge, skills, and competences.

**Knowledge on:**

- the operation of institutions/organisations and legislative acts thereof that govern their functioning and are developed and applied in the particular professional field of activity;
- legal issues connected to the work of institutions/organisations and the possibilities for solving them;
- the case-law of the selected field.

**Skills:**

- to independently develop legislative acts and other legal document projects corresponding to the specificity (functions) of the operation of an institution/organisation;
- to determine the persons involved in a particular situation and their rights and obligations;
- to solve medium-difficulty and complicated individual practical tasks;
- to assume responsibility and to announce initiative when carrying out placement tasks.

**Competence:**

- to independently formulate and analyse legal issues, to analyse the efficiency of operation of an institution/organisation and to substantiate decisions;
- to plan work to be carried out at an institution/organisation and to evaluate the quality of performance;
- to demonstrate an understanding of, and responsibility for, the potential impact of one's activity on the institution/organisation and society at large.

### **Placement tasks:**

#### **1. To study the legal regulation of an institution and description of its operation.**

- Status of an institution and its operational framework
- Legal scope of an institution (description of officials and legal service providers)
- Empirical (quantitative) description of an institution's operation
- Description of the institution's staff
- Connection of institution's operation with legal matters, appropriate functions and solving practice
- Further training of institution's officials on legal matters
- Main directions of institution's operation and description of performance indicators thereof
- Where necessary, to get acquainted with institution's documents, their preparation and circulation procedure, problems related to document circulation, including archiving
- The results must be reflected in the placement report

### **To study and analyse issues of the institution's operation**

#### Problems related to:

- institution's operational framework and its improvement opportunities;
- internal regulatory enactments;
- descriptions of positions (uncertainties in carrying out functions). To prepare recommendations on how, in the opinion of the Master's student, the mentioned problems could be solved.

### **To study institution's management and organisational system problems related to:**

- continuous qualification upgrade
- cooperation between structural units of an institution;
- coordination of operation with other institutions;
- staff provisioning;
- resource provisioning.

### **To analyse situations related to the provisioning of institution's resources and possibilities of an institution (e.g. an enterprise) to carry out the set-out functions.**

- The student must undergo placement in two different institutions/organisations; for example, in public administrative body and a court or in a commercial company and municipal authority. The volume of a single placement must be min. 10 credit points. At least one selected placement must be related to the topic of the intended Master's thesis.
- Actual situation of the problem defined in the Master's thesis in Latvia and in the specific institution.
- By acquainting oneself with the institution's operation, empirical material on the issue studied in the Master's thesis has to be collected.

*To develop proposals for successfully solving the defined problem in the Master's thesis.*

**To develop skills and abilities:**

- under the supervision of the placement supervisor, select and analyse legislative acts necessary for the preparation of a draft document falling within the competence of the institution;
- to analyse and select case-law applicable to draft document matters;
- by expressing reasoned legal opinion, to explain to the placement supervisor the content of the document to be prepared;
- taking into account the instructions of the placement supervisor, to prepare a draft document;
- to reflect the type of prepared draft document in the placement report.

**To become acquainted with the technologies at the site of placement:**

- to become acquainted with the software, internal and external registers used at the site of placement;
- to become acquainted with the office equipment at the site of placement, safety requirements for its use and conduct in case of an emergency;
- to become acquainted with safety requirements in obtaining, storing, and using information also for the purpose of protection of personal data;
- to reflect the results in the placement report.

See Annex 9.1. "Description of the organisation of students' placement".

See Annex 9.2. containing information on agreements and other confirmations on the provision of students' placement in enterprises.

**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.**

Usually, students' prior education and professional experience serve as a basis for the selection of a particular topic. All lecturers of the study programme support students in selecting topics for the Master's thesis by also using recommendations from the Ministry of Justice, their own research findings, as well as the developments in the field.

It should be positively emphasised that students' knowledge and sources used (which often are not publicly available) allow conducting studies with a high added value.

Despite the digital solutions for feedback (on problems) from students, the management of the programme regularly organises meetings with students for solving uncertainties, including situations when there is an unsuccessful communication about supervision or development of any paper. After receiving feedback, matters are advanced according to jurisdiction and discussed at faculty council meetings, and later on students are informed about the results.

In addition, the topics of Master's theses selected by the students are coordinated at a Faculty of Law council meeting with the supervisor, thus providing recommendations for a more successful selection and exploration of topic. Additionally, students are encouraged to conduct research on topics they are interested in, which are often related to already conducted professional activity, or

also by offering relevant topics. Students are warned about particularly unsuccessful topics in order to reduce the risk of failure to defend their paper, taking into account the specificity of the field of law and changeability of regulatory enactments.

Most of the students of the professional Master's study programme carry out their daily work related to legal issues that are addressed in their Final research Papers. In addition, research topics initiated directly from the sectors are advised for working students. Thus, solutions are sought to address current problems that result in practical significance and the possibility of using the acquired knowledge in practice. Responsible judicial officials or authorities of services (sectors) take part in supervision or reviewing of the Final Papers, as well as in State Defence Commissions, evaluating the topicality of the subject matter and recommending that further research is carried out, as well as proposing new, sector-related topics for research. The subject matter "Criminal Liability for Improper Performance of Professional Duties of Medical Practitioners" or "Obtaining Compensation for Material and Non-material (Moral) Damage from the Medical Risk Fund and the Related Problems" is not only the direction recommended by the Supreme Court but also a generally known topical issue of the sector. There are also topics relevant to topical issues of law enforcement agencies, such as, "Special Investigation Activities and their Problems in Combating Drug-Related Crime". Students in their Final Papers study topics of utmost importance in the context of national processes, such as the provision of Moneyval requirements for curbing and/or combating money laundering - "Problems of Regulatory Framework and Use of Cryptocurrency transactions in Money Laundering", "Qualification and Investigation of Illicit Activities with Financial Instruments and Means of Payment".

Annex 17.1. contains a table on the compliance of the study programme with the State education standard.

Annex 18.1 contains mapping of study courses for the achievement of learning outcomes of the study programme.

Annex 18.2 is on the compliance of the study programme's qualification to be acquired with the professional standard.

Annex 18.3 Compliance of the Professional Master's Study Programme "Law" with the Cabinet Regulations No. 46 "Procedure for the Unified National Professional Qualification Examination for Lawyers"

Annex 19 contains the plan of the study programme (for each type and form of implementation of the study programme).

Annex 20 contains descriptions of the study courses of the study programme.

## **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.**

Feedback from students, graduates, and employers is used to improve the organisation of study process. These matters are regularly reviewed in the Council of the Faculty of Law. In addition to this, there is a practice to meet with graduates and to discuss positive and negative aspects of the study process.

Feedback is also given by employers whose employees in certain situations are graduates and also

lecturers of the study programme.

At the same time, exchange of opinions with employers and cooperation partners actively takes place in international conferences organised by the RSU wherein active participation is ensured by representatives of all parties, since they are respectively addressed before organising conferences; therefore, it is possible to obtain both feedback on studies and topical information on developments that need to be taken into account in the implementation of studies.

Proposals from employers and students, as well as graduates regarding the educational content have been considered, with a focus on addressing practical tasks (cases). During practical classes and for home assignments lecturers ask students to deal with topic-related cases in the respective study topics. In all study courses, lecturers update course information and include current life examples, legislation and issues addressed in case law and doctrine. As the content of the topic expands, the study course is supplemented accordingly by involving the best specialists of the sector in the training process, for example, when the study course of civil protection was extended by adding environmental issues, the officials of the Ministry of Environmental Protection and Regional Development were involved in lecturing. When unprecedented problems are identified, they are particularly focused on both in lectures and research work, for example, the issue of the application of international sanctions, identification of the true beneficiary, which include not only theoretical but also practical aspects.

The emphasis on increasing the practical part of the educational process is related to proposals made in recent years for topical theoretical issues of additional topics. Therefore, the involvement of knowledgeable practical staff in the study process is important.

Developing the practical dimension, topical legal issues are dealt with in scientific and practical conferences organised by the faculty. The content of conferences is developed taking into consideration sectoral proposals and current events. The focus is mainly on topics that are equally important for both executive law enforcement authorities and judicial authorities. High-level experts and officials from the judiciary and law enforcement authorities participate in conferences, sharing experiences and addressing topical agenda 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.**

See Annex 8.1 and 8.2.

# **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 e-studies environment is available to all students. The descriptions of study courses, study materials and grades are posted there, as well as students have the opportunity to communicate with lecturers there.

Experience has shown that students actively use the e-studies environment by also uploading study assignments and communicating with lecturers on drafting their independent research papers. Experience gained during the past years has shown that it is also an instrument that a lecturer can use in passing on important and useful information to students; for example, on the connection of topical information with a study course (up-to-date court judgements, changes in regulatory enactments or political decisions related to a study course).

Lecturers more often use opportunities for assessing students in the e-studies by creating tests for feedback; for example, there is an opportunity to set an independent homework with a specific time-limit or an interactive test.

For more information see the description of the study direction see on paragraph nr. 3.1. and 3.2.

### **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.**

Highly qualified lecturers are involved in the implementation of the study programme who has extensive experience in teaching study courses, as well as practical work experience in the field. The capacity of the elected RSU teaching staff (that has significantly increased since the last accreditation) is excellently complemented by teaching staff who are elected in an academic position in other institutions of higher education or are involved in professional practice in a respective field.

Since last accreditation lecturers of several study courses have obtained a doctoral degree (I. Kudeikina, A. Kipāne, I. J. Mihailovs, J. Stukāns, A. Stankevičs, and others). Likewise, doctoral students or graduates of doctoral studies who currently are actively working on their doctoral

theses are involved in the implementation of the study programme (L. Rozentāle, J. Zīvarts).

Development of teaching staff's academic and professional qualification promotes the quality of studies by developing a modern study environment whose keywords are "competence", "understanding the specificity of the field", "the ability to academically analyse professional issues".

The RSU independently ensures and implements activities that are aimed at motivating teaching staff to conduct independent scientific research, as well as involving young lecturers on designing joint research and projects that promote the development of young lecturers and exchange of experience, and also the conduction of productive research. It is demonstrated by several publications in the electronic publication "Socrates", recommendations for participation in the competition of "Jurista Vārds", and by several monographs (particularly medical law) and collections of articles.

The long-term activity of permanent lecturers in the programme is positively evaluated, since it ensures a succession and targeted development and stability of the study programme.

No significant changes have taken place in terms of the number of teachers. In terms of quality, no drastic changes which would negatively affect the study process have happened and the persons who have left their teaching jobs due to objective circumstances are replaced with equivalent lecturers, also younger lecturers, who have not been elected as professors or associate professors yet. At the same time, growth of lecturers is observed and two lecturers were elected as assistant professors.

**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 qualification of teaching staff involved in the study programme fully complies with the requirements set out in the Law on Institutions of Higher Education. Moreover, the majority of lecturers are recognised practitioners in the field – experts who regularly participate in drawing up regulatory enactments, provide opinions to courts, different institutions, and organisations.

The qualification of the teaching staff is not only one of the most important prerequisites for the quality of education but it also enables to develop a modern study environment.

Invitation of foreign visiting lecturers to different guest lectures (see Table 2) should also be mentioned.

**Table 2. Invited visiting lecturers. Examples**

No	Visiting lecturer (country)	Topic
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1	Mariana Petrova (Bulgaria)	<ul style="list-style-type: none"> <li>· Electronic Commerce and Taxes</li> <li>· Intellectual Property Rights in Digital Environment</li> <li>· Implementation and Protection of Human Rights in Digital Environment</li> </ul>
2	Lenart Karlsson (Sweden)	<ul style="list-style-type: none"> <li>· Legal Regulation of Operational Activities in Sweden</li> <li>· Subjects of Operational Activities and their Competence</li> <li>· International Legal Cooperation Issues</li> <li>· Institutional Systems for Right Protection</li> </ul>
3	Mindaugas Petrauskas (Lithuania)	<ul style="list-style-type: none"> <li>· Legal Regulation of Operational Activities in Lithuania</li> <li>· Subjects of Operational Activities and their Competence</li> <li>· International Legal Cooperation Issues</li> <li>· Institutional Systems for Right Protection</li> </ul>
4	Aleksei Peganov (Estonia)	<ul style="list-style-type: none"> <li>· Legal Regulation of Operational Activities in Estonia</li> <li>· Subjects of Operational Activities and their Competence</li> <li>· International Legal Cooperation Issues</li> <li>· Institutional Systems for Right Protection</li> </ul>
5	Jeunet Maurice, Jean Joseph (France)	<ul style="list-style-type: none"> <li>· Investigation of Money Laundering Crimes</li> </ul>
6	Frank La Buda (USA)	<ul style="list-style-type: none"> <li>· Anatomy of Assize Court</li> <li>· Evidence in the US Courts</li> </ul>
7	Tiks Tanel (Estonia)	<ul style="list-style-type: none"> <li>· Legal Regulation of Operational Activities in Estonia</li> <li>· Subjects of Operational Activities and their Competence</li> <li>· International Legal Cooperation Issues</li> <li>· Institutional Systems for Right Protection</li> </ul>
8	Ege Ülend (Estonia)	<ul style="list-style-type: none"> <li>· Legal Regulation of Operational Activities in Estonia</li> <li>· Subjects of Operational Activities and their Competence</li> <li>· International Legal Cooperation Issues</li> <li>· Institutional Systems for Right Protection</li> </ul>

9	Mickiene Jurge (Lithuania)	<ul style="list-style-type: none"> <li>· Legal Regulation of Operational Activities in Lithuania</li> <li>· Subjects of Operational Activities and their Competence</li> <li>· International Legal Cooperation Issues</li> <li>· Institutional Systems for Right Protection</li> </ul>
10	Ratkevičius Vytaras (Lithuania)	<ul style="list-style-type: none"> <li>· Legal Regulation of Operational Activities in Lithuania</li> <li>· Subjects of Operational Activities and their Competence</li> <li>· International Legal Cooperation Issues</li> <li>· Institutional Systems for Right Protection</li> </ul>

Teaching of study courses in English, if such demand is prospective, may partially be secured by existing resources: vice-dean Jānis Grasis, assoc.prof. U.Ķīnis; teacher Māris Slavinskis, researcher Karina Palkova, teachers Marina Kameņeckā-Usova, Ilze Bērziņa-Rukere, Santa Slokenberga. Teaching of all study courses in English will be a known challenge. Individual teachers, whose knowledge of English is lower than B2, continue and will continue to improve them, including using the opportunities provided by SO 8.2.2 project “To strengthen academic staff of higher education institutions in strategic specialisation areas”. In the future, the study programme will be completely provided with teachers, who will be able to teach necessary study courses in English.

For more information, see description of the study direction, Paragraphs 3.4, 3.5 and 3.6.

**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.**

Almost all of the lecturers involved in the study programme are recognised experts of their field with extensive research and practical experience in the field, who combine duties of a lecturer with professional work in practice (see Table 3).

**Table 3. Work experience of leading lecturers (in addition to academic work)**

No	Name, last name	Academic position	Work experience elsewhere
1	Aelita Zīle	Acting Lecturer	Longstanding State Police Official
2	Agnese Beļska	Senior Lecturer	Latvian State Security Service Official
3	Aldis Lieljuksis	Assoc. Prof.	Former Chief of the State Police, State Secretary of the Ministry of the Interior, Sworn Advocate
4	Andrejs Vilks	Professor	Sworn Advocate
5	Dita Plepa	Lecturer	Official at the Constitutional Court
6	Ērika Krutova	Senior Lecturer	Longstanding State Police Official
7	Ilze Bērziņa-Ruķere	Lecturer	Longstanding State Police Official
8	Ilze Vilka	Lecturer	Sworn Advocate
9	Inga Kudeikina	Assistant Professor	Former Judge, Assistant Sworn Notary
10	Ivans Jānis Mihailovs	Assistant Professor	Longstanding State Administration Official
11	Jānis Baumanis	Assoc. Prof.	Counsellor at the Supreme Court
12	Jānis Grasis	Leading Researcher	Longstanding experience in the banking sector
13	Juris Stukāns	Lecturer	Judge at the Riga Regional Court
14	Juris Zīvarts	Lecturer	Longstanding State Administration Official
15	Kitija Bite	Acting Lecturer	Longstanding State Administration and NGO Official

No	Name, last name	Academic position	Work experience elsewhere
16	Laura Šāberte	Lecturer	Longstanding experience in a medical institution
17	Olita Staņislavska	Lecturer	Longstanding experience in a medical institution
18	Renāte Fila-Roķe	Senior Lecturer	Deputy Chief at the State Police
19	Sandra Kaija	Professor	Working Group Responsible for Developing Amendments to the Criminal Procedure Law
20	Sandra Mihailova	Assoc. Prof.	Longstanding work experience as a psychologist
21	Uldis Ķinis	Assoc. Prof.	Former Judge at the Constitutional Court

In addition, see Annex 6.4. with the list of the publications of the teaching staff and its summary in Annex 6.5.

The teachers involved in the study programme constantly conduct scientific work and make publications, make a contribution to the development of law, participate in international scientific conferences at RSU, other higher education institutions and in other countries. Moreover, lecturers get involved in the projects funded from EU funds ensuring profound research of the respective issue in the context with the audience and training of employees of law enforcement and health institutions. They are invited to the Constitutional Court to provide their opinion as an invited person.

#### **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).**

To promote mutual cooperation of the teaching staff, seminars with mutual feedback on relevant topics (for example, on trends with regard to research papers, operations within the e-studies environment and their opportunities, the use of scientific databases during the study process and on other matters of concern for the teaching staff) are conducted at the faculty, as well as relevant RSU responsible persons from other faculties are involved. In addition, lecturers are regularly invited to faculty council meetings where matters on professional improvement of the teaching staff, planned academic and scientific activities and other significant matters relating to the study process and its improvements are also discussed.

Several members of teaching staff cooperate by jointly creating study courses, supervising papers of students, as well as performing scientific activity. Thus, for instance, the study course Problems

in Termination of Money Laundering is taught by assoc.prof. A.Lieljuksis, visiting lecturer with long experience in interpreting of finances V.Burkāns, as well as RSU's doctoral student, who is also a practical employee of a financial institution, T.Jukna. The course Civil Defence and Environmental Protection is taught with involvement of the Director of the Legal Department and Administration of the Ministry of Environmental Protection and Regional Development, the course Subjects of Operational Activities and their Competence – with involvement of officials of the Supreme Court and the Office of the Prosecutor General, officials of Lithuanian and Estonian structures for internal affairs. The Dean of the faculty A.Vilks, prof. S.Kaija, assoc.prof. A.Lieljuksis conducted a joint research and participated in the European Social Fund project No.9.2.6.0/17/I/001 “Improvement of qualification of medical and medical support staff” under specific objective 9.2.6 “To improve qualification of medical and medical support staff” of the operational programme “Growth and Employment”. Teachers of the faculty S.Slokenberga, L.Šāberte, I.Vilka together with other industry representatives participated in the preparation of comments to the Law on the Rights of Patients (issued in 2019. ISBN:978-9984-840-60-4). RSU prof. S.Kaija, assoc prof. U.Ķinis, assoc.prof. A.Lieljuksis participated in a joint project for the preparation of comments to the Part A of the Latvian Criminal Procedure Law (issued in 2019. -ISBN:978-9984-840-62-8).

For more information see the description of the study direction, for example paragraph nr. 1.4., 1.6.

# 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	16_pielik_Statistika_TZMp_lv.pdf	16_pielik_Statistika_TZMp_lv.pdf
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	17.1_pielik_Atbalst_lzgl_Stand_TZMp_eng.pdf	17.1_pielik_Atbalst_lzgl_Stand_TZMp_lv.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	18.2_pielik_Kartejums_Prof_Stand_JURISTS_TZMp_ENG.pdf	18.2_pielik_Kartejums_Prof_Stand_JURISTS_lv.pdf
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	18.3_pielik_Eksamena_kartejums_eng.pdf	18.3_pielik_Eksamena_kartejums.pdf
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	18-1_pielik_StK_St-rezultatu_kartejums_PMSP_TZ-jz_eng_final.pdf	18.1_pielik_StK_St-Rez_kartejums_TZMp_lv.pdf
Curriculum of the study programme (for each type and form of the implementation of the study programme)	19_pielik_Planojums_PMSP_TZ_pl_nl_80_60_ENG.pdf	19_pielik_Planojums_PMSP_TZ_pl_nl_80_60_LV.pdf
Descriptions of the study courses/ modules	20-1_pielik_PMSP_TZ_Studiju_kursi_ENG.pdf	20-1_pielik_PMSP_TZ_Studiju_kursi_LV.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	24_pielik_Diploms_PMSP_TZ_ENG.pdf	24_pielik_Diploms_PMSP_TZ.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	24.2_pielik_Apliecin_citu_StP_TZ_eng.pdf	24.2_pielik_Apliecin_citu_StP_TZ_lv.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	24.3_pielik_Apliec_zaud_kompens_TZ_eng.pdf	24.3_pielik_Apliecin_zaud_kompens_TZ_lv.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under <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.	24.5_pielik_Apliecin_anglu_val_StV_TZ_eng.pdf	24.5_pielik_Apliecin_anglu_val_StV_TZ_lv_02122019.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	24.8_pielik_Studiju_lig_eng.pdf	24.8_pielik_Studiju_lig_lv.pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		



# Law Science

Title of the higher education institution	<i>Law</i>
ProcedureStudyProgram.Name	<i>Law Science</i>
Education classification code	<i>45380</i>
Type of the study programme	<i>Academic master study programme</i>
Name of the study programme director	<i>Aldis</i>
Surname of the study programme director	<i>Lieljuksis</i>
E-mail of the study programme director	<i>aldis.lieljuksis@rsu.lv</i>
Title of the study programme director	<i>Dr. iur.</i>
Phone of the study programme director	
Goal of the study programme	<i>To prepare specialists with theoretical knowledge in law who can successfully work in the context of Latvia's and international social processes, analyse and solve issues of legal nature by harmonising interests of an individual and those of the society.</i>
Tasks of the study programme	<p><i>To prepare specialists with an academic specialisation in the field of law:</i></p> <ul style="list-style-type: none"> <li><i>• to promote an understanding of modern national and European Union legal processes,</i></li> <li><i>• to develop the practice of implementing regulatory enactments, to deepen theoretical knowledge in the field of law by studying the peculiarities of the European Union law in particular.</i></li> <li><i>• to develop the skill to think creatively and critically, to forecast the development of social and legal processes in the future, design and implement new theoretical approaches in the field of law.</i></li> <li><i>• to promote the development of knowledge on the place and role of the law of Latvia and countries of the European Union;</i></li> <li><i>• to promote the competitiveness of the specialists, who have graduated from the Master's study programme, in the domestic and European labour market.</i></li> </ul>

Results of the study programme	<p>1. Uses law theory findings and legal methods in order to conduct legal research and offer a solution to professional issues.</p> <p>2. Creatively and constructively analyses social and legal processes, discusses and substantiates one's opinion.</p> <p>3. Follows the developments in the field of law in order to conduct research or to offer a solution to a problematic situation.</p> <p>4. Integrates knowledge from different fields, understands professional responsibility, ethics, and peculiarities of work in the field of law that allows analysing problematic situations in a wider comparative context and offering unconventional solutions.</p> <p>5. Is able to describe developments of law and its modern trends, as well as to discuss them; by using theoretical concepts, to describe and compare different fields and sub-fields of law, to analyse their interaction, constantly using legal methods in order to conduct research activity.</p> <p>6. Critically analyses complicated issues of legal nature, broadly interpreting legal provisions and principles in order to adopt substantiated and constructive decisions.</p> <p>7. Is able to demonstrate an understanding of lawyer's professional specificity, including in a broader social context, and requirements thereof, can collect select, and analyse the necessary information, to interpret it for other persons.</p>
Final examination upon the completion of the study programme	Master's thesis defence

## Study programme forms

### 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)	Higher academic education – Bachelor's degree in Law or higher education in social sciences during the acquisition of which subjects related to law in the amount of at least 10 CP are mastered.
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Master of Social Sciences in Law
Qualification to be obtained (in english)	—

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, RĪGA, LV-1007

**Full time studies - 2 years - english**

Study type and form	<i>Full time studies</i>
Duration in full years	2
Duration in month	0
Language	<i>english</i>
Amount (CP)	80
Admission requirements (in English)	<i>Higher academic education – Bachelor’s degree in Law or higher education in social sciences during the acquisition of which subjects related to law in the amount of at least 10 CP are mastered.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master of Social Sciences in Law</i>
Qualification to be obtained (in english)	

**Places of implementation**

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, RĪGA, LV-1007

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

Study type and form	<i>Part time studies</i>
Duration in full years	2
Duration in month	6
Language	<i>latvian</i>
Amount (CP)	80
Admission requirements (in English)	<i>Higher academic education – Bachelor’s degree in Law or higher education in social sciences during the acquisition of which subjects related to law in the amount of at least 10 CP are mastered.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master of Social Sciences in Law</i>
Qualification to be obtained (in english)	

**Places of implementation**

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, RĪGA, LV-1007

**Part time studies - 2 years, 6 months - english**

Study type and form	<i>Part time studies</i>
Duration in full years	2
Duration in month	6
Language	<i>english</i>
Amount (CP)	80
Admission requirements (in English)	<i>Higher academic education – Bachelor’s degree in Law or higher education in social sciences during the acquisition of which subjects related to law in the amount of at least 10 CP are mastered.</i>

Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master of Social Sciences in Law</i>
Qualification to be obtained (in english)	

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, RĪGA, LV-1007

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

Study type and form	<i>Full time studies</i>
Duration in full years	<i>1</i>
Duration in month	<i>6</i>
Language	<i>latvian</i>
Amount (CP)	<i>60</i>
Admission requirements (in English)	<i>Higher academic education – Professional Bachelor's degree in Law</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master of Social Sciences in Law</i>
Qualification to be obtained (in english)	—

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

Study type and form	<i>Full time studies</i>
Duration in full years	<i>1</i>
Duration in month	<i>6</i>
Language	<i>english</i>
Amount (CP)	<i>60</i>
Admission requirements (in English)	<i>Higher academic education – Professional Bachelor's degree in Law</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master of Social Sciences in Law</i>
Qualification to be obtained (in english)	—

### Part time studies - 2 years - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>60</i>
Admission requirements (in English)	<i>Higher academic education – Professional Bachelor's degree in Law</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master of Social Sciences in Law</i>
Qualification to be obtained (in english)	—

### Part time studies - 2 years - english

Study type and form	<i>Part time studies</i>
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Duration in full years	2
Duration in month	0
Language	english
Amount (CP)	60
Admission requirements (in English)	Higher academic education - Professional Bachelor's degree in Law
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Master of Social Sciences in Law
Qualification to be obtained (in english)	—

#### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, RĪGA, LV-1007

### **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**

See in study programme's parameters.

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

Until now the academic Master's study programme has been implemented for full-time students, to the extent possible adapting the time of their studies in such a way so that working students can attend intramural lectures and classes. During the accreditation the study programme is applied for the implementation also for part-time (the planning is appended) and in English, however the management of the study programme does not have such specific plans for the nearest two years. The StP supply for the foreign audience is on the agenda and will be evaluated, taking into account all the circumstances, availability of resources, workload of teachers, etc.

The information obtained from students on activities outside studies suggests that most of the students combine studies with practical work in institutions and organisations (national, municipality or in the private sector), often holding key positions; yet, they have experienced a lack of legal knowledge in their professional activity. The study programme undergoes development, and it has a positive growing trend with regard to the number of students.

The feedback that is received from students in different ways shows that the curriculum model is suitable for students, as they are provided with the acquisition of basic legal knowledge that is necessary in order to not only discuss and analyse cases of legal nature but also to use the acquired knowledge in one's professional practice.

The number of students in the reporting period has been stable (with a tendency of increasing, see Annex 16). The reason for it – several activities for popularisation of the study programme, i.e., active cooperation with employers and non-governmental organisations.

In addition, the study programme is popularised by using the RSU marketing strategy, involving lecturers and students of the study programme (including participation in education fairs and preparation of videos).

**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 study programme was developed in accordance with requirements for the study programme set out in Section 55 of the Law on Institutions of Higher Education. Academic Master's study programme "Law" provides an opportunity to obtain a Master's degree of social sciences in law. The total volume of the study programme is 80 credit points; it is intended for two year full-time studies. The study programme complies with the national standard of academic education (see Annex 17.1) and it has been improved in accordance with the Cabinet Regulations No 240 of 13 May 2014 "Regulations on the State Academic Education Standard".

The study programme has been improved in accordance with topicalities in law; the **compulsory part** consists of study courses in civil law, administrative law, and criminal law, as well as law theory, etc.

The study programme allows acquiring knowledge, skills, and competences in accordance with the 7<sup>th</sup> level of the Latvian Qualifications Framework, ensuring achievement of learning outcomes that include the acquisition of in-depth theoretical knowledge and development of research abilities and skills in the field of law.

In order to achieve the aim of the academic Master's study programme – to prepare specialists with theoretical knowledge in law who can successfully work in the context of Latvia's and international social processes, to analyse and solve issues of legal nature by harmonising interests of an individual and those of the society – attention is directed towards students' ability to independently analyse and research cases of legal nature that would improve the existing professional knowledge base.

While conducting the study courses in the programme, lecturers mainly adapt to the existing professions and positions held by the students (the number of students currently allows it) and develop knowledge and create discussions related to the work of students. For example, when mastering matters on administrative law, different cases of students' practical experience are particularly analysed, considering the work specificity and regulation of the selected public administration institutions.

### **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 study programme is improved on a regular basis in accordance with latest developments in law, also by including elective study courses.

The aim of each individual study course is related to aims of the study programme, study courses are successive and together they fulfil aims of the study programme. Study courses are based and arise from learning outcomes. The content of study courses is up-to-date and complementary.

Taking into account the results of mapping of the study programme (18.1) and the defined learning outcomes, study course descriptions have been updated, meetings have been organised with lecturers of study courses to ensure understanding of the general aim of study programmes, mutual cooperation between lecturers and compliance of study courses with the outcomes of the study programme.

The content of the study programme has been developed sequentially and in accordance with the aim and tasks of the programme. The study courses included in the programme reflect the guidelines, principles, structure and methodology of the field of law. The study courses offered facilitate the acquisition of knowledge, skills and competences that ensure the achievement of the study programme goal and compliance with the state education standard so that awarding of the degree of a Master of social sciences is based on achievements and insights of the respective field of science.

The study programme is improved on a regular basis in accordance with topicalities in law by also including free elective study courses.

Taking into account amendments to regulatory enactments and case-law findings, the latest scientific literature, peculiarities of the labour market, course descriptions are regularly updated which is a prerequisite for quality lectures and classes in law.

Improvement of the content of the study programme in a targeted way is intended also in future by cooperation of the head of the study programme with the teaching staff and cooperation partners in different fields, also in accordance with modern requirements on digitalisation and cybersecurity.

In order to develop research skills in students, special attention in study courses is devoted to the development of different independent research papers, focusing on matching the respective topics with fields of interest or fields related to the professional activity of students during the acquisition of courses.

In auditoriums, topical legal situations in a specific period of time are simulated; for example, legal dilemmas in which students act as representatives of a particular party or representatives of their institution.

The Faculty of Law has created close cooperation with several public administration institutions, the State Police, the Ombudsman's Office which allows involving students in different activities, as well as in research projects.

Several Master's theses have been developed by taking into account the priorities of the Ministry of Justice and the desirable research topics received.

See Topics of diploma papers of students in 2014-2019 in Annex 22

In accordance with the research conducted in Germany in 2019 on future skills and knowledge of lawyers until 2030, providers of legal services will certainly need to focus on higher specialisation and expertise. The most important changes are expected in:

- 1) Digitalised communication and contacts with customers and institutions involved;



2) increased availability of legal knowledge/expertise on the internet, standardised consultation services will be taken over by online service providers;

3) providers of legal services will need more partnerships and cooperation.

In a similar study in Switzerland in 2019 it was noted that customer's need for search of adapted creative solutions and offering of innovative approaches (to a known extent in conflict with the usual framework of this profession) Will be very important.

Therefore, the study direction "Law" specially emphasises and further develops preparation of lawyers for work in the market of digitalised services; the cooperation agreement with the Riga Technical University and the BA School of Business and Finance will allow to combine forces in the future in preparing new study courses and even study programmes due to the development of digital community services. More integration of simulations, in particular in the digital environment, will be developed in the study process in all study programmes, thus helping students to acquire skills in the use of knowledge in the practical working environment when dealing with legal problems.

In accordance with the Rules of Drafting, Presentation and Defence of a Research Paper (<https://www.rsu.lv/juridiska-fakultate>) one of the requirements is for the topic to be up to date, which should be specified and justified in the research paper. The topicality of the topic is evaluated at the faculty council when accepting the application for the topic selected by the student. Therefore, the topics, which are not up-to-date in the field of law, are not studied. In their research work students use latest insights of the case law of the Supreme Court, summaries of case law and the legal doctrine, on the studied matter and look at them in the context of the studied legal problem.

**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.**

Taking into account results of the mapping of the study programme (see Annex 18.1) and the defined learning outcomes, course descriptions have been updated, meetings have been organised with study course lecturers by ensuring an understanding of the overall aim of the study programmes, mutual cooperation of lecturers and compliance of study courses with the learning outcomes of the study programme. This targeted action promotes compliance of quality of the study programme by confirming the usefulness of the quality assurance system. The study programme is implemented consequently, first ensuring learning of knowledge of the theory of law, public law, civil law, criminal law, then developing competence of students in pressing legal challenges, for example, latest developments in international and European law, cyber space regulation, etc.

Given that the study programme is intended to ensure knowledge in the field of law to specialists who have gained their prior education and experience in different fields, the main challenge is to implement it in an understandable and innovative manner with regard to students so that knowledge would be developed in a short period of time and could be used in research and

professional activities.

Given the approving comments from the graduates of the study programme, challenge for the future is to compete with relatively recently created similar study programmes in Latvia. At the same time, it allows suggesting that the study programme has positive development opportunities.

In order to successfully achieve the set out aim of the study programme, several (seven) learning outcomes have been defined, which have been designed by taking into account experience and feedback provided by students and by analysing their comments (see Section 1.1). The learning outcomes make it possible to conclude that the programme is implemented so that after achieving all learning outcomes the students would understand specificity of law, at the same time being able to enter into discussion with specialists in the field of law.

After the completion of Master's studies, students can continue their research paper also in a doctoral study programme. Thus, for instance, the student, who has obtained an academic Master's degree continues his studies in a doctoral study programme by researching, for instance, problems in legal relations between Latvian education institutions and students' parents.

**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.**

Until now, the study programme has been implemented only as full-time studies and in Latvian. In the future, a possibility is considered to extend the study programme implementation options and to attract also part-time and international students. The planning of part-time studies is appended in the planning in Annex 19. The differences in the planning for international students would be only that the offer of "Basic Skills of Teaching Work" would be replaced with a course "Latvian Language for Foreign Students" in Part A.

Study process is implemented mostly as interactive lectures, practical interactive classes or seminars and independent work of students. The aforementioned advanced technologies available at RSU are used both during lectures and classes.

In addition to that, to ensure the application of modern technologies, lecturers are encouraged to use the latest teaching applications and provide their feedback using smart devices (for example, lecturers actively use website [Sli.do](https://sli.do), the services of which are used by companies *Booking.com*, *Lufthansa*, *Volkswagen*, and others).

During their studies at RSU, students have an opportunity to ask questions they are interested in, to engage in discussions with lecturers and groupmates. Problem-centred teaching strategies are used in studies. All additional study materials are freely available to the students in the e-studies environment. It also provides references to additional information sources for studying the specific issues, as well as materials for independent learning (for example, practical assignments that can be done at home with self-assessment algorithm).

Both formative and summative assessment methods are used during the study process. Formative assessment takes place during everyday study process: by asking control questions to the students

during the contact lessons, as well as by discussing the independent work of students that is practised during the study process. Summative evaluation takes place at the conclusion of each study course as a test or examination. Summative evaluation tests are organised in a written form (in paper format or electronically) or as oral discussions. At the conclusion of studies, the student selects a topic he or she is interested in and in cooperation with selected paper supervisor develops and defends the Master's thesis.

As already mentioned, by the end of each academic year, students are asked to complete the evaluation survey in RSU e-environment, wherein they can express their opinion and provide proposals both regarding the content of the study course and the methods of implementation thereof, as well as competences and work style of the lecturers. Therefore, study courses are updated each year in accordance with the evaluation given by the students. Representatives of the students are also involved in faculty councils ensuring representation of their opinion in decision-making.

RSU exercises a student-centred education, providing that:

- independently learning student is at the centre of the study process;
- learning outcomes are clearly formulated and known, and the student studies to achieve them;
- students know and understand the learning outcomes defined for the study programme or course;
- evaluation of the student's achievements is formed in a way that it is possible to ensure whether and at what level the planned learning outcomes have been achieved;
- task of the teaching staff is to facilitate the studies of the student so that the student would achieve the set learning outcomes;
- it can be observed that the aggregate of outcomes of separate study courses forms the learning outcomes of the study programme.

Learning outcomes of the study programme are formulated in a student-centred way and they:

- establish a unified understanding for students and teaching staff regarding what is expected from the student at the end of the course or the programme;
- provide students with an opportunity to study more effectively, i.e., students clearly know what knowledge and skills they will obtain when they successfully complete the respective course. The students can also track what they have already learned and what they still have not learned, and what their progress is towards achieving the outcomes of the programme;
- present a tool for the teaching staff for organising the study process more effectively: lectures, seminars, group work, discussions, laboratory work, etc., by selecting topics and materials, as well as teaching strategies in accordance with the learning outcomes specified for the study course or study programme;
- create a mutual understanding among the lecturers and colleagues regarding the learning outcomes of the study course and the selected learning methods;
- identify those areas where certain types of learning outcomes overlap or lack (by comparing courses and compliance thereof with the programme);
- aid the students in their choice on which courses to take in accordance with learning outcomes the student wishes to achieve;
- provide clear information for employers on knowledge and skills the students have obtained, as well as provide an opportunity to assess this knowledge and skills in accordance with the defined professional qualification.

The study implementation and assessment methods used promote the achievement of learning outcomes and aims of study programme.

During the acquisition of the study programme, visits to the State Police, the Supreme Court, the Saeima of the Republic of Latvia are organised, also including the opportunity to observe the daily work of a lawyer.

In addition, in order to increase the willingness of students to participate and gain experience in research, they are actively invited to different international conferences.

Latvian higher education institutions organise local and international scientific conferences on legal matters mutually informing on the opportunities to participate in them (Riga Graduate School of Law, University of Latvia, Turība University, Daugavpils University, etc.). RSU respectively organises conferences and informs and invites other higher education institutions to participate. The Faculty of Law organises conferences on pressing legal matters, while other RSU faculties include in the conferences programme, for example, medical problems along with legal matters, for example, “Medical, legal and social political aspects of HIV/AIDS” or “Recognition of violence and correct action of a medical practitioner”. In 2018, the Faculty of Law organised an international conference “*Legal issues in the Centenary of Latvia: Retrospective and Prospective*”, in 2019 “Topical Issues of the Legal System” with participation of students of the programme.

**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.**

Usually, students’ prior education and professional experience serve as a basis for the selection of a particular topic. However, all lecturers of the study programme support students in the topic selection for the Master’s thesis by also using recommendations from the Ministry of Justice, their own research findings, as well as developments in the field.

It should be positively emphasised that students’ knowledge and sources used (which often are not publicly available) allow conducting studies with a high added value.

Annex 17.1 contains a table on the compliance of the study programme with the State education standard.

Annex 18.1 contains mapping of study courses for the achievement of learning outcomes of the study programme.

Annex 19 contains the plan of the study programme (for each type and form of implementation of the study programme).

Annex 20. contains descriptions of the study courses of the study programme.

Topics of diploma papers of students in 2014-2019 in Annex 22.

Research papers of students focus on resolution of pressing legal matters. Taking into account that students are already employed, in different areas to be noted, the priority of graduation topics is related to current legal matters in the field of employment of the respective students, as well as the topics offered by state institutions. Thus, for instance, the topic of tax evasion and equivalent problems is studied in the paper "International legal cooperation to combat fraud in the EU", while the matter of private life protection is studied in the paper "Emotional violence". Since 2013/2014, 32 applicants have defended research papers before the state examination commission with the following achievements: 10 – 3 students; 9 – 11 students; 8 – 9 students; 7 – 7 students; 6 – 0 students; 5 – 5 students.

## **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.**

Feedback from students, graduates, and employers is used to improve the organisation of study process. These matters are regularly reviewed in the Council of the Faculty of Law. In addition to this, there is a practice to meet with graduates and to discuss positive and negative aspects of the study process.

Feedback is also given by employers whose employees in certain situations are graduates and also lecturers of the study programme.

At the same time, exchange of opinions with employers and cooperation partners actively takes place in international conferences organised by the RSU wherein active participation is ensured by representatives of all parties, since they are respectively addressed before organising conferences; therefore, it is possible to obtain both feedback on studies and topical information on developments that need to be taken into account in the implementation of studies.

Proposals of employers in relation to current legal matters are taken into account when organising annual scientific conferences of RSU and Faculty of Law in different fields and sub-fields of law, including in the content legal matters of importance for employers and inviting heads and responsible employees of institutions to the conference, who participate in plenary sessions and respective sections. Teaching staff and doctoral students of the Faculty of Law, as well as invited heads of institutions included in reports the topics specified by institutions, for example, matters of the construction law were covered at an RSU conference in the report "Legal aspects of unauthorised construction relating to jurisdiction of a local government as a subject of law". RSU conference proceedings are published in abstracts, while presentations of the conference of the faculty are posted on the website of the university. Invited officials report on pressing legal matters important not only for the institution, but also for a wide range of users of law. Thus, for instance, the Ombudsman's report at the plenary session of the conference of the faculty "Right to confidentiality of communication with the defender by controlling means of communication", the judge's report in the conference section "Current issues of special investigation measures and operational measures", report of a responsible official of the service "Special investigation activities and crypto currency".

Proposals made in feedback from employers and students on the content of education are taken

into account, paying more attention exactly to practical matters. In practical classes and home assignments lecturers currently instruct to solve casus in respective study subjects. In all study courses lecturers update course information and include latest regulatory enactments, matters covered in case law and in the doctrine and sources. As the content of study subjects extends, it is respectively supplemented by involving in the study process the best industry specialists, for example, when environmental protection problems were included in the course about civil defence, officials of the Ministry of Environmental Protection and Regional Development were involved in teaching.

**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.**

See Annex 8.1. and 8.2.

### **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 e-studies environment is available to all students. The descriptions of study courses, study materials and grades are posted there, as well as students have the opportunity to communicate with lecturers there.

Experience has shown that students actively use the e-studies environment by also uploading study assignments and communicating with lecturers on drafting their independent research papers. Experience gained during the past years has shown that it is also an instrument that a lecturer can use in passing on important and useful information to students; for example, on the connection of topical information with a study course (up-to-date court judgements, changes in regulatory enactments or political decisions related to a study course).

Lecturers more often use opportunities for assessing students in the e-studies by creating tests for feedback; for example, there is an opportunity to set an independent homework with a specific time-limit or an interactive test.

For more information see the description of the study direction see on paragraph nr. 3.1. and 3.2.

**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.**

Highly qualified lecturers are involved in the implementation of the study programme who has extensive experience in teaching study courses, as well as practical work experience in the field. The capacity of the elected RSU teaching staff (that has significantly increased since the last accreditation) is excellently complemented by teaching staff who are elected in an academic position in other institutions of higher education or are involved in professional practice in a respective field.

Since last accreditation lecturers of several study courses have obtained a doctoral degree (I. Kudeikina, A. Kipāne, I. J. Mihailovs, J. Stukāns, A. Stankevičs, and others). Likewise, doctoral students or graduates of doctoral studies who currently are actively working on their doctoral theses are involved in the implementation of the study programme (L. Rozentāle, J. Zīvarts).

Development of teaching staff's academic and professional qualification promotes the quality of studies by developing a modern study environment whose keywords are "competence", "understanding the specificity of the field", "the ability to academically analyse professional issues".

The RSU independently ensures and implements activities that are aimed at motivating teaching staff to conduct independent scientific research, as well as involving young lecturers on designing joint research and projects that promote the development of young lecturers and exchange of experience, and also the conduction of productive research. It is demonstrated by several publications in the electronic publication "Socrates", recommendations for participation in the competition of "Jurista Vārds", and by several monographs (particularly medical law) and collections of articles.

The long-term activity of permanent lecturers in the programme is positively evaluated, since it ensures a succession and targeted development and stability of the study programme.

No significant changes have taken place in terms of the number of teachers. In terms of quality, no drastic changes which would negatively affect the study process have happened and the persons who have left their teaching jobs due to objective circumstances are replaced with equivalent lecturers, also younger lecturers, who have not been elected as professors or associate professors yet. At the same time, growth of lecturers is observed and two lecturers were elected as assistant professors.

**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 qualification of teaching staff involved in the study programme fully complies with the requirements set out in the Law on Institutions of Higher Education. Moreover, the majority of lecturers are recognised practitioners in the field – experts who regularly participate in drawing up regulatory enactments, provide opinions to courts, different institutions, and organisations.

The qualification of the teaching staff is not only one of the most important prerequisites for the quality of education but it also enables to develop a modern study environment.

Invitation of foreign visiting lecturers to different guest lectures (see Table 2) should also be mentioned.

**Table 2. Invited visiting lecturers. Examples**

No	Visiting lecturer (country)	Topic
1	Mariana Petrova (Bulgaria)	<ul style="list-style-type: none"> <li>· Electronic Commerce and Taxes</li> <li>· Intellectual Property Rights in Digital Environment</li> <li>· Implementation and Protection of Human Rights in Digital Environment</li> </ul>
2	Lenart Karlsson (Sweden)	<ul style="list-style-type: none"> <li>· Legal Regulation of Operational Activities in Sweden</li> <li>· Subjects of Operational Activities and their Competence</li> <li>· International Legal Cooperation Issues</li> <li>· Institutional Systems for Right Protection</li> </ul>
3	Mindaugas Petrauskas (Lithuania)	<ul style="list-style-type: none"> <li>· Legal Regulation of Operational Activities in Lithuania</li> <li>· Subjects of Operational Activities and their Competence</li> <li>· International Legal Cooperation Issues</li> <li>· Institutional Systems for Right Protection</li> </ul>



4	Aleksei Peganov (Estonia)	<ul style="list-style-type: none"> <li>· Legal Regulation of Operational Activities in Estonia</li> <li>· Subjects of Operational Activities and their Competence</li> <li>· International Legal Cooperation Issues</li> <li>· Institutional Systems for Right Protection</li> </ul>
5	Jeunet Maurice, Jean Joseph (France)	<ul style="list-style-type: none"> <li>· Investigation of Money Laundering Crimes</li> </ul>
6	Frank La Buda (USA)	<ul style="list-style-type: none"> <li>· Anatomy of Assize Court</li> <li>· Evidence in the US Courts</li> </ul>
7	Tiks Tanel (Estonia)	<ul style="list-style-type: none"> <li>· Legal Regulation of Operational Activities in Estonia</li> <li>· Subjects of Operational Activities and their Competence</li> <li>· International Legal Cooperation Issues</li> <li>· Institutional Systems for Right Protection</li> </ul>
8	Ege Ülend (Estonia)	<ul style="list-style-type: none"> <li>· Legal Regulation of Operational Activities in Estonia</li> <li>· Subjects of Operational Activities and their Competence</li> <li>· International Legal Cooperation Issues</li> <li>· Institutional Systems for Right Protection</li> </ul>
9	Mickiene Jurge (Lithuania)	<ul style="list-style-type: none"> <li>· Legal Regulation of Operational Activities in Lithuania</li> <li>· Subjects of Operational Activities and their Competence</li> <li>· International Legal Cooperation Issues</li> <li>· Institutional Systems for Right Protection</li> </ul>
10	Ratkevičius Vytaras (Lithuania)	<ul style="list-style-type: none"> <li>· Legal Regulation of Operational Activities in Lithuania</li> <li>· Subjects of Operational Activities and their Competence</li> <li>· International Legal Cooperation Issues</li> <li>· Institutional Systems for Right Protection</li> </ul>

Teaching of study courses in English, if such demand is prospective, may partially be secured by existing resources: vice-dean Jānis Grasis, assoc.prof. U.Ķīnis; teacher Māris Slavinskis, researcher Karina Palkova, teachers Marina Kameņeckā-Usova, Ilze Bērziņa-Ruķere, Santa Slokenberga. Teaching of all study courses in English will be a known challenge. Individual teachers, whose knowledge of English is lower than B2, continue and will continue to improve them, including using the opportunities provided by SO 8.2.2 project “To strengthen academic staff of higher education institutions in strategic specialisation areas”. In the future, the study programme will be completely provided with teachers, who will be able to teach necessary study courses in English.

For more information, see description of the study direction, Paragraphs 3.4, 3.5 and 3.6.

**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.**

Almost all of the lecturers involved in the study programme are recognised experts of their field with extensive research and practical experience in the field, who combine duties of a lecturer with professional work in practice (see Table 3).

**Table 3. Work experience of leading lecturers (in addition to academic work)**

No	Name, last name	Academic position	Work experience elsewhere
1	Aelita Zīle	Acting Lecturer	Longstanding State Police Official
2	Agnese Beļska	Senior Lecturer	Latvian State Security Service Official

<b>No</b>	<b>Name, last name</b>	<b>Academic position</b>	<b>Work experience elsewhere</b>
3	Aldis Lieljuksis	Assoc. Prof.	Former Chief of the State Police, State Secretary of the Ministry of the Interior, Sworn Advocate
4	Andrejs Vilks	Professor	Sworn Advocate
5	Dita Plepa	Lecturer	Official at the Constitutional Court
6	Ērika Krutova	Senior Lecturer	Longstanding State Police Official
7	Ilze Bērziņa-Ručere	Lecturer	Longstanding State Police Official
8	Ilze Vilka	Lecturer	Sworn Advocate
9	Inga Kudeikina	Assistant Professor	Former Judge, Assistant Sworn Notary
10	Ivans Jānis Mihailovs	Assistant Professor	Longstanding State Administration Official
11	Jānis Baumanis	Assoc. Prof.	Counsellor at the Supreme Court
12	Jānis Grasis	Leading Researcher	Longstanding experience in the banking sector
13	Juris Stukāns	Lecturer	Judge at the Riga Regional Court
14	Juris Zīvarts	Lecturer	Longstanding State Administration Official
15	Kitija Bite	Acting Lecturer	Longstanding State Administration and NGO Official
16	Laura Šāberte	Lecturer	Longstanding experience in a medical institution
17	Olita Staņislavska	Lecturer	Longstanding experience in a medical institution
18	Renāte Fila-Roķe	Senior Lecturer	Deputy Chief at the State Police
19	Sandra Kaija	Professor	Working Group Responsible for Developing Amendments to the Criminal Procedure Law
20	Sandra Mihailova	Assoc. Prof.	Longstanding work experience as a psychologist
21	Uldis Ķinis	Assoc. Prof.	Former Judge at the Constitutional Court

In addition, see Annex 6.4. with the list of the publications of the teaching staff and its summary in Annex 6.5.

The teachers involved in the study programme constantly conduct scientific work and make publications, make a contribution to the development of law, participate in international scientific conferences at RSU, other higher education institutions and in other countries. Moreover, lecturers get involved in the projects funded from EU funds ensuring profound research of the respective issue in the context with the audience and training of employees of law enforcement and health institutions. They are invited to the Constitutional Court to provide their opinion as an invited person.

**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).**

To promote mutual cooperation of the teaching staff, seminars with mutual feedback on relevant topics (for example, on trends with regard to research papers, operations within the e-studies environment and their opportunities, the use of scientific databases during the study process and on other matters of concern for the teaching staff) are conducted at the faculty, as well as relevant RSU responsible persons from other faculties are involved. In addition, lecturers are regularly invited to faculty council meetings where matters on professional improvement of the teaching staff, planned academic and scientific activities and other significant matters relating to the study process and its improvements are also discussed.

Several members of teaching staff cooperate by jointly creating study courses, supervising papers of students, as well as performing scientific activity. Thus, for instance, the study course Problems in Termination of Money Laundering is taught by assoc.prof. A.Lieljuksis, visiting lecturer with long experience in interpreting of finances V.Burkāns, as well as RSU's doctoral student, who is also a practical employee of a financial institution, T.Jukna. The course Civil Defence and Environmental Protection is taught with involvement of the Director of the Legal Department and Administration of the Ministry of Environmental Protection and Regional Development, the course Subjects of Operational Activities and their Competence – with involvement of officials of the Supreme Court and the Office of the Prosecutor General, officials of Lithuanian and Estonian structures for internal affairs. The Dean of the faculty A.Vilks, prof. S.Kaija, assoc.prof. A.Lieljuksis conducted a joint research and participated in the European Social Fund project No.9.2.6.0/17/I/001 “Improvement of qualification of medical and medical support staff” under specific objective 9.2.6 “To improve qualification of medical and medical support staff” of the operational programme “Growth and Employment”. Teachers of the faculty S.Slokenberga, L.Šāberte, I.Vilka together with other industry representatives participated in the preparation of comments to the Law on the Rights of Patients (issued in 2019. ISBN:978-9984-840-60-4). RSU prof. S.Kaija, assoc prof. U.Ķinis, assoc.prof. A.Lieljuksis participated in a joint project for the preparation of comments to the Part A of the Latvian Criminal Procedure Law (issued in 2019. -ISBN:978-9984-840-62-8).

For more information see the description of the study direction, for example paragraph nr. 1.4., 1.6.

# 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	16_pielik_Statistika_TZMa_lv.pdf	16_pielik_Statistika_TZMa_lv.pdf
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	17.1_pielik_Atbilst_izgl_stand_TZMa_eng.pdf	17.1_pielik_Atbilst_izgl_Stand_TZMa_lv_2020.pdf
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	18-1_pielik_StK_St-rezultatu_kartejums_AMSP_TZ_jz_eng_final.pdf	18.1_pielik_StK_St-Rezult_kartejums_TZMa_lv.pdf
Curriculum of the study programme (for each type and form of the implementation of the study programme)	19_pielik_Planojums_AMSP_TZ_pl_nl_80_60_ENG.pdf	19_pielik_Planojums_AMSP_TZ_pl_nl_80_60_LV.pdf
Descriptions of the study courses/ modules	20-1_pielik_AMSP_TZ_Studiju_kursi_ENG.pdf	20-1_pielik_AMSP_TZ_Studiju_kursi_LV.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	24_pielik_Diploms_AMSP_TZ_ENG.pdf	24_pielik_Diploms_AMSP_TZ.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	24.2_pielik_Apliecin_citu_StP_TZ_eng.pdf	24.2_pielik_Apliecin_citu_StP_TZ_lv.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	24.3_pielik_Apliec_zaud_kompens_TZ_eng.pdf	24.3_pielik_Apliecin_zaud_kompens_TZ_lv.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	24.5_pielik_Apliecin_anglu_val_StV_TZ_eng.pdf	24.5_pielik_Apliecin_anglu_val_StV_TZ_lv_02122019.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education	24.7_pielik_Apliecin_Akadem_StP_ist_PD2611_TZMa_eng.pdf	24.7_pielik_Apliecin_Akadem_Pers_PD2611_TZMa_lv.pdf
Sample (or samples) of the study agreement	24.8_pielik_Studiju_lig_eng.pdf	24.8_pielik_Studiju_lig_lv.pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.	24.9_pielik_AIP_atzinums_TZMa_eng.pdf	24.9_pielik_AIP_atzinums_TZMa_lv.pdf