Expert group joint opinion

Evaluation Procedure: Assessment of Study Field

Higher Education Institution: College of Law

Study field: Management, Administration and Management of Real Property

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Summary Assessment of the Study Field

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The study field "Management, Administration and Management of Real Property" of the College of Law is developing. There are observed significant changes as a reaction to the changes in the market. The decision to close the programme in Business and establish the new programme in Cyber Security and Personal Data Protection was made. The total number of students in the field is relatively stable, and on two programmes it is growing. The College of Law has four affiliates that make programmes more accessible in regions and contribute to the overall development of the College of Law. Offered study forms are chosen successfully and corresponds to the students' needs. The study programmes Real Estate Management and Administration and Cyber Security and Personal Data Protection are topical - it is shown both by getting acquainted with the documents submitted for accreditation and students' feedback and the fact that already the number of students is growing up.

The programme Human Resources Management needs serious improvements. The study program's content is unequal: study courses with modern content and the latest editions included in the bibliography alternate with some old-fashioned. Any study course includes anything about modern Information Technologies (IT) capabilities and the use of special computer programs (special software and apps).

The College of Law successfully attracts European Union (EU) funds for further development and participation in the Erasmus + project. However, Erasmus is used more by administrative staff than by students and academic staff participating in teaching that is very important for the development of the faculty and its teaching methods.

The College of Law regularly organizes and co-organizes internal and international scientific conferences, providing publishing opportunities for their academic staff and also for students.

Academic staff is involved in scientific work, each of them has at least one publication per three years, but the quality of publications, the complexity of conferences and journals should be determined, and professional conferences should be made more important - regarding the study level.

The descriptions of the internships given in the SER and Annexes are of good quality and are published on the College of Law website. There is good cooperation with internship organizations and assistance to students in providing internship places, if necessary.

There is no evidence of involving industry representatives in developing and evaluating educational programs, as stated in the College of Law objectives. Employers did not provide the panel with any examples of suggestions made at the board meetings or elsewhere about the program implementation, content, and expected results. Therefore, local business representatives' involvement in developing and evaluating programs is needed regularly to ensure the connection with the business community in providing practical aspects of the programmes, especially in branches of the College of Law.

The learning resources are up-to-date and accessible to students. Part of the books are available in a virtual library, which is available to students from anywhere in the world. Students have access to relevant scientific articles to carry out scientific work and expand their knowledge.

Students carry out research activities by developing reports and the final thesis. It is a good idea for students to present practical reports at International Science week, to have the possibility to be published. However, no examples found that the students are often collaborators in teacher research and are familiar with research methodology. It is necessary to introduce a short course at the beginning of the program, which will train students in the basics of professional and scientific writing, analysis, and reasoning.

One of the College of Law goals is to develop students' creative and innovative thinking, but there is no evidence of how this goal is achieved. This means that specific topics or study courses on

creative thinking and innovation should be included in the curriculum.

Following another goal, graduates of College of Law can compete in the international labour market. Still, students do not feel they have enough skills and knowledge to compete in the global labour market. So, more emphasis on foreign language, intercultural communication, and international aspects in courses are needed. It could be done based on cooperation with international partners, with whom partnerships have already been established.

The College of Law has established a quality assurance system with a double certification: ISO and Investor of Excellence, which covers the implementation of European Standards and Guidelines for Quality Assurance (ESG), that contributes to the development of the study field and the entire College as a whole.

The College of Law in Riga is renovating to make the building more accessible to people with disabilities. It is planned to build a lift in the near future and adapt facilities for people with disabilities.

Not all recommendations from 2012 are implemented: for example, the proportion of legal and business subjects and topics has improved, but the list of extracurricular activities (study trips) is still dominated by the legal sphere, which limits the opportunities for students of business programmes to gain additional knowledge in their specificity on the example of a real enterprise.

As a result of previous experts' recommendation "To involve more alumni unto study process" the Alumni Council was established. Still, none of the participants in meetings with experts heard about that and didn't know how they could cooperate with the College of Law as a graduate.

There is no information about the results of the quality assessment and the planned measures and improvements. The stakeholders do not know the results, neither the students or the Academic staff. Despite all the above, it should be noted that all students and all graduates are delighted with their education and the work of the College of Law in general. They become ambassadors of this institution and highly recommend it to their friends, colleagues, subordinates, etc.

1. Management of the Study Field

Analysis

The aims of the study field "Management, Administration and Management of Real Property" (Study Field) are defined in the study field's proposed development strategy for the 2018-2023 years that matched the strategy statement of College of Law, 2018-2023.

The presented development plan of the study field (SAR Annex 5) cannot be called a development plan, since it contains only the necessary actions to ensure the daily work of the College of Law, and not special tasks or objectives aimed at the future development of the study field with an indication of specific achievements (range of programmes, target markets, target academic staff, innovations etc.).

In general, the aims and strategic priorities of the study field correspond to the trends of society and the national economy. The number of enterprises and the number of employees employed there is growing every year in Latvia; thus, the demand for highly qualified specialists is growing. Because the College of Law also offers part-time studies and distance learning, education is more accessible for employed people who combine work and private life with studies. Those who live outside Riga and even Latvia are quite a significant segment in the educational market.

Moreover, the College of Law has established four affiliates. In two of them in Valmiera and Liepāja the programmes of this study field are implemented, making these programmes more accessible to residents of these regions. However, it should be noted that the College of Law does not use the full potential of these branches. Branch managers are not involved in the branch's strategic development and do not maintain long-term relationships with alumni and do not cooperate with local employers. During the meetings, representatives of both expressed their readiness to

cooperate more closely with the College of Law, offering not only places for an internship, but also the participation in applied research, organisation of guest lectures, excursions, etc. To develop affiliates, its managers should be fully employed to the College of Law, and its duties should contain exact tasks with exact results. Such a solution will also help the branches become more significant in a particular district and provide an opportunity to represent the interests of entire regions, which can significantly increase the branches' competitiveness and the College of Law as a whole.

Exploring the management of the study field, it is stated that most part of the chapter 1.4. (28-29 pp) is devoted to the description of the general management of the College of Law and one paragraph is devoted specifically to the study field. On the page 29 (point 1.4.) of SAR is written: "The study field, as a general rule, is headed by the head of the Study Department". As a the next level of management is mentioned the director of the programme. It also follows from the report that the director of all 3 evaluated programmes and the director of the sudy field is the same person. During the meeting with this person, the work of the programme director was presented to a greater extent than the director of the study field. It remains unclear who is responsible on the strategic development of the study field, managing the range of programmes, developing cooperation with the industry, developing academic staff, etc.

There is observed significant support provided by the administrative staff, which students and alumni especially distinguish during the meetings with experts. It should be noted that all students and all graduates are very satisfied with their education and the College's work in general. They become ambassadors of this institution and highly recommend it to their friends, colleagues, subordinates, etc.

Performance of the College of Law and the study field corresponds to many national development plans like Latvia's Education Development Guidelines 2014-2020, National Development Plan of Latvia 2014-2020, The Government Action Plan 2019, Sustainable Development Strategy of Latvia until 2030, The Cyber Security Strategy of Latvia for 2019–2022, The Smart Specialisation Strategy of Latvia (2013), Cyber Defence Unit Concept (2013) etc.

Performance of study field as a performance of the whole College of Law is based on a range of internal regulations and procedures such as Admission Regulations, Regulation on Recognition of Competences, Procedure for Ensuring and Organising the Remote Study Process, Study Regulations, Library Regulations etc. All internal procedures correspond to existing legislation of higher education in Latvia, are logical and successive and are available on the College of Law website.

The College of Law has academic integrity principles and mechanisms described in "Regulation on Academic Integrity and Plagiarism Prevention" (Regulation) ((https://jk.lv/wp-content/uploads/2020/documents/public/49_NOLIKUMS_PAR_AKADEMISKO_GODIGUMU_UN_PLAGIATA_NEPIELAUJAMIBU.pdf). The Regulation's goal is to create an objective, open, supportive, respectful, and responsible academic work environment at the College of Law. The principle of academic integrity is to strengthen a fair and responsible academic and scientific culture in the study process and scientific activities in the academic and scientific environment. Academic integrity in scientific research activities of the College of Law requires obeying the Scientist's Code of Ethics approved by the Latvian Academy of Sciences.

The College of Law participates in the Unified Computerized Plagiarism Control System (VDPKS) of Latvia, reducing plagiarism in other higher education institutions.

Information about the study field and the corresponding study programmes is published on the College of Law website www.jk.lv. In general, the information published on the website complies with the information available in the official registers.

Website is available in two languages – Latvian and English that corresponds to the college's plan to start offering programmes in English in academic year 2021/2022. In general, the College of Law website is very informative. It contains a lot of information for students and Academic staff. There are links to convenient information systems for users, but the site looks outdated and needs to be

modernized.

Conclusions. Strengths and weaknesses

The defined aims of study field comply with the strategic goals of the College of Law and meet the needs and trends of the society and the national economy.

The management of the study field is not clear. However, the administrative staff observed significant support, which students and alumni especially distinguish during the meetings with experts.

Many internal procedures elaborated that correspond to existing legislation of higher education in Latvia, are logical and successive and are available on the College of Law website.

The academic integrity principles and core values are described in Regulation. For plagiarism detection, the College of Law participates in the Unified Computerized Plagiarism Control System (VDPKS) of Latvia.

The College of Law website is very informative, and there are links to internal systems, but it looks outdated and needs to be modernized.

Strengths

1. The range of study programmes corresponds to the development trends of Latvia's society and the national economy. The College of Law has four affiliates that make programmes more accessible in regions and contribute to the overall development of the College of Law.

2. There is great support from administrative staff, including managers of affiliates that all stakeholders positively evaluate.

3. All students and graduates are very satisfied with their education and the College of Law work in general. They become ambassadors of this institution and highly recommend it to their friends, colleagues, subordinates, etc.

4. Performance of study field is based on a range of internal regulations and procedures that are logical and successive and are available on the College of Law website.

5. The College of Law uses the Unified Computerized Plagiarism Control System (VDPKS) of Latvia to reduce plagiarism in other higher education institutions.

Weaknesses.

1. The development plan of the study field does not contain goals and any indicators to be achieved. College of Law should set strategic goals for 3-5 years to further develop the study field (range of programmes, target markets, target academic staff, innovations, etc.).

2. The College of Law does not use the full potential of its affiliates. The managers of branches should be fully employed for the College of Law. They should be more involved in the branches' strategic development and maintenance of long-term relationships with alumni and cooperation with local employers.

3. The duties of the director of the study field are not clear. The director should operate at the strategic level, making comparisons with competitors, establishing cooperation with industry, looking for opportunities to attract funding for the development of the field etc.

2. Efficiency of the Internal Quality Assurance System

Analysis

College of Law provided documents that prove that it has developed and maintains a quality assurance system with a double certification: ISO and Investor of Excellence. Quality management documents aim to observe the College of Law activities according to Standards and Guidelines for Quality Assurance (ESG).

The College of Law has a Quality Management System Guide, which was approved in October 2020. The document provides a short version of the Quality policy, the list and schematic interaction between core processes, management processes and support processes; also, offers links to the descriptors of processes mentioned above. According to Quality Management System Guide, the College of Law study process distinguishes such core processes as "Study programme development and improvement", "Implementation of studies", "Implementation of e-learning", and "Implementation of Life-long learning".

"Study programme development and improvement" process foresees study programme improvement process which contains the conduct of surveys, set up a working group, carrying self-assessment of the programme according to regulations, approvement of self-assessment by the Council and putting it into the website. This process covers examination of the programme; however, it doesn't foresee the implementation of agreed changes. There is a lack of information on the quality evaluation results and the planned measures and improvements. Stakeholders do not get back feedback - neither do students or Academic staff.

The quality system foresees continuous improvement of the study programmes; however, it doesn't involve all the stakeholders. Students survey is organised twice per year. During the onsite visit, students proved that the College of Law administration reacts very fast to the issues indicated in the survey. Students, also told, that all questions or problems they can rise verbally and the administration solves them immediately. Students gave an example that the College of Law organised additional courses because the main course was not well delivered.

During the onsite visit, the expert commission got many examples which prove that the administration hears students' voice; however, information gathered during the meetings with other stakeholders (lecturers, industry representatives) demonstrated, that they aren't so actively involved to the study field improvement process. Although, self-assessment report indicates that employer surveys are carried out once a year on the particular programme; however, the expert commission hasn't got proof of it during the meetings with employers. Especially, it was noticeable the weak relationships with the employers at branches. Branch managers are not full time employed; thus, their activities are related mainly to the administration of studies. Branch managers are not involved in the improvement of the study programmes; thus, they do not have opportunities to communicate local employers' needs.

This question was deeply discussed with the employers and heads of the affiliation. During discussion expert group haven't got prove that a close communtication between the local employers and heads of the affiliation exists. There are no doubts that heads of the affiliation are implementers of the study programme, however nor documents, nor face-to-face meeting proved their involvement into the process of study programme improvement.

Provided documents prove that for the improvement of study direction, the College of Law monitors such data as the number of students, matriculated students, exmatriculated students and data explaining the exmatriculation reasons (tuition fee debt, non-performance of the study programme, voluntary withdrawal).

Conclusions. Strengths and weaknesses

College of Law has established a quality assurance system with a double certification: ISO and Investor of Excellence, which covers the implementation of European Standards and Guidelines for Quality Assurance (ESG). The Quality Management System Guide provides a short version of the Quality policy, the list and schematic interaction between core processes, management processes and support processes. Students' opinions are surveyed twice per year; however, the commission hasn't got the proof that other stakeholders (lecturers and employers) are heard well enough. There was no proof that local (branch) employers have an opportunity to express their opinion about the programmes.

Strengths:
1. Double certified quality management system
2. Well organised students' feedback process and there is an effective response feedback process
Weaknesses:
1. Study programme development and improvement process don't foresee the development of improvement plans, as it ends with the share of programme self-assessment report.
2. There is a weak representation of employers and lecturers in the feedback process.
3. Branches managers are not involved in the programme development and improvement process.

3. Resources and Provision of the Study Field

Analysis

The College of Law has established a system for determining the necessary funding for the study programs included in the field of study. The system includes an annual compilation of current needs through meetings with academic staff and study program managers. In the same way, long-term needs are identified. Consequently, annually compiling and approving the material and technical base's procurement plan ensures regular updating of priorities and needs.

The College of Law identifies the necessary resources for implementing study programs in annual meetings with the academic staff. The College of Law academic staff also appreciates that if any additions to the College of Law resources are needed, the College of Law's management is open to hearing them. The study premises in Riga and the branches (in Liepaja and Valmiera) are equipped with what is necessary for the modern implementation of the study process. The rooms are equipped with projectors and screens or interactive whiteboards. There are also blinds in the study rooms to ensure a more comfortable study process and air conditioning equipment in some rooms.

In study courses where it is necessary to use special computer programs, such as accounting, the study process is implemented in computer rooms equipped with the necessary software. To take the above-mentioned accounting course, the College of Law has purchased three accounting computer software licenses, which are used depending on the student groups' level of knowledge. The academic staff also points out that, if necessary, the College of Law management is open to the purchase of new computer software licenses to ensure a full-fledged study process. All purchased computer programs are also available at the College of Law branches.

The provision of the library of the College of Law among students, academic staff and graduates is assessed as sufficient. The above-mentioned staff groups of this College of Law also evaluate the library's resources as new and current. Students appreciate that it is often unnecessary to visit the College of Law library in person, as many books are available in digital form - online. The online book collection is regularly replenished. When purchasing physical copies of books, a digital copy is also purchased, available to students in the virtual library from anywhere with a computer and Internet connection. Students and academic staff also have access to a number of scientific databases, such as EBSCO, EMERALD, ScienceDirect and others currently in trial. Students and library staff acknowledge that students are aware of databases' availability. After meetings with students of the College, scientific databases are rarely used in the learning process. Academic staff are considered to be the most frequent users of these databases. In addition to scientific databases, access to the Internet resources Nozare.lv, Letonika.lv and Leta.lv is subscribed. Students evaluate the operation of the library as accessible because its working hours are adjusted to lecture schedules. The College of Law library's fund is supplemented approximately once a year with the latest and current literature. The library subscribes to periodicals from 18 different fields, which students and academic

staff can use to improve their knowledge, study, or research process.

The College of Law library in Riga is equipped with computers and a reading room, where additional computers are also available for the needs of a smooth individual study process. Copiers, scanners and printers are available in the library. The funds of the branch libraries are adjusted following the study programs implemented in the branches, and their resources and other resources are coordinated in Riga.

The College of Law has developed an internal regulatory enactment, "Human Resources Development Plan" (SAR Chapter II section No. 3.4), which includes various achievable goals and tasks in attracting and selecting human resources, professional development, and motivating renewing human resources. This document is based on the College of Law overall strategy to facilitate its implementation.

The College of Law supports the academic staff's development and improvement by covering costs for attendance at seminars, participation in scientific conferences, and other development events at the individual employee's initiative.
However, experts believe that the College of Law should more motivate academic staff to attend professional events in relevant industries such as conferences, seminars, etc.

Also, during the meeting with the management of the field of study, it was found that the academic staff often does not learn new teaching techniques, which can be used later when returning to work with students.

The College of Law provides training on various topics to its teaching staff by attracting European funding. Still, after negotiations with the College of Law academic staff, they are informed only about English language courses. Only a few representatives of the academic staff took part in the English language courses. In its self-assessment report, the College of Law acknowledges that a partial barrier to teacher participation in mobility programs is the lack of foreign language skills. Based on the meeting with the teaching staff and the College of Law management, the knowledge of foreign languages is not set as a requirement for the academic staff from the management.

By inviting academic staff to engage in research and scientific activities, the College of Law offers its Academic staff the opportunity to publish in the collection of scientific articles published by the College of Law free of charge. On the part of the College of Law, the academic staff must carry out scientific work at least once every three years.

Students at the College of Law are provided with support before going on mobility programs, providing information on the host country's cultural specificities and the local legal framework. The College of Law is also accessible via e-mail during mobility and is ready to deal with any problems. Students evaluate the administrative staff of the university as very supportive and solution-oriented. They feel safe going and talking about issues or problem situations and are told that they always receive support, and the College of Law is not indifferent. Students are offered internships and job opportunities, which are compiled from the offers of employers. The College of Law does not provide students with the opportunity to receive psychological support, justifying that no student has needed this type of help so far. During the meeting with the students, they admitted that they did not feel the need for such help, but they knew that the College of Law staff was ready to find solutions when such help would be needed.

The College of Law in Riga is renovating to make the building more accessible to people with disabilities. It is planned to build a lift in the near future and adapt facilities for people with disabilities.

Conclusions. Strengths and weaknesses

The College of Law has a system in place to determine the funding required.

The necessary material and technical support have been identified in the College of Law. This is identified in the meetings once a year and is attended by both students (through surveys) and academic staff.

The academic staff of the College of Law has the opportunity to improve themselves by attending various conferences, training and seminars paid for by the College of Law, but this is not specified as a requirement for the staff of the College of Law.

Academic staff participate in mobility programs to expand their experience and knowledge, but very few new methods are implemented in the teaching process.

The needs for student support have been identified in the College of Law; therefore, there was no need to create a specific system. But students rate the College of Law staff as supportive. Although the College of Law does not have students with special needs, the College of Law is being made accessible to people with disabilities in Riga.

Strengths:

1. The necessary technical equipment is available to ensure the study process, including computer software, room equipment, and the possibility to supplement it if necessary.
2. Study literature is available to students from anywhere in the world with an Internet connection.
3. Students feel supported by the administrative staff throughout their studies.
4. The College of Law branch in Riga is renovating to make the building more accessible to people with disabilities.

Weaknesses:

1. There are no academic staff requirements to participate in courses organized by the College of Law to improve their knowledge of foreign languages.
2. Students rarely use scientific databases for mastering the study content and creating final theses.

4. Scientific Research and Artistic Creation

Analysis

Scientific research activities at College of Law are regulated by the Regulations on Scientific Research (SAR, p. 67). For academic staff their employment contract and their job description include an obligatory requirement that at least every three years there must be a research activity in the form of publications or participation in scientific conferences, etc. (Annex No.10, Job Description). The Council of the College of Law approved the research topics for academic staff according to their study courses at College of Law. There is evidence (Annex 12), and it was also confirmed in the discussions with the academic staff, that the goal of at least one publication per three years is reached by all the academic staff. Unfortunately, in addition to the approved research topics, only the quantity of research work (number of publications or participation in conferences) is defined, but not the anticipated quality of these activities. The quality of publications, the complexity of conferences, the complexity of journals are not determined. On the other hand, there are significant differences in the number and quality (some are in WOS, SCOPUS) of publications among College of Law academic staff. Supportive strategies and measures to empower academic staff in research methodology and publishing in relevant scientific journals are not presented.

Attendance at professional meetings and conferences for academic staff is not emphasized, although according to the level of study, it would be more appropriate than just participation in international scientific conferences.

There is no evidence on involving industry representatives in developing and evaluating educational programs, as it is stated in College of Law objectives. Employers did not provide the panel with any examples of suggestions made at the board meetings or elsewhere about the program implementation, content and expected results or providing opportunities for students and academic staff to carry out small applied research projects in companies, all of which would go beyond providing an internship.

There is some evidence (SAR p.67) of how the research activities of academic staff is closely related to the study courses they teach. In several places of SAR it is pointed out that academic staff publications are published again at the College of Law and become a study source for students reports and qualification papers and thus enable students to be acquainted with innovations in a particular profession. Students could also access all these current publications of their academic staff directly, based on instructions in the e-classrooms of individual courses in MOODLE, but the College of Law collects all the materials in one place. In general, scientific research and the outcomes are integrated in the study process in the study programmes.

International research activity is important to the College of Law. Some academic staff participate in European Social Fund projects, creating a joint project, e.g. accounting games (SAR, page 54), which is very good. College of Law states having good links with some universities abroad, especially with Utena college in Lithuania (the list of partners is impressive), which resulted also in the composition of all three programs, although there was no evidence for this in the documents or during the interviews with academic staff.

Management offers academic staff a number of opportunities for seminars (languages, etc.), but no measures to motivate them to attend and develop. The mechanisms for the involvement of the academic staff in scientific research are only partially efficient, because the obligation to publish or take part every three years is not sufficient for professional development and acquisition of knowledge. The College of Law has no specific budget for research activities for the academic staff. College of Law did not create a special budget, which would be intended in advance for each one of the academic staff. The management decides on the financing on the basis of proposals from those interested. Academic staff reported during interviews they had no approval issues.

The students' scientific research activities are regulated in Methodological Guidelines for the Development and Defence of Qualification Papers and Reports (SAR, p.67). College of Law has two annual scientific conferences (one in collaboration with partners), they also invite students to participate.

But students of the study field "Management, Administration and Management of Real Property" have no opportunities to visit business environments or to have guest lecturers from companies as it concluded from the lists of field trips and guest lectures where the 80% of events are related to the law. During the meeting with experts students stated that they didn't participate in any study trip.

According to experts, based on conversations with representatives of students, alumni and employers, the College of Law does not take advantage of cooperation with the industry, encouraging students to carry out applied projects for specific enterprises throughout the academic period, not only elaborating a final thesis.

Students carry out research activities by carrying out several reports and a final thesis. It is a good idea for students to present practical reports at International Science week, to have the possibility to be published. There were no examples found (in interviews with students and teachers) that the students are often collaborators in teacher research. Or about acquiring methodological knowledge. There are no study courses for this in the programs - although in SAR (page 53) it says that they get it in the first semester, in the program, it is not included.

Regarding forms of innovation, mostly technical and other support for the study process (new

hardware and software, platforms etc.) as described in the documentation (SAR p. 71), but there is no evidence or description on how the study process enables students to creative and innovative thinking. There are no study courses in the programmes under the accreditation process, that would enable students to gain competencies in creative and innovative thinking. Neither are such contents highlighted in other courses. Creative and innovative thinking are among the strategic goals of the College of Law and it is not clear, how students can develop these kinds of competencies.

College of Law organizes many field trips. In 2016 there were 13 field trips for the students of College of Law, 11 in 2019, all connected with the law. There are almost no other field trips organized to business communities or professional associations. Many study trips, all on the topic of law and public institutions - the business aspect is neglected, they do not travel to business environments. Companies do not participate in the implementation of the programmes as guests from practice, as someone who provides real-life data that enables applied research

Regarding forms of innovation, it is described in the documentation (SAR p. 71) mostly technical and other support for the study process (new hardware and software, platforms etc.), but there is no evidence or description on how the study process enables students creative and innovative thinking. And this is among the strategic goals of the College of Law.

Conclusions. Strengths and weaknesses

The fields of scientific research in the study field comply with the development aims of the College of Law, and are in general relevant to the study field, but should be more connected with the business environment and practical oriented to be more relevant to the industry. The relation between scientific research in the study field and the study process has been defined with the approval of the Council of College of Law for the topics of the research for each academic staff member. In general, the research outcomes are integrated in the study process in the study programmes. International cooperation in the field of scientific research is ensured, but would need some strategic measures to include more academic staff and to become more target-oriented. The mechanisms for the involvement of the academic staff in scientific research lacks motivational solutions that would involve most academic staff in the use of all existing and new professional development opportunities, for research at College of Law to become well-functioning and efficient. The College of Law enables students with some basic knowledge about scientific research, but no course on this topic is part of study programmes. In general, students have the opportunity to be involved in scientific conferences end take part in research with academic staff. Innovative solutions in the study process are oriented towards software and other technical improvements, but there is but there is no evidence or description on how the study process enables students creative and innovative thinking.

Strengths:

1. In general, scientific research and the outcomes are integrated in the study process in the study programmes.

2.The best students' scientific research activities are promoted at the annual College of Law conference and published.

3.Some academic staff participate in European projects or have good results in publications in international journals with high impact factor.

4. College of Law regularly organizes and co-organizes internal and international scientific conferences, providing publishing opportunities for their academic staff and also for students.

Weaknesses:

1.The expected quality of the research work of academic staff is not defined, only the number of activities is determined.

2.Supportive strategies and measures to empower academic staff in research methodology and

publishing in relevant scientific journals are not presented.

3.There is also a lack of sufficient emphasis on professional meetings and other such events, which would be very useful given the level of study and the objectives of the College of Law.

4.There is lack of opportunities providing for students and academic staff to carry out small applied research projects in companies.

5.There is lack of systematically involvement of local business representatives in the development and in evaluation of programs.

6.Lack of measures to motivate academic staff to make part in the acquisition of knowledge.

7.Students have very limited possibilities to get to know real business environments or to take part in applied projects for them.

8.Students get some methodological knowledge during lectures, but acquiring methodological knowledge is not a part of the curriculum as a study course.

9.There is no evidence or description on how the study process enables students creative and innovative thinking, as this being one of the strategic goals of the College of Law.

5. Cooperation and Internationalisation

Analysis

In the SAR (p.55-56) and Annex 14 is listed 40 cooperation agreements with the College of Law, true though, some records duplicate with minimally different information, for example - Utena University of Applied Sciences as entries 5 and 10 in the list (annexe 14). The College of Law cooperates with various Latvian and foreign institutions (see examples below), taking into account the College of Law's whole target group, but not so much particular study field. Out of 40 partners 27 are educational institutions, 2 are related to the study quality only, others are about providing internships.

The College of Law cooperates with other educational institutions to contribute to the exchange of experience between both the students and the teaching staff, and also for the continuation of studies for College of Law graduates. The College of Law has entered into cooperation agreements with institutions of higher education, such as Biznesa vadības koledža, Rīgas Uzņēmējdarbības koledža, Baltijas Starptautiskā akadēmija, Rīgas Stradiņa universitāte, Vidzemes augstskola, Biznesa augstskola Turība and "Biznesa, mākslas un tehnoloģiju augstskola RISEBA". Still, it should be noted that not all agreements are related to this study field. Some more focused collaboration related to this study field is needed to contribute to the achievement of the aims and learning outcomes of the study field.

For example, the list of cooperation partners does not include any of professional associations such Latvian Association of Personnel Management, Latvian Association of House Managers and Administrators or CERT, the Data State Inspectorate.

For example, the Latvian Association for People Management, or any professional association or employers from human resource fields like a working day, I-Work etc. Meetings with employers didn't give to experts enough reasons to state that serious and full spectrum cooperation with the associations is taking place. Cooperation with the University of Latvia regarding networking to eradicate common plagiarism issues is a very positive example.

Because so far, all study programs have been implemented in Latvian. The College of Law has not developed a system and procedures for attracting the teaching staff and students from abroad within the study field. As it is planned to start the implementation of at least one study program in English, it is recommended to develop and implement a system and procedures for the attraction of the teaching staff and students from abroad. Taking into account the fact, that experts evaluate the readiness of College to provide qualitative studies for the next years, knowing that the programme in Cyber Security is going to be implemented in English, it is necessary to make sure that College of Law is able to attract qualitative academic staff and foreign students.

The College of Law is a member of several international organisations where it takes active participation, i.e., PRME (Principles for Responsible Management Education) – UN organisation (New York) since 2013; WFCP (World Federation of Colleges and Polytechnics) since 2014; EURASHE (European Association of Institutions in Higher Education) since 2012. It is very positive that the College of Law is also a member of FIABCI (The International Real Estate Federation) since 2014. Still, in the future, participation in other international organizations connected with Human Resource and Cybersecurity study programmes would be highly recommended.

As outlined in the SAR and Annexes 14 and 15, and it was also demonstrated during a meeting with the employers, the College of Law cooperates with the employers to ensure traineeships for the students and contribute to the graduates' recruitment. College of Law collaborates mostly with employers who accept students for internship. Students are informed about internship and work opportunities. This cooperation enables a unified system for the provision of internships and intern placement.

As most students are employed, they usually do an internship in their own company. However, during the visit, the experts also gained confidence that if a student needs help finding an internship, the College of Law will provide it.

It is very positive that within the framework of bilateral cooperation, regular dissemination of the results takes place through the scientific publications of the College of Law and at international conferences of the College of Law, as well as every year at the College of Law or partner organisations cooperation with international colleges. This cooperation should be developed further, providing more opportunities for the assessed study field students.

The meetings with graduates and students showed that the students are aware of international mobility options but utilize them very seldom (one of the reasons – most students are full time employed, second – quite many lack English knowledge skills). The meeting with academic staff showed that there is also a low activity for Teaching staff mobility. Teaching staff do not actively participate in international exchanges (partially because of the lack of English knowledge and also because many of them are part-time employees). There is no system or procedure to involve foreign faculty or students in the studies or other collaboration forms.

The information that was provided by the administration of the College of Law is showing that they have an Alumni Council as well as a special section on the website. But during the visit in branches (Valmiera and Liepāja) in meetings with students and graduates, they told that they had never heard about this Alumni Council and College of Law never connected them after graduation. More broad involvement and collaboration with College of Law graduates and current students could potentially help attract new students and activate participation of local communities and graduates in the development and other processes in College of Law, especially in branches. In particular, almost everything is organised by the administration in Riga, and local branches are just administrating the study process with minimum or no participation in local communities.

In the SAR (p.57-62), an impressive list of guest lectures is provided, but there are almost no topics for the particular study field. Almost all of them are connected only with law issues. Also, guest lectures are organized by the administration in Riga, and normally they are also located in Riga with minimal possibility for participation in them for students from branches. The positive exception was in the year 2020 and right now (2021), when lectures from guest lecture are organized online. But in conversations with local administrators, students and graduates, it was pointed out that there is no cooperation with local communities and businesses in providing guest lectures in branches and/or excursions/field trips.

Conclusions. Strengths and weaknesses

In general, the College of Law is relatively active in various types of cooperation and

internationalization. Unfortunately, this is not really applicable to the three programs of the evaluated field of study. This is partly understandable, as most students are full-time and while many staff of faculties are not full-time. The negative moment for the two groups is also insufficient English language skills (with some exceptions).

Strengths:

1. Good cooperation with internship organizations and assistance to students in providing internships, if necessary.

Weaknesses:

1. Despite the impressive list of college partners (pp.55-56 SAR and Annex 14), only a few of them are from the field of study to be accredited.

2. Several cooperation partners are mentioned in the list several times.

3. Minimal internationalization for the programmes of the evaluated field of study.

4. The higher education institution/ college has not developed a system and procedures for attracting the teaching staff and students from abroad.

5. Minimal cooperation with the local/branch city communities and business representatives.

6. No evidence of cooperation with professional associations in Latvia and just 1 international membership - for 1 study programme out of 3.

7. Lack of information about the Alumni Council for graduates and possible involvement in cooperation with the College of Law in different activities after graduation.

6. Implementation of the Recommendations Received During the Previous Assessment Procedures

Analysis

The previous accreditation in 2012 gave some recommendations for programmes "Human resource management" and "Real Estate Management and Administration". Recommendation for the study programme "Cybersecurity and personal data" protection was made in 2020. College of Law submitted a list of measures taken to the Higher Education Council in January and July of 2013 (Letter No. 3-20/6, 15 January 2013, and 3-20/71, 25 July 2013). Unfortunately, not all of the 2012 recommendations have been fully implemented. However, management states for all recommendations that they have been implemented (Annex No.33 of SAR) describing what has been done, stating that they have achievable results and that the recommendations have been implemented. Results achieved are, in general, not documented.

The balance between law and business (and other) subjects is partially reached. This is evident from the syllabuses and the list and contents of the guests in the class, excursions, etc. Law and business and professional topics of specific programmes should be more evenly distributed - not only topics but also additional activities, e.g. study trips etc. Such a disparity allows students many competencies in the legal field. Employers also recognize this as an advantage, but this may be reflected in the lack of key competencies in the field covered by each study program.

Study literature is prescribed for the whole course in advance, which is common and good. But the list of readings for each lecture, as recommendations suggested, is not provided. It is evident in the syllabus that they don't provide a literature list for each individual meeting. During the visit, this was also confirmed in conversations with students who otherwise occasionally receive certain materials for the next meeting, but this is not provided at the level of the entire course in advance - in addition to the list of required and additional literature.

It was recommended that alumni would be more used to support studies. In the documents (Annex 33 of SAR), there are statements that in 2013 the graduates' database was created, and graduates are involved in the study process, both in delivering individual lecture courses and collaborating with students on internships, conferences and events (like bowling tournaments), graduate surveys and other activities. Although evidence (such as conference proceedings) is available for some of the

statements, unfortunately, none of the graduates who spoke with experts to have ever been contacted by the College of Law and are not aware of the Alumni Council's existence.

The recommendation about the internationalisation of study and student exchange is implemented partly. The College of Law attracts EU funds for participation in the Erasmus + project, but it is used more by administrative staff than students and academic staff. Partially the reason is the lack of English knowledge of Teaching staff and because many of them are part-time employees. One more reason is the limitations in number of places allocated by Erasmus+ agreements. Students are aware of international mobility options, but they rarely use them because most students are fully employed, and they are not confident about their knowledge of English. There are no incoming international students because the College of Law does not offer programmes in English yet. The College of Law plans to offer a programme in "Cybersecurity and personal data protection" in English in the academic year 2021/2022. Perhaps in the future, this will attract international students and make full use of all Erasmus project possibilities.

The recommendation "to promote all academic staff members' ability to deliver high-quality study courses in English" is being implemented by providing free English courses for Teaching staff. Still, there are no obvious improvements in their English during meetings with experts.

Conclusions. Strengths and weaknesses

College of Law has followed the recommendations of the previous accreditation by preparing activities for each of these recommendations. Unfortunately, not all recommendations are fully met. This applies to the relationship between legal and professional content in the programmes, to active cooperation with graduates, to acquaint students with the study literature in advance for each individual meeting, to international student exchange and to the ability of academic staff to deliver study courses in English.

Strengths:

1. All recommendations were addressed, and some specific activities were planned for them.

Weaknesses:

1. Activities in the field of the relationship between legal and professional content in the curriculum and additional activities, such as guests from practice, study excursions, are focused primarily on the legal field. Thus, students do not have the same opportunity to learn about practical aspects from other areas of their studies.

2. Although the graduates' database has been created and Alumni Council established, College of Law message of willingness to work with them did not reach graduates. They are not aware of this kind of activity at College of Law.

3. The list of readings is only rarely or occasionally prescribed for each class in advance, besides the list of study literature.

4. There is a very low number of academic staff and students participating in international exchange programmes.

5. There is no evidence that the English skills of academic staff have improved.

7. Assessment of the Requirements for the Study Field

 1 R1 - Pursuant to Section 5, Paragraph 21 of the Law on Institutions of Higher Education, the higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study direction whilst implementing their internal quality assurance systems:

Assessment of compliance: Partially compliant

There is an established quality assurance system aiming to ensure continuous improvement of study field, but requires improvement. For example, it should improve back - feedback; Study programme development and improvement process doesn't foresee the development of improvement plans, as it ends with the share of programme self-assessment report.

2   1.1. The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.

Assessment of compliance: Fully compliant

During the onsite visit, the College of Law provided a Quality Policy document that is based on the College of Law Strategy.

3   1.2. A mechanism for the development 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.

Assessment of compliance: Partially compliant

There is established Study programme development and improvement process.
As shown in the SAR Annex 3._Rgulation - the document #32 and #55 exists, but no evidence was got on how it works in reality and there are quite many outdated study courses (mentioned in Experts Joint Opinion on section 2 for each study programme)

4   1.3. 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.

Assessment of compliance: Fully compliant

These documents are mentioned in the SAR Annex 3._Rgulation - documents #27 and #28. Also, all study course descriptions contain a detailed description of learning outcomes and evaluation. All mentioned information is published on the College of Law website

5   1.4. Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.

Assessment of compliance: Fully compliant

Internal procedures and mechanisms for assuring the academic staff's qualifications and the work quality have been developed by the Internal Rules shown in SAR Annex 3._Rgulation - the documents #23, #69 and #73.

6   1.5. 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.

Assessment of compliance: Fully compliant

The College of Law has students' and graduates' surveys.

7   1.6. The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study direction whilst implementing their quality assurance systems.

Assessment of compliance: Partially compliant

Although the College of Law has students' and graduates' surveys, the back feedback system is not in place. Also, lecturers and employers do not participate in the process of programme

improvement.

8 R2 - The cooperation with different organisations from Latvia and abroad implemented within the study direction ensures the achievement of the aims of the study direction.

Assessment of compliance: Partially compliant

The cooperation with different organisations from Latvia and abroad partially ensures the achievement of the aims of the study field, because of lack of English language skills and the fact that very high proportion of academic staff is not full time employees of College of Law. Cooperation in organizing internships is effective, but there are practically no guest lectures, study tours and cooperation with the local community in the branches typical for this field of study.

9 R3 - Compliance of scientific research and artistic creation with the development level thereof (if applicable).

Assessment of compliance: Fully compliant

Academic staff is obliged to be involved in scientific research. The research topics for each researcher are approved (Annex 11 - the list of research fields and Annex 12 - list of publications) by the council to comply with their teaching.

10 R4 - Elimination of the shortcomings and deficiencies identified during the previous assessment of the study direction, if it has been conducted, or the implementation of the provided recommendations.

Assessment of compliance: Partially compliant

There were some activities and plans for all previous recommendations done, but the implementation of some is lacking strategic goals, efficiency and/or evidence, i.e. graduates are not aware of the alumni activities; no evidence that the level of English has improved; participation of academic staff in internationalization is not growing

8. Recommendations for the Study Field

Short-term recommendations

1. Build and then strengthen collaboration with the local/branch city communities and business representatives involving them both in guest lectures and organizing excursions to companies, providing specific practical knowledge in the field of offered study programmes.
2. To get involved in the activities of professional associations and, as far as possible, not only to inform students about their current events, but to promote participation.
3. To more actively inform graduates and students, when their studies are nearing completion, about the opportunity to participate in the Alumni Council.
4. College of Law should set strategic goals for 3-5 years oriented to further development of the study field (range of programmes, target markets, target academic staff, innovations etc.).
5. It is necessary to determine the specific responsibilities of the director of the study field, directing his activities towards the strategic development of the study field.
6. College of Law should motivate students to use scientific databases for mastering the study content and creating final thesis.
7. The expected quality of the research work of academic staff should be defined.

8. More formal meetings should be organized for academic staff to exchange professional experience in organizing their courses and applying teaching and assessment methods.

9. The curricula of each study programme must be supplemented with a study course on research methodology.

10. Improve "Study programme development and improvement process" by extending it to the level of improvement plans creation and implementation

11. Develop employers and lecturers feedback process

12. Ensure branch managers involvement in programme development and improvement process.

13. It is recommended to create lists of cooperation partners by study fields, but maybe even by study programs. It is necessary to increase the number of cooperation partners related to this field of study.

14. Update the list of partners, eliminating duplication and incorporating their new/current names.

15. A system and procedures for the attraction of the teaching staff and students from abroad need to be set up.

16. The duration of all full time study programmes should be exactly 2 academic years (40 credit points per an academic year).

Long-term recommendations

18. Activate internationalization by maximally involving academic staff and students, both by providing more information about opportunities, as well as by supporting the improvement of their English language skills.

19. The managers of affiliates should be fully employed for the College of Law and should be more involved in strategic development of the branches and maintenance of long-term relationships with alumni and cooperation with local employers.

20. It is necessary to significantly increase the number of students and academic staff participating in international mobility programs, gradually increasing the number of places allocated by Erasmus+ agreement.

21. The supportive strategies and measures to empower academic staff in research methodology and publishing in relevant scientific journals should be elaborated.

22. To develop the cooperation between industry and academic staff and students in doing applied research projects to get to know the real business environment.

23. The involvement of local business representatives in the development and in evaluation of the study programmes should be ensured on the regular basis.

24. It is necessary to encourage academic staff participating in international mobility programs to modernise their teaching techniques based on gained knowledge during the exchange.

25. Requirements must be made for teaching staff to participate in courses organized by the College of Law to improve their knowledge of foreign languages.

26. The College of Law has to include study course or topics in creative and innovative thinking in curriculum of all study programmes or has to revise the College's mission, where is claimed that "Developing creativity and new ideas is the foundation of the study process".

II. "Human Resources Management" ASSESSMENT

II. "Human Resources Management" ASSESSMENT

1. Indicators Describing the Study Programme

Analysis

The name of the First level professional higher education study programme "Human Resources Management" (study programme) reflects its content and the provided qualification - Personnel specialist.
The aim of the study programme is clear and corresponds to the name of the study programme.
The objectives of the study programme and the learning outcomes follow the aim of the study programme, thus the connection is clearly visible in the content of the study programme, which is created sequentially and gradually in order to achieve the study results (please see a mapping of the study program "Human Resources Management" in Annex 22).
The name of the program, aims, objectives, results, and professional qualification are logically interrelated.
The admission process is organised according to the Admission requirements at the College of Law that states that a person can be enrolled in the studies if a person has received a document of general secondary education or secondary vocational education and has passed centralized exams in Latvian and foreign language. The Admission Regulations (https://jk.lv/wp-content/uploads/2020/12/Noteikumi_UZNEMSANAS_2021_2022.pdf) corresponds to the requirements of the Law on Higher Educational Institutions and other corresponding legal acts.
The number of enrolled students and the total student number is declining in the study programme (SAR Annex 17). This can be explained by the existing competition on the market in this study field and by the fact that the total number of students in Latvia is declining. It means that the College of Law needs to develop unique competitive advantages of the study programme to strengthen its market position in the field of Human Resources Management.
In students' opinion, who mostly are working people, the offered forms of studies are very successful and meet their needs, because it is convenient for combining studies with work and private life. Students and graduates of the affiliations highly appreciate the possibility of obtaining quality education outside Riga, studying closer to their place of residence.
The study programme is held in Latvian language. The duration of the study programme is 2 years and 2 months, amount of credit points is 80. It is stated that it is full time, part-time and part-time extramural studies - distance education study programme. Study programme code according to the Classification of Latvian Education is 41345. The total CP of the HRM programme is 80. The duration of the full-time programme must be exactly 2 years, but page 94 indicates 2 years and 2 months.
The study programme is designed in accordance to the Cabinet of Ministers Regulation No. 141 as of 20 March 2001 "Regulations regarding the State Standard for First Level Professional Higher Education" (Annex 19) and the standard of the profession "Personnel Specialist" (16 October 2019) (Annex 18).

Conclusions by specifying the strengths and weaknesses

The name of the study programme, the professional qualification to be acquired, the aim, objectives, learning outcomes, and admission requirements are interrelated.

Strengths:
1. Offered forms of studies meet the students' needs.
2. The possibility to study on the programme in affiliations of the College of Law.

Weaknesses:
1. The number of students is declining.
2. The duration of a full time programme doesn't correspond to the requirements of Law on Higher Education Institutions.

2. The Content of Studies and Implementation Thereof

Analysis

The study courses' descriptions represent the learning outcomes and the content of the study courses in an appropriate way (SER pp.98-101). Each study course's content generally complies with the aims of the study programme (SER Annex 20). Methodological instructions for the development and design of students' research works, including the final thesis, have been developed and available on the website; students are introduced to them and start using them with the first works to be submitted. The college provides access to foreign scientific databases, but students use them minimally. During the meeting, students pointed out the lack of their foreign language skills and the fact that they can do without their use (the use of databases is not required).

It is positive that the descriptions of study courses (SER Annex 20) also indicate evaluation criteria next to each of them. However, sometimes there is a lack of unity - some are very detailed, others more superficial. Individualized approaches were mentioned during the meetings with the teaching staff and students. Still, neither the teaching staff nor the students could name new and innovative study methods in this programme.

It should also be noted that both the English and Latvian descriptions of the program are dominated by the oldest term "personnel management" (in Latvian: "personālvadība"), rather than the newest and most relevant "human resources" and "human capital" (in Latvian: "cilvēkresursu vadība", "cilvēkkapitāls"). The content of study courses also does not show current accents; classical approaches, methods and theories dominate. A pleasant exception is the study course "Professional Terminology in Foreign Languages", which uses the modern term "human resources", and the bibliography contains a book on this topic published in 2019.

The topical and promising name is for the study course "Data Analysis and Processing", but this is negatively contrasted because the literature sources mentioned in the course description were published from 1999 to 2003 because the technologies have changed significantly. The course content is also an "introduction to classical statistics" rather than in line with modern trends of data analysis processing, including the newest IT possibilities and/or software.

One of the main study courses of this study program - "Personnel Management" literature sources are about 20 years old. Out of 26 sources, only 1 is the original edition of 2017 in Latvian and 1 translated into Latvian in 2018; the rest are more than 10 years old. Actual and versatile study content and literature sources of the courses "Mediation" and "Self-Realization, Leadership, Team Management".

The study programme lacks contemporary topics such as 'talent management', 'virtual team management", etc. In summary, there is no evidence that study course content and implementation methods are novel, and students are provided with up-to-date knowledge in the field.

A positive contrast is the actual and versatile study content and literature sources of the courses "Mediation" and "Self-Realization, Leadership, Team Management". The study course "Organization of Training in a Company" also has topical and versatile content and appropriate literature sources.

Neither the study course "Record Keeping" nor "Personnel Record-Keeping" includes anything about modern IT capabilities and the use of special computer programs. There is also nothing about

modern and actual methods (Agile etc.), special software and apps in the description of the study course "Project Management" and the bibliography.

A number of other study courses (e.g. Fundamentals of Sociology, Fundamentals of Marketing, Contacts and intercultural Communication, Organizational Psychology, Personality Psychology) are also dominated by sources aged 15years and over.

Relevant content and actual/new used sources are for various study courses related to accounting, tax system and different law issues.

The descriptions of the traineeship, and the final thesis given in the SER and Annexes, also published on the College of Law website and are high quality and comply with the provisions set forth in the regulatory enactments. The content of the descriptions of the traineeship and the final thesis is relevant and complementary. It complies with the aims of the study programme, ensures the achievement of the learning outcomes, and meets the relevant industry's needs and the scientific trends.

There are shortcomings listed above; however, in general, study programme content and realization as a whole complies with the requirements of Cabinet regulations No. 141 and the professional standard - "Personnel Specialist" (16 October 2019).

Study courses descriptors analysis demonstrates students' centred orientation of the learning process. There is a variety of learning methods that correspond with learning outcomes and assessment methods.

Students survey is organised twice per year. The expert commission got enough evidence to state that students voice is heard at the institution and is used for study programme improvement. Programme graduates are surveyed at the end of the programme; but, during the onsite visit, graduates told that they do not get back feedback about the reaction to their information provided in the survey. However, employers and graduates are not so much involved in the improvement of the study programme. There are weak relationships between the College of Law and employers of the regions where branches are established.

Students' incoming and outgoing mobility is utilized very seldom (evidence: meetings with graduates and students) because of the lack of English language knowledge for many students. Also - many of them are full time employed. One challenging thing: in meetings with administration, teaching staff and students, they quite often mentioned full-time employment as a serious obstacle, but in meeting with employers in Liepāja, some of them pointed out that there may be positive support from them if students come and ask for collaboration in finding possibilities how to go abroad in Erasmus exchange. In some cases, students and graduates from branches (Valmiera and Liepāja) said they do not have heard about Erasmus+ possibilities.

In all forms of studies, students are provided with materials in paper and electronic form and the necessary methodological information, which is available both on the college website and available from the administration.

The study process in Valmiera and Liepāja branches is planned and managed by Riga / central administration. The studies' content is the same, and most of the teachers come from Riga or lead classes online (during the visit, under the influence of Covid-19).

Conclusions by specifying the strengths and weaknesses

Study course descriptions are developed in detail and according to a unified methodology. The content of the study program is very unequal: study courses with modern content and the latest editions included in the bibliography alternate with the obsolete ones. Students have access to the necessary methodological and scientific information (databases).

For various reasons, students make little use of Erasmus + opportunities.

Strengths:

1. The descriptions of the traineeship and the final thesis given in the SER and Annexes are of good

quality and are published on the College of Law website.

2. The study programme content and realization as a whole complies with the requirements of Cabinet regulations No. 141 and the professional standard - "Personnel Specialist" (16 October 2019).

3. Students are introduced to the methodology for the development of study research papers and use it.

4. Unified form of study course descriptions.

5. Actual and versatile study content and literature sources of the courses directly related to the speciality/study programme is: "Mediation" and "Self-Realization, Leadership, Team Management", "Organization of Training in a Company" and "Professional Terminology in Foreign Languages" as well as for study courses about legislation issues.

6. Actual and versatile study content and literature sources for some more courses.

7. Study courses descriptors demonstrate the student-centred learning process.

Weaknesses:

1. Students practically do not use the available scientific databases at all, because they do not see the need for them.

2. Several study courses use outdated terminology (personnel management instead of human resource management, etc.) and sources of literature.

3. Literature lists for a number of study courses have not been updated for a long time. For example study courses Fundamentals of Sociology, Fundamentals of Marketing, Contacts and intercultural Communication, Organizational Psychology, Personality Psychology.

4. Descriptions of study courses lack information about new methods and approaches in project management, data processing, etc.

5. Special computer programs and apps, modern data processing methods are not mentioned at all.

3. Resources and Provision of the Study Programme

Analysis

After getting acquainted with the list of books in the library collection (Chapter II, Section 3.3 of the self-assessment) and visiting at both Riga and branch libraries, it can be concluded that students are provided with up-to-date teaching aids in the field of human resource management, for example E. Kočargins (2018) "Darba tiesības no A līdz Z: darba attiecību dokumentu paraugi, darba aizsardzības dokumentu paraugi, jurista skaidrojumi par darba tiesībām", D. Vasiļevska (2017) "Kvalitātes nodrošināšanas vadība" etc. Part of the books are available in a virtual library, which is available to students from anywhere in the world.

The College of Law also supports students' research activities with additional resources to strengthen the acquired information. The College of Law subscribes to several periodicals covering human resource management topics, such as "Forbes", "Dienas Bizness": the Human Resources Handbook etc. Students also have access to databases of scientific articles such as EMERALD (business management information), EBSCO (articles in the social sciences) and others.

The College of Law provides three different accounting computer programs to promote a full-fledged study process, as well as thus facilitating the acquisition of practical skills in working with various computer programs. Referring to meetings with academic staff, the College of Law does not currently offer training in human resource management and document management applications, as such programs are not purchased by the College of Law, but academic staff indicate that they would like to use such programs in the training process if available.

"The College has introduced a centralized funding distribution system, ensuring equal access to all study programs. (Chapter 2, Section 3.1 of the Self-Assessment Report) Any representative of the College staff may be involved in setting priorities for the use of funding. Also, the need for new equipment and other resources is identified once a year in meetings where academic staff can

encourage improvements. A large part of the materials in their use overlaps with it, it can be assessed as efficient use of existing means. It can therefore be concluded that this is an appropriate approach to ensure the quality and sustainability of the future implementation of this program.

The study program is also implemented in branches in Liepaja and Valmiera. Visiting both branches, it is established that the auditoriums are well equipped (projectors, blinds, computers, etc.). The branches have library libraries with the necessary literature for mastering this study program. Copying and printing equipment is also available at the branches.

Modern work, especially remote work, is inconceivable without specialized document management and other software/computer programs, but there is no information about them in the study content and the college does not have such information. It is necessary to include these topics in the study content and, and, if possible, to provide students with the opportunity to use them in practice

Technical provision can be found on Joint opinion by the experts' group Chapter I, Section 3.

Conclusions by specifying the strengths and weaknesses

The available learning resources are up-to-date and accessible to students.

Students have access to relevant scientific articles to carry out scientific work and expand their knowledge.

Strengths:

1. Part of the books are available in a virtual library, which is available to students from anywhere in the world.

Weaknesses:

1. The College of Law does not have document management and human resource management computer programs to provide students with practical skills.

4. Teaching Staff

Analysis

Based on the Strategy of the College of Law (http://jk.lv/eng/aboutus/strategy), it has developed The Human Resource Development Plan in 2018, with goals, objectives and all major processes, including personal development. Basics for selection and recruitment of academic staff of College of Law is in College Regulations on academic and administrative positions, Regulations for Academic and Administrative Positions and the Principles of Remuneration and Personnel Policy (http://jk.lv/eng/for-students/rules-are-regulations) to meet requirements of the Law on Institutions of Higher Education.

Academic staff are employed on a contractual basis or on a contractual agreement. For the implementation of the study programme, elected academic staff and visiting lecturers are ensured, that consist of 24 academic staff and 11 of them are part-time employed (SAR Annex 8). Several of them are industry-related lecturers, who are professionals with practical experience (Biographies of the teaching staff members- CV). Only one course is particularly devoted to the Human Resources Management programme, all other courses are with the same or similar title and are taught in one or both other programmes under this accreditation process »Cyber Security and personal data protection« and »Real Estate Management and Administration«. It is not clear whether or to what extent the content of these courses is adapted to the profession and objectives of each study program.

Academic positions are announced either in a closed competition in the informative room of the College of Law or in an open competition. Voting of academic staff by secret ballot takes place at the next Council meeting of the College of Law and academic staff is elected for six years. The College of Law also recruits a visiting assistant professor or a visiting lecturer and also concludes contractor

agreements with lecturers on the performance of specific work. There is evidence (SAR of Human Resources Management programme, 4.1) for the employment of a lecturer from Lithuania within the scope of the European Social Fund project in 2019.

On average 21 % of staff changes were made in the composition of the teaching staff in the Human Resources Management program in the accreditation period, mainly related to retirement. The management claims and gives examples of academic staff (Human Resources Management SAR p4.1) that those changes had a positive impact on the quality of the implementation of the study programme and its development. The list of fields of research of the academic staff (Annex 11), the participation of academic staff in conferences and scientific publications (Annex 12) mainly meet the requirements of the professional field and study courses they teach. New academic staff mostly consist of several industry-related lecturers with extensive practical experience. In all interviews, students expressed great satisfaction with the accessibility and work of teachers and their connection to practice. The changes in academic structure are in compliance of the study programme with the requirements set forth in the regulatory enactments. The lecturer-student ratio in the study programme is 1/7. 95% of academic staff involved in the implementation of the Human Resources Management study programme have a scientific Master's degree, 5% have a Bachelor's degree. The majority has long practical experience in the field.

All the lecturers get the opportunity to supplement their knowledge. Participation in local and international conferences organised by the College of Law is one of the regular activities of academic staff, as well as publishing their articles and theses in conference proceedings of the College of Law (Annex 12). However, other qualification improvement measures - having doctoral studies, doing scientific work and having an internship in foreign countries, within the scope of exchange programmes is less popular. As the interview with academic staff showed, as well as the documentation, there is a lot of room for improvement regarding the motivation of academic staff to attend such opportunities to improve their knowledge and skills. For instance, there was only one interviewee who attended a training program within the scope of the project "Improvement of competencies and skills of the academic staff of SIA Juridiskā koledža«, where lecturers had an opportunity to improve their knowledge of foreign languages (English). While many of them don't feel competent enough to teach in English, the College of Law plans for the next future. The College of Law covers the participation fee of academic staff in conferences organised by others.

Academic staff can also get involved by organising field trips, for which they get extra payment. The example of the study course "Quality Management" was described with the list of field trips to companies and organisations. Academic staff are also invited to participate in ERASMUS+ experience exchange activities, but the response should be higher if we consider how the College of Law emphasizes the importance of the development of competencies.

The academic staff is involved in scientific research (Annex 11, Annex 12) at least once in three years, some of them are also publishing in demanding scientific journals (WOS, SCOPUS), the College of Law publishes their research papers. These publications became an additional study material for students so that the newly obtained information can be used in the study process. A-ccording to the academic staff, the ratio of time devoted to lectures and research is approximately 80:20, and no one pointed out the lack of time for research or any other obstacles.

The qualification of academic staff enables the achievement of the aims and learning outcomes of the study programme and the relevant study courses, they have been offered several opportunities to develop and progress, but the motivation strategies to involve more academic staff in activities of professional development are lacking.

Cooperation between academic staff takes place in a formal and informal way. There are joint meetings of academic staff and management twice a year, where they discuss results and plans, aims and learning outcomes, suggestions for changes etc. The example of introducing a new study course in coaching was described at the academic staff meeting. Academic staff mostly use informal ways of cooperation to discuss connected courses contents. Full time and part-time academic staff

are cooperating regardless of their employment status.

Academic staff mostly use informal ways of cooperation to discuss connected courses contents. When academic staff discusses the program curriculum it is mostly on their own initiative to coordinate and verify the content and implementation of the courses within the subject areas. There are relatively few meetings between professors and between professors and management organized by the management.

Conclusions by specifying the strengths and weaknesses

The College of Law has developed The Human Resource Development Plan with goals, objectives and all major processes, including personal development, based on internal and national regulations to meet requirements of the Law on Institutions of Higher Education. Academic staff are employed on a contractual basis or on a contractual agreement, they also engage visiting lecturers from other countries. One-fifth of the academic structure changed in the last accreditation period and changes were in compliance with the study programme with the requirements set forth in the regulatory enactments. The academic staff gets a lot of opportunities to upgrade their knowledge and skills, but there is a lot of room for improvement regarding the motivation of academic staff to attend such opportunities to improve their knowledge and skills. Academic staff can also get involved by organising field trips and are invited to participate in ERASMUS+ experience exchange activities, but the number of provided places is very limited by the Erasmus+ agreement. The involvement in scientific research fulfils internal requirements to research and publish regularly and the newly obtained information is in general used in the study process. Cooperation between lecturers takes place in a formal and informal way.

Strengths:

1. Academic staff with practical experience.

2. Students are satisfied with the accessibility of teachers and their connection to practice.

3. Management awareness of the importance of promoting the development of knowledge and competencies for academic staff.

Weaknesses:

1.Academic staff does not show adequate interest in the various training for professional development offered by College of Law.

2.Cooperation between academic staff is based mainly on informal forms.

5. Assessment of the Compliance of the Study Programme "Human Resources Management"

Requirements

1 1. The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state-recognised documents of higher education are issued.

   Assessment of compliance: Fully compliant

   Complies with the regulations No.202 of the Cabinet of Ministers, "The process of issuing state-recognised higher education documents" (Annex "CRV-diploms")

2 2. Documents 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.

   Assessment of compliance: Fully compliant

The cooperation agreements concluded and College of Law director confirmation is attached (SER Annex "Guarantee_studies_CRV.") indicating that the College of Law will provide the students with the options to continue education in other study programme in case the implementation of the study programme is discontinued.

3 3. 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.

Assessment of compliance: Fully compliant

Meets the requirements (SER Annex "Guarantee_studies_CRV")

4 4. The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance 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.

Assessment of compliance: Fully compliant

Meets the requirements (SAR Annexes: "State language" and "CV_engl.")

5 5. 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, if the study programme or any part thereof is to be implemented in a foreign language.

Assessment of compliance: Not relevant

6 6. At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts.

Assessment of compliance: Not relevant

7 7. The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Institutions of Higher Education.

Assessment of compliance: Not relevant

8 8. The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

Assessment of compliance: Fully compliant

Meets the requirements (SAR Annex "31_Study_agreement.pdf") Complies with the regulations No.70 of the Cabinet of Ministers, '' Terms and conditions to be included in the study agreement''.

9 9. The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Study course descriptions are prepared in Latvian and English. They include all the necessary

requirements indicated by the Law on Higher Education Institutions Section 56.1 part two. Meets the requirements (SER Annex 20).

10 10. The study programme complies with the valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided that the completion of the study programme leads to a professional qualification.

Assessment of compliance: Fully compliant

Conformity of the study programme with the profession standard for the 'Personnel Specialist' (16 October 2019) is provided in Annex No 18. It is evident that the study programme content complies with this standard.

11 11. Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Not relevant

12 12. The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard.

Assessment of compliance: Fully compliant

Complies with the regulations No.141 of the Cabinet of Ministers, '' First-level Professional Higher Education Standard'' (SER Annex No 19)

13 13. The joint study programmes comply with the requirements prescribed in Section 551, Paragraphs one, two, and seven of the Law on Institutions of Higher Education (if applicable).

Assessment of compliance: Not relevant

14 14. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions (if they have worked for a shorter period of time, the number of publications shall be in proportion to the work period), or artistic creation achievements (for instance, exhibitions, films, theatre performances, and concert activity), or a five-year practical work experience (except for the experience in the implementation of the study programme) in accordance with the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Meet the requirements (Annex 11, Annex 12, lecturers CV).

15 R5 - Overall rating

Assessment of compliance: Fully compliant

The study programme is in compliance with all the parameters above.

Requirements (R6-R8)

1 R6 - The compliance of the 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 ensuring the achievement of the learning outcomes.

Assessment of compliance: Partially compliant

The program lacks any special software for the human resources field that is used in industry. On p.42 of SAR is mentioned only one accounting software: "special accounting software is available for computer accounting program implementation" - Zalktis, Tildes Jumis.

2   R7 - The compliance of the qualification of the academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

All lecturers have scientific or academic degrees in subjects of their study courses or professional experience, according to the requirements set forth in the regulatory enactments.

3   R8 - The study programme leading to the master or doctoral degree is based on the advances and findings in the relevant field of science or artistic creation.

Assessment of compliance: Not relevant

Conclusions by specifying the strengths and weaknesses

The study program is meaningful but is not entirely current - it is shown both by getting acquainted with the documents submitted for accreditation and students' feedback. It doesn't have document management and human resource management computer programs to provide students with practical skills, and some contents are outdated. However, the provision of all types of resources and the teaching staff qualification meets the requirements. The number of students is declining. The duration of a full-time programme doesn't correspond to the requirements of Law on Higher Education Institutions.

Strengths:

1. Students are satisfied with the accessibility of teachers and their connection to practice.

2. Study courses descriptors demonstrate the student-centred learning process.

3. The possibility to study on the programme in affiliations of the College of Law.

4. Some courses that have been introduced recently have actual and versatile study content and literature sources.

Weaknesses:

1.Academic staff does not show adequate interest in the various training for professional development offered by the College of Law.

2. Cooperation between academic staff is based mainly on informal forms.

3. There is a lack of special software for human recourses and document management.

4. The number of students is declining.

Evaluation of the study programme "Human Resources Management"

Evaluation of the study programme:

Average

6. Recommendations for the Study Programme "Human Resources Management"

Short-term recommendations

1. Activate the use of international databases in students' works, perhaps indicating the required number of publications of this type or otherwise.

2. Update the content and terminology for the following study courses: Personnel management, Personnel record-keeping, Project management.

3. Include information in study courses and, as far as possible, training and practical work with specialised IT programs in Human resource and document management, Project management, and data processing.

4. Update at least the list of literature for study courses Fundamentals of Sociology, Fundamentals of Marketing, Contacts and intercultural Communication, Organizational Psychology, Personality Psychology.

5. Develop some motivation strategies to involve academic staff in activities of professional development, offered by College of Law.

6. Provide more systematic cooperation between academic staff that goes beyond only informal forms in the implementation and development of courses and the program.

7. To provide students with an opportunity to get acquainted with current computer programs on document management and human resource management, both theoretically and practically.

8. Ensure the duration of the full time programme in 2 academic years.

Long-term recommendations

9. The College of Law needs to develop unique competitive advantages of the programme to strengthen its market position in the field of Human Resources Management.

10. Find the possibilities to increase number of places for international exchange of academic staff.

II. "Cyber security and personal data protection" ASSESSMENT

II. "Cyber security and personal data protection" ASSESSMENT

1. Indicators Describing the Study Programme

Analysis

The name of the First level professional higher education study programme "Cyber security and personal data protection" (Study programme) reflects its content and the provided qualification - Security specialist.
The aim of the study programme is clear and corresponds to the name of the study programme.
The objectives of the programme and the learning outcomes follow the aim of the study programme, thus the connection is clearly visible in the content of the study programme, which is created sequentially and gradually in order to achieve the study results (please see a mapping of the study program "Cyber Security and Personal Data Protection" in Annex 22).
The name of the program, aim, objectives, results, and professional qualification are logically interrelated.
Admission process is organised according to the Admission requirements at the College of Law that states that a person can be enrolled in the studies if a person has received a document of general secondary education or secondary vocational education and has passed centralized exams in Latvian and foreign language. The Admission Regulations corresponds to the requirements of the Law on Higher Educational Institutions and other corresponding legal acts.

Study programme is a new programme and it is already showing good admission results - the first recruitment in 2020 gathered a group of 33 people, that indicates that the program is in demand and is interesting for potential students.

In students' opinion, who mostly are working people, the offered forms of studies are very successful and meet their needs, because it is convenient for combining studies with work and private life.

The study programme is held in Latvian and English language. The duration of the study programme is 2 years and 2 months, amount of credit points is 82. It is stated that it is full time and part-time study programme. Study programme code according to the Classification of Latvian Education is 41345.

The study programme is designed in accordance to the Cabinet of Ministers Regulation No. 141 as of 20 March 2001 "Regulations regarding the State Standard for First Level Professional Higher Education" (Annex 19) and the standard of the profession "Security Specialist" (February 14 ,2003) (Annex 18), but it should be noted that the professional standard is outdated, and the College of Law has an opportunity to participate in the elaboration of the new one.

Conclusions by specifying the strengths and weaknesses

The name of the study programme, the professional qualification to be acquired, the aim, objectives, learning outcomes, and admission requirements are interrelated.
Strengths
1. The good results of the first admission.
2. Offered forms of studies meet the students' needs.

Weaknesses
None

2. The Content of Studies and Implementation Thereof

Analysis

As shown in p. 118 SER, The study programme was licensed on March 25 2020, license page No. 041012-1, no changes have been made to the programme from its licensing to the accreditation of the study programme. The implementation of the evaluated study program has started only in the autumn of 2020 and there is only 1 small group of students (33 according to p.119 SER) who is studying in the Latvian language in their 1st semester, thus it was not possible to obtain comprehensive information and find out the opinion and experience of students and lecturers about the whole study program. But the overall impression is good - the study programme generally is well thought out and relevant, the latest books have been purchased for the library and there is access to databases. Students took only the first study courses during the visit but were satisfied with the current study process in all aspects.

The information at the bottom of p.119 SER is confusing, wherein the connection with the language of studies in one paragraph is written that "study language - Latvian", but in the next paragraph - that "language of studies – Latvian and English".

Study courses are divided into 3 parts: Part A - General study courses, Part B - Compulsory, professional study courses and Part C - Elective study courses. The detailed content of the study courses in Parts B and C are modern and up-to-date, meets the professional standard and the latest requirements. Unfortunately, some of the Part A courses have been mechanically taken over from those already implemented in other study programs and are as outdated and irrelevant as was already indicated when evaluating the previous two study programs (problematic courses are, for example Personnel Management, Project Management, Communication Psychology and Professional Ethics).

Of course, the students of this study program have not yet been involved in Erasmus + programme, but the probability that they will use this opportunity is higher than in the other evaluated study programmes because although the study program is currently implemented in Latvian, students actually need and constantly develop their English language skills - this is the specifics of the IT field. As it is planned to enrol students also in the English-speaking group from the academic year 2021/2022, interest in Erasmus+ may increase further and language proficiency will not be an obstacle, as mentioned by the representatives of the other two study programs evaluated during the visit.

Study courses descriptors analysis demonstrates students' centred orientation of the learning process. There is a variety of learning methods that correspond with learning outcomes and assessment methods.

The study program is implemented only in the 1st semester, as indicated in the report. No one has been in practice yet and there is no final thesis. Also, the College provides just a description of the internship task. The descriptors of the traineeship and the final thesis are not provided by the college, so experts don't have the opportunity to decide on their quality.

Students survey is organised twice per year. The expert commission got enough evidence to state that students voice is heard at the institution and is used for study programme improvement. Programme graduates are surveyed at the end of the programme; but, during the onsite visit, graduates told, that they do not get back feedback about the reaction to their information provided in the survey. However, employers and graduates are not so much involved in the improvement of the study programme.

Conclusions by specifying the strengths and weaknesses

Study course descriptors are developed in detail and according to a unified methodology. The content of the study program is unequal: study courses with modern content and the latest editions included in the bibliography alternate with some old-fashioned (e.g. Personnel Management, Project Management, Communication Psychology and Professional Ethics).
Strengths:
1. Current and well-thought-out content of Part B and C courses.
2. Study courses descriptions demonstrate the student-centred learning process.
Weaknesses:
1. Part of the obsolete Part A courses has been mechanically taken over from other study programmes (e.g. Personnel Management, Project Management, Communication Psychology and Professional Ethics).

3. Resources and Provision of the Study Programme

Analysis

After getting acquainted with the list of books in the library collection (Chapter II, Section 3.3 of the self-assessment) and looking at the library, it can be concluded that students are provided with current necessary teaching aids in the fields of cybersecurity and data protection. Because the program is new, the College of Law has purchased current books on the above topics, such as R. Anderson's "Security Engineering," "Cybersecurity: Essentials," Murray A., "Information Technology Law: The Law and Society," and others. The College also subscribes to scientific databases that provide information relevant to this study program, such as ScienceDirect.
Technical provision can be found on Joint opinion by the experts' group Chapter I, Section 3.
Students have access to the "Cybrary Insider Pro" platform, the world's fastest-growing laboratory catalogue, which strengthens the knowledge gained in study courses on cybersecurity issues through various training techniques (Chapter III, Section 3.1 of the self-assessment). Access to such

a training tool is also assessed by academic staff.

When meeting with the representatives of the academic staff, it is indicated that the required amount of resources for the College of Law is sufficient to ensure a full-fledged training process for students.

The College has introduced a centralized funding distribution system, ensuring equal access to all study programs. (Chapter 2, Section 3.1 of the Self-Assessment Report) Any representative of the College staff may be involved in setting priorities for the use of funding. Also, the need for new equipment and other resources is identified once a year in meetings where academic staff can encourage improvements. A large part of the materials in their use overlaps with it, it can be assessed as efficient use of existing means. It can therefore be concluded that this is an appropriate approach to ensure the quality and sustainability of the future implementation of this program.

Conclusions by specifying the strengths and weaknesses

The available learning resources are up-to-date and accessible to students.

Students have access to relevant scientific articles, to carry out scientific work and expand their knowledge.

Strengths:

1. The College of Law subscribes to a modern tool "Cybrary Insider Pro", which helps to strengthen the knowledge acquired in studies.

2. Part of the books are available in a virtual library, which is available to students from anywhere in the world.

3. The library has the latest special literature and international databases.

Weaknesses:

None

4. Teaching Staff

Analysis

The College of Law (http://jk.lv/eng/aboutus/strategy) has developed The Human Resource Development Plan in 2018, with goals, objectives, and all major processes, including personal development. Basics for selection and recruitment of College of Law's academic staff is in College Regulations on academic and administrative positions, Regulations for Academic and Administrative Positions and the Principles of Remuneration and Personnel Policy (http://jk.lv/eng/for-students/rules-are-regulations) to meet requirements of the Law on Institutions of Higher Education. Academic staff are employed on a contractual basis or a contractual agreement. To implement the study programme Cyber Security and personal data protection, 65% of elected academic staff and 35% visiting lecturers are ensured (SER, 4.1). The information states that the number of academic staff is 19, and it shows that it consists of 9 part-time employees, 10 are full-timers (Annex 8). Several of them are industry-related lecturers, highly qualified specialists, aged between 25 and 44 years (SER of Cybersecurity and personal data protection programme, 4.1 and academic staff CV). They have lots of opportunities to develop pedagogical and other skills, lead projects etc. Qualified visiting lecturers from Latvia and abroad are invited to the implementation of this programme. Five academic staff are teaching a course just in the Cybersecurity and personal data protection programme; others are teaching courses with the same or similar title in one or both other programmes under this accreditation process "Real estate management and Administration" and' 'Human Resource Management". It is not clear whether or to what extent these subjects' content is adapted to the profession and objectives of each study program.

But a lot of the academic staff don't feel competent enough to teach in English, as the College of

Law plans for the next future. In the SER Annex Foreign language_KRDR.PDF I, College of Law guarantees that the English language skills of the teaching staff involved in implementing the study program correspond to the B2 level. Differences in foreign language proficiency are obvious. Some of them needed an interpreter during the panel session, but some others were also very fluent.

Academic positions are announced either in a closed competition in the College of Law's informative room or open competition. Voting of academic staff by secret ballot takes place at the College of Law's next Council meeting, and academic staff is elected for six years. The College of Law also recruits a visiting assistant professor or a visiting lecturer and concludes contractor agreements with lecturers on specific work performance. There is evidence (SAR of the programme, 4.1) for the employment of a lecturer from Lithuania within the European Social Fund project's scope in 2019.

No changes were made in the teaching staff's composition since the beginning of the implementation of this programme.

All the lecturers get the opportunity to supplement their knowledge. Participation in local and international conferences organised by the College of Law is one of the regular activities of academic staff and publishing their articles and theses in conference proceedings of the College of Law (Annex 12). However, other qualification improvement measures - having doctoral studies, doing scientific work, and having an internship in foreign countries-are less popular within the scope of exchange programmes. As the interview with academic staff showed and the documentation, there is a lot of room for improvement regarding the motivation of academic staff to attend such opportunities to improve their knowledge and skills. For instance, there was only one interviewee who attended a training program within the project's scope, "Improvement of competencies and skills of the academic staff of SIA Juridiskā koledža«, where lecturers had an opportunity to improve their knowledge of foreign languages (English). But a lot of the academic staff don't feel competent enough to teach in English, as the College of Law plans for the next future. The College of Law covers the participation fee of academic staff in conferences organised by others related to their course content.

Academic staff can also get involved by organising field trips, for which they get extra payment. Academic staff are also invited to participate in ERASMUS+ experience exchange activities. Still, the response should be higher if we consider how the College of Law emphasizes the importance of developing competencies.

The academic staff is involved in scientific research (Annex 11, annexe 12) at least once in three years. Some of them are also publishing in demanding scientific journals (WOS, SCOPUS), the College of Law publishes their research papers. These publications became an additional study material for students to use the newly obtained information in the study process. According to the academic staff, the ratio of time devoted to lectures and research is approximately 80:20, and no one pointed out the lack of time for research or any other obstacles.

The qualification of academic staff enables the achievement of the study programme's aims and learning outcomes and the relevant study courses. They have been offered several opportunities to develop and progress, but the motivation strategies to involve more academic staff in professional development activities are lacking.

Cooperation between lecturers takes place formally and informally. There are joint meetings of lecturers and management twice a year, where they discuss results and plans, aims and learning outcomes, suggestions for changes etc. Academic staff mostly use informal ways of cooperation to discuss connected courses contents. Full time and part-time academic staff are cooperating regardless of their employment status.

When teachers discuss the curriculum and subjects, it is mostly on their own initiative when discussing the content and implementation of the subjects within the subject areas. There are relatively few meetings between professors and between professors and management organized by the management.

Conclusions by specifying the strengths and weaknesses

The College of Law has developed The Human Resource Development Plan with goals, objectives and all major processes, including personal development, based on internal and national regulations to meet requirements of the Law on Institutions of Higher Education. Academic staff are employed on a contractual basis or on a contractual agreement, they also engage visiting lecturers from other countries. There were no changes in the academic structure because the program is newly launched. The academic staff gets a lot of opportunities to upgrade their knowledge and skills, but there is a lot of room for improvement regarding the motivation of academic staff to attend such opportunities to improve their knowledge and skills. Academic staff can also get involved by organising field trips and are invited to participate in ERASMUS+ experience exchange activities, but the response should be higher. The involvement in scientific research fulfils internal requirements to research and publish regularly and the newly obtained information is in general used in the study process. Cooperation between lecturers takes place in a formal and informal way.
Strengths:
1.Academic staff with highly specialised and practical experience.
2. Students are satisfied with the accessibility of teachers and their connection to practice.
3. Management awareness of the importance of promoting the development of knowledge and competencies for academic staff.
.
Weaknesses:
1. The academic staff does not show adequate interest in the various training for professional development offered by College of Law.
2. The participation of academic staff in ERASMUS + exchanges is very modest.
3.Cooperation between academic staff is based mainly on informal forms.
4. Many of the academic staff don't feel competent enough to teach in English, as the College of Law plans for the next future, even if the College of Law guarantees that the English language skills of the teaching staff involved in the implementation of the study program correspond to B2 level.

5. Assessment of the Compliance of the Study Programme "Cyber security and personal data protection"

Requirements

1 1. The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state-recognised documents of higher education are issued.

   Assessment of compliance: Fully compliant

   Complies with the regulations No.202 of the Cabinet of Ministers, "The process of issuing state-recognised higher education documents"(SER Annex 21).

2 2. Documents 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.

   Assessment of compliance: Fully compliant

   The cooperation agreement concluded with Vadības koledža is attached (SER Annex "Līgums_garantija") indicating that the College of Law will provide the students with the options to continue education in other study programme at Vadības koledža in case the implementation

of the study programme is discontinued.

3 3. 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.

   Assessment of compliance: Fully compliant

   Meets the requirements (SER Annex "Guarantee_studies_KRDR").

4 4. The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance 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.

   Assessment of compliance: Fully compliant

   Meets the requirements (SAR Annexes: "State language" and "CV_engl.").

5 5. 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, if the study programme or any part thereof is to be implemented in a foreign language.

   Assessment of compliance: Partially compliant

   In the SER (Annex "Foreign language_KRDR"), College of Law guarantees that the English language skills of the teaching staff involved in the implementation of the study program correspond to B2 level. Despite the fact that legal this matches requirement, in site visit experts didn't fully get impression that English skills are in that level to teach and most do not have experience with lectures in English.
   In meetings with the administration and the teaching staff, it has been established that the teaching staff has the opportunity to improve their English language skills until October 2021, when the implementation of the study program in English will begin. However, the fact, that the possibility is given, does not mean/guarantee that teachers will have improved their skills.

6 6. At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts.

   Assessment of compliance: Not relevant

7 7. The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Institutions of Higher Education.

   Assessment of compliance: Not relevant

8 8. The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

   Assessment of compliance: Fully compliant

   Meets the requirements (SER Annex "31_Studiju Līgums_KRDRD") Complies with the regulations No.70 of the Cabinet of Ministers, '' Terms and conditions to be included in the study agreement''.

9 9. The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Study course descriptions are prepared in Latvian and English. They include all the necessary requirements indicated by the Law on Higher Education Institutions Section 56.1 part two.
Meets the requirements (SER Annex "20_KRDR_Study courses.pdf")

10 10. The study programme complies with the valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided that the completion of the study programme leads to a professional qualification.

Assessment of compliance: Fully compliant

Conformity of the study programme with the profession standard for the '' "Security Specialist" (February 14 ,2003) is provided in Annex No 18. It is evident that the study programme content complies with this standard.

11 11. Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Not relevant

12 12. The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard.

Assessment of compliance: Fully compliant

Complies with the regulations No.141 of the Cabinet of Ministers, '' First-level Professional Higher Education Standard'' (SER Annex No 19)

13 13. The joint study programmes comply with the requirements prescribed in Section 551, Paragraphs one, two, and seven of the Law on Institutions of Higher Education (if applicable).

Assessment of compliance: Not relevant

14 14. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions (if they have worked for a shorter period of time, the number of publications shall be in proportion to the work period), or artistic creation achievements (for instance, exhibitions, films, theatre performances, and concert activity), or a five-year practical work experience (except for the experience in the implementation of the study programme) in accordance with the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Meet the requirements (Annex 11, Annex 12, lecturers CV).

15 R5 - Overall rating

Assessment of compliance: Partially compliant

The study programme is in compliance with all the parameters above, except there is unclarity

about guarantee that teachers will have improved their English skills.

Requirements (R6-R8)

1 R6 - The compliance of the 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 ensuring the achievement of the learning outcomes.

   Assessment of compliance: Fully compliant

   The study provision, scientific support, informative provision, material and technical provision, and financial provision with the conditions for the implementation of the study programmes and ensuring the achievement of the learning outcomes are fully compliant.

2 R7 - The compliance of the qualification of the academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments.

   Assessment of compliance: Fully compliant

   All lecturers have scientific or academic degrees in subjects of their study courses or professional experience, according to the requirements set forth in the regulatory enactments

3 R8 - The study programme leading to the master or doctoral degree is based on the advances and findings in the relevant field of science or artistic creation.

   Assessment of compliance: Not relevant

Conclusions by specifying the strengths and weaknesses

The study program is topical - it is shown both by getting acquainted with the documents submitted for accreditation, as well as by students' feedback and the fact that already in the first year they managed to complete a relatively large academic group. The provision of all types of resources and the qualification of the teaching staff meet the requirements.
Strengths:
1. Both the "set" of study courses and the content of most of them are relevant (except for some Part A courses mentioned under weaknesses).
2. Students are satisfied with the study process and what they have already learned.
Weaknesses:
1. Some Part A courses with outdated content (Personnel Management, Project Management, Communication Psychology and Professional Ethics).
2. The academic staff does not show adequate interest in the various training for professional development offered by College of Law.
3. The participation of academic staff in ERASMUS + exchanges is very modest.
4. Cooperation between academic staff is based mainly on informal forms.

Evaluation of the study programme "Cyber security and personal data protection"

Evaluation of the study programme:

Good

6. Recommendations for the Study Programme "Cyber security and personal data protection"

Short-term recommendations

1. To update the content of the following study courses: Personnel Management, Project Management, Communication Psychology and Professional Ethics.
2. To develop some motivation strategies to involve academic staff in activities of professional development.
3. Find the mechanisms to empower and encourage the academic staff to take advantage of ERASMUS+ exchange programs.
4. Provide more systematic cooperation between academic staff that goes beyond only informal forms in the implementation and development of courses
5. Due to the fact that the college plans to start implementing this program in English from the academic year 2021/2022, it is necessary to improve the level of the English language of the involved academic staff.

Long-term recommendations

II. "Real Estate Mananagement and Administration" ASSESSMENT

II. "Real Estate Mananagement and Administration" ASSESSMENT

1. Indicators Describing the Study Programme

Analysis

The name of the First level professional higher education study programme "Real Estate Mananagement and Administration" (study programme) reflects its content and the provided qualification- House manager.
The aim of the study programme is clear and corresponds to the name of the study programme.
The objectives of the programme and the learning outcomes follow the aim of the study programme, thus the connection is clearly visible in the content of the study programme, which is created sequentially and gradually in order to achieve the study results (please see a mapping of the study program in Annex 22).
The name of the program, aim, objectives, results, and professional qualification are logically interrelated.
Admission process is organised according to the Admission requirements at the College of Law that states that a person can be enrolled in the studies if a person has received a document of general secondary education or secondary vocational education and has passed centralized exams in Latvian and foreign language. The Admission Regulations corresponds to the requirements of the Law on Higher Educational Institutions and other corresponding legal acts.
The number of enrolled students fluctuates, but there is observed a positive trend. The total number of students is quite stable in the programme, this is a very important indicator against the background of the fact that the total number of students in Latvia is declining. It means that the program is in demand and is interesting for potential students.
In students' opinion, who mostly are working people, the offered forms of studies are very successful and meet their needs, because it is convenient for combining studies with work and private life.
The study programme is held in Latvian language. The duration of the study programme is 2 years and 2 months, amount of credit points is 80. It is stated that it is full time, part-time and part-time extramural studies - distance education study programme. Study programme code according to the

Classification of Latvian Education is 41345. The duration of a full time programme 2 years and 2 months doesn't correspond to the requirements of Law on Higher Education Institutions. The duration should be 2 academic years (20 months), 40 credit points per an academic year.

The study programme is designed in accordance to the Cabinet of Ministers Regulation No. 141 as of 20 March 2001 "Regulations regarding the State Standard for First Level Professional Higher Education" (Annex 19) and the standard of the profession "House manager" (April 18 ,2009) (Annex 18).

Conclusions by specifying the strengths and weaknesses

The name of the study programme, the professional qualification to be acquired, the aim, objectives, learning outcomes, and admission requirements are interrelated.

Strengths

1. The name of the study programme, the professional qualification to be acquired, the aim, objectives and learning outcomes are interrelated.

2. The offered forms of studies meet students' needs.

Weaknesses:

1. The duration of a full time programme doesn't correspond to the requirements of Law on Higher Education Institutions.

2. The Content of Studies and Implementation Thereof

Analysis

The study courses' descriptions represent the learning outcomes and the content of the study courses in an appropriate way (SER pp.76-86). Each study course content complies with the aims of the study programme (SER Annex 20). Methodological instructions for the development and design of students' research works, including the final thesis, have been developed and available on the College of Law website; students are introduced to them and start using them with the first works to be submitted. The College of Law provides access to foreign scientific databases, but students use them minimally. During the meeting, students pointed out the lack of their foreign language skills and the fact that they can do without their use (the use of databases is not required).

It is positive that the descriptions of study courses (SER Annex 20) also indicate evaluation criteria next to each of them. However, sometimes there is a lack of unity - some are very detailed, others more superficial. Individualized approaches were mentioned during the meetings with the teaching staff and students. Still, neither the teaching staff nor the students could name new and innovative study methods in this programme.

The content of the study course "Fundamentals of statistics and mathematical economics" is not modern. It is recommended to update or revise it to include current aspects of data analysis, introduction to big data etc., and, if possible, the use of IT capabilities. Because also in the study course "Computer skills" there are only "classic" general skills. It is also advisable to change the course's name to be relevant and likely to interest rather than deter students.

In the study course "Personnel Management", literature sources are about 20 years old. Out of 26 sources, only 1 is the original edition of 2017 in Latvian and 1 translated into Latvian in 2018; the rest are more than 10 years old. The study course lacks contemporary topics such as 'talent management', 'virtual team management",, etc.

Relevant content and actual/new used sources are for most "professional" study courses and those related to accounting, tax system and different law issues.

Study courses descriptors analysis demonstrates students' centred orientation of the learning process. There is a variety of learning methods that correspond with learning outcomes and assessment methods.

The descriptions of the traineeship, and the final thesis given in the SER and Annexes, also published on the CL website and are high quality and comply with the provisions set forth in the regulatory enactments. The content of the descriptions of the traineeship, and the final thesis is relevant and complimentary, and it complies with the aims of the study programme, ensures the achievement of the learning outcomes, and meets the needs of the relevant industry and the scientific trends.

There are some shortcomings listed above, however, in general, study programme content and realization as a whole complies with the requirements of Cabinet regulations No. 141 and the professional standard.

Students survey is organised twice per year. The expert commission got enough evidence to state that students voice is heard at the institution and is used for study programme improvement. Programme graduates are surveyed at the end of the programme; but, during the onsite visit, graduates told that they do not get back feedback about the reaction to their information provided in the survey. However, employers and graduates are not so much involved in the improvement of the study programme.

Students' incoming and outgoing mobility is seldom used (evidence: meetings with graduates and students) because of the lack of English language knowledge for many students. Also - many of them are full time employed.

In all forms of studies, students are provided with materials in paper and electronic form, as well as with the necessary methodological information, which is available both on the college website and available from the administration.

Conclusions by specifying the strengths and weaknesses

Study course descriptions are developed in detail and according to a unified methodology. The content of the study program is unequal: study courses with modern content and the latest editions included in the bibliography alternate with some old-fashioned (e.g. Personnel Management, Fundamentals of statistics and mathematical economics). Students have access to the necessary methodological and scientific information (databases).

For various reasons, students make little use of Erasmus + opportunities.

Strengths:

1. The descriptions of the traineeship and the final thesis given in the SER and Annexes are of good quality and are published on the CL website.

2. The study programme content and realization as a whole complies with the requirements of Cabinet regulations No. 141 and the professional standard.

3. Students are introduced to the methodology for the development of study research papers and use it.

4. Unified form of study course descriptions.

5. Actual and versatile study content and literature sources for the study courses directly connected with the study programme as well as for study courses about legislation issues.

6. Study courses descriptors demonstrate the student-centred learning process.

Weaknesses:

1. Students practically do not use the available scientific databases at all, because they do not see the need for them.

2. Several study courses have outdated content, terminology and sources of literature (Personnel management, Fundamentals of statistics and mathematical economics).

3. Special computer programs and apps, modern data processing methods are not mentioned at all.

3. Resources and Provision of the Study Programme

Analysis

After getting acquainted with the list of the last purchased literature for the library fund, it can be concluded that the College of Law provides students with up-to-date literature corresponding to the study content. Part of the books is available in a virtual library, which is available to students from anywhere in the world. The College of Law also supports students' research activities with additional resources to strengthen the acquired information. The College of Law subscribes to several scientific databases, such as EMERALD (business management information), EBSCO (articles in the social sciences) and others. The College of Law also subscribes to various management and legal newspapers and magazines, such as Forbes, Balance, Capital, and more. The library fund also contains books published by the book publisher of the College of Law, which are related to management and legislative topics. (Chapter III, Section 3.1 of the self-assessment report)

The College of Law provides three different accounting computer programs to promote a full-fledged study process, as well as thus facilitating the acquisition of practical skills in working with various computer programs. (Chapter II, Section 3.2 of the self-assessment report and meeting with academic staff).

The College has introduced a centralized funding distribution system, ensuring equal access to all study programs. (Chapter 2, Section 3.1 of the Self-Assessment Report) Any representative of the College staff may be involved in setting priorities for the use of funding. Also, the need for new equipment and other resources is identified once a year in meetings where academic staff can encourage improvements. A large part of the materials in their use overlaps with it, it can be assessed as efficient use of existing means. It can therefore be concluded that this is an appropriate approach to ensure the quality and sustainability of the future implementation of this program.

Technical provision can be found on Joint opinion by the experts' group Chapter I, Section 3.

Conclusions by specifying the strengths and weaknesses

Appropriate literature for the content of the study program is available in the College of Law library fund.

Computer software necessary for the study process is provided.

Strengths:

1. Part of the books are available in a virtual library, which is available to students from anywhere in the world.

2. The College has the opportunity to publish study materials specially adapted to the specifics of the study program, using its book publishing house.

Weaknesses:

None

4. Teaching Staff

Analysis

The Strategy of the College of Law has developed The Human Resource Development Plan in 2018, with goals, objectives, and all major processes, including personal development. Basics for selection and recruitment of College of Law's academic staff is in College Regulations on academic and administrative positions, Regulations for Academic and Administrative Positions and the Principles of Remuneration and Personnel Policy (http://jk.lv/eng/for-students/rules-are-regulations) to meet requirements of the Law on Institutions of Higher Education. Academic staff are employed on a contractual basis or a contractual agreement. For implementing the study programme Real Estate Management and Administration, 61% of elected academic staff and 39% visiting lecturers are ensured (SER, 4.1). The data on academic staff involved in the implementation of this program are not harmonized in the documents. The information in the SER of the program (4.1) states that the number of academic staff is 23. Still, Annex 8, where the courses for each of three accreditation

process programs are listed, it consists of 25 academic staff, and 9 of them are part-time employed. Several of them are industry-related lecturers, professionals with practical experience (SAR of Real Estate Management and Administration programme and academic staff CV). The names of six academic staff members are representing the College of Law as experts, members of a workgroup in big field-specific projects, i.e. European Social Fund projects. Only two are teaching a course just in the Real Estate and Administration programme; all others are teaching courses with the same or similar title in one or both other programmes under this accreditation process »Cyber Security and personal data protection« and "Human Resource Management«. It is not clear whether or to what extent these subjects' content is adapted to the profession and objectives of each study program.

Academic positions are announced either in a closed competition in the College of Law's informative room or open competition. Voting of academic staff by secret ballot takes place at the College of Law's next Council meeting, and academic staff is elected for six years. The College of Law also recruits a visiting assistant professor or a visiting lecturer and concludes contractor agreements with lecturers on specific work performance. There is evidence (SAR of programme, 4.1) for the employment of a lecturer from Lithuania within the European Social Fund project's scope in 2019.

On average, 29 % of staff changes were made in the composition of the teaching staff in this program in the accreditation period, mainly related to retirement. The management claims that those changes positively impacted the quality of the implementation of the study programme and its development. The list of research fields of the academic staff (Annex 11), the participation of academic staff in conferences and scientific publications (Annex 12) mainly meet the requirements of the professional field and study courses they teach. New academic staff also consist of several industry-related lecturers with practical experience. In all interviews, students expressed great satisfaction with the accessibility and work of teachers and their connection to practice and the fact that they feel confident in the subjects connected with the law. The academic structure changes comply with the study programme with the requirements outlined in the regulatory enactments. The lecturer-student ratio in the study programme is 1/4. 96% of academic staff involved in implementing the study programme have a scientific Master's degree, 4% have a Bachelor's degree. The majority has long practical experience in the field.

All the lecturers get the opportunity to supplement their knowledge. Participation in local and international conferences organised by the College of Law is one of the regular activities of academic staff and publishing their articles and theses in conference proceedings of the College of Law (Annex 12). However, other qualification improvement measures - having doctoral studies, doing scientific work, and having internship in foreign countries-are less popular within the scope of exchange programmes. As the interview with academic staff showed and the documentation, there is a lot of room for improvement regarding the motivation of academic staff to attend such opportunities to improve their knowledge and skills. For instance, there was only one interviewee who attended a training program within the project's scope, "Improvement of competencies and skills of the academic staff of SIA Juridiskā koledža«, where lecturers had an opportunity to improve their knowledge of foreign languages (English). SER (4.2) gives evidence of three academic staff that were involved in this training). But many of the academic staff don't feel competent enough to teach in English, as the College of Law plans for the next future. The College of Law covers the participation fee of academic staff in conferences organised by others.

Academic staff can also get involved by organising field trips, for which they get extra payment. The example of the study course "Quality Management" was described with the list of field trips to companies and organisations. Academic staff are also invited to participate in ERASMUS+ experience exchange activities.

The academic staff is involved in scientific research (Annex 11, Annex 12) at least once in three years; some of them are also publishing in demanding scientific journal useS, SCOPUS), the College of Law pir research papers. These publications became an additional study material for students so that the newly obtained information can be used in the study process. According to the academic

staff, the ratio of time devoted to lectures and research is approximately 80:20, and no one pointed out the lack of time for research or any other obstacles.

The qual. Academic staff enable the achievement of the study programme's aims and learning outcomes and the relevant study professional development activities opportunities to develop and progress, but the motivation strategies to involve more academic staff in professional development activities are lacking.

Cooperation between lecturers takes place in a formal and informal way. There are joint meetings of lecturers and management twice a year, where they discuss results and plans, aims and learning outcomes, suggestions for changes etc. The example of introducing a new study course in coaching was described at the academic staff meeting. Academic staff mostly use informal ways of cooperation to discuss connected courses contents. Full time and part-time academic staff are cooperating regardless of their employment status.

When teachers discuss the curriculum and subjects, it is mostly on their own initiative when discussing the content and implementation of the subjects within the subject areas. There are relatively few meetings between professors and between professors and management organized by the management.

Conclusions by specifying the strengths and weaknesses

The College of Law has developed The Human Resource Development Plan with goals, objectives and all major processes, including personal development, based on internal and national regulations to meet requirements of the Law on Institutions of Higher Education. Academic staff are employed on a contractual basis or on a contractual agreement, they also engage visiting lecturers from other countries. Almost one-third of the academic structure changed in the last accreditation period and changes were in compliance with the study programme with the requirements set forth in the regulatory enactments. The academic staff gets a lot of opportunities to upgrade their knowledge and skills, but there is a lot of room for improvement regarding the motivation of academic staff to attend such opportunities to improve their knowledge and skills. Academic staff can also get involved by organising field trips and are invited to participate in ERASMUS+ experience exchange activities, but the response should be higher. The involvement in scientific research fulfils internal requirements to research and publish regularly and the newly obtained information is in general used in the study process. Cooperation between lecturers takes place in a formal and informal way.
Strengths:
1.Academic staff with practical experience.
2. Students are satisfied with the accessibility of teachers and their connection to practice.
3. Management awareness of the importance of promoting the development of knowledge and competencies for academic staff.
Weaknesses:
1.Academic staff does not show adequate interest in the various training for professional development offered by the College of Law.
2.Cooperation between lecturers takes place in a formal and informal way, whereby formal forms are rarer and informal forms are more common.

5. Assessment of the Compliance of the Study Programme "Real Estate Mananagement and Administration"

Requirements

1   1. The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state-recognised documents of higher education are issued.

   Assessment of compliance: Fully compliant

Complies with the regulations No.202 of the Cabinet of Ministers, "The process of issuing state-recognised higher education documents" (Annex "NP_diploms")

2   2. Documents 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.

   Assessment of compliance: Fully compliant

   The cooperation agreement concluded with the Riga Technical University is attached (SER Annexes "Studiju turpināšana") to the accreditation documents indicating that the Riga Technical University will provide the students with the options to continue education in their study programme in case the implementation of the study programme is discontinued.

3   3. 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.

   Assessment of compliance: Fully compliant

   Meets the requirements (SER Annex "GUarantee_NP").

4   4. The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance 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.

   Assessment of compliance: Fully compliant

   Meets the requirements (SAR Annexes: "State language" and "CV_engl.").

5   5. 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, if the study programme or any part thereof is to be implemented in a foreign language.

   Assessment of compliance: Not relevant

6   6. At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts.

   Assessment of compliance: Not relevant

7   7. The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Institutions of Higher Education.

   Assessment of compliance: Not relevant

8   8. The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

   Assessment of compliance: Fully compliant

   Meets the requirements (SAR Annex "31_Study_agreement") Complies with the regulations No.70 of the Cabinet of Ministers, '' Terms and conditions to be included in the study

agreement''.

9 9. The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Study course descriptions are prepared in Latvian and English. They include all the necessary requirements indicated by the Law on Higher Education Institutions Section 56.1 part two. Meets the requirements (SER Annex "20_NP_Course_description_2020_J").

10 10. The study programme complies with the valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided that the completion of the study programme leads to a professional qualification.

Assessment of compliance: Fully compliant

Conformity of the study programme with the profession standard for the 'Real Estate Manager" (April 18 ,2009) is provided in Annex No 18. It is evident that the study programme content complies with this standard.

11 11. Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Not relevant

12 12. The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard.

Assessment of compliance: Fully compliant

Complies with the regulations No.141 of the Cabinet of Ministers, '' First-level Professional Higher Education Standard'' (SER Annex No 19) .

13 13. The joint study programmes comply with the requirements prescribed in Section 551, Paragraphs one, two, and seven of the Law on Institutions of Higher Education (if applicable).

Assessment of compliance: Not relevant

14 14. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions (if they have worked for a shorter period of time, the number of publications shall be in proportion to the work period), or artistic creation achievements (for instance, exhibitions, films, theatre performances, and concert activity), or a five-year practical work experience (except for the experience in the implementation of the study programme) in accordance with the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Meet the requirements (Annex 11, Annex 12, lecturers CV).

15 R5 - Overall rating

Assessment of compliance: Fully compliant

The study programme is in compliance with all the parameters above.

Requirements (R6-R8)

1 R6 - The compliance of the 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 ensuring the achievement of the learning outcomes.

   Assessment of compliance: Fully compliant

   The conditions of the implementation of the study programme ensure the achievement of the learning outcomes.

2 R7 - The compliance of the qualification of the academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments.

   Assessment of compliance: Fully compliant

   All lecturers have scientific or academic degrees in subjects of their study courses or professional experience, according to the requirements set forth in the regulatory enactments.

3 R8 - The study programme leading to the master or doctoral degree is based on the advances and findings in the relevant field of science or artistic creation.

   Assessment of compliance: Not relevant

Conclusions by specifying the strengths and weaknesses

The study program is topical - it is shown both by getting acquainted with the documents submitted for accreditation, as well as by students' feedback and the fact that already the total number of students is growing. The provision of all types of resources and the qualification of the teaching staff meet the requirements.
Strengths:
1. The number of students is growing

Weaknesses:
1. Academic staff does not show adequate interest in the various training for professional development offered by College of Law.
2.Cooperation between academic staff is based mainly on informal forms.

Evaluation of the study programme "Real Estate Mananagement and Administration"

Evaluation of the study programme:

Good

6. Recommendations for the Study Programme "Real Estate Mananagement and Administration"

Short-term recommendations

1. Activate the use of international databases in students' works, perhaps indicating the required number of publications of this type or otherwise.

2. Update the content of the following study courses: Personnel management, Fundamentals of statistics and mathematical economics.
3. Include information in study courses and, as far as possible, training and practical work with specialist IT programs in project management, data processing, etc. (both paid and free programs are available).
4. Develop some motivation strategies to involve more academic staff in activities of professional development.
5. Provide more systematic cooperation between academic staff that goes beyond only informal forms in the implementation and development of courses.
6. Ensure the duration of the full time programme in 2 academic years.

Long-term recommendations

III. Assessment of the Requirements for the Study Field and the Relevant Study Programmes

III. Assessment of the Requirements for the Study Field and the Relevant Study Programmes

Assessment of the Requirements for the Study Field

Requirements	Requirement Evaluation			Comment
R1 - Pursuant to Section 5, Paragraph 21 of the Law on Institutions of Higher Education, the higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study direction whilst implementing their internal quality assurance systems:		Partially compliant		There is an established quality assurance system aiming to ensure continuous improvement of study field, but requires improvement. For example, it should improve back - feedback; Study programme development and improvement process doesn't foresee the development of improvement plans, as it ends with the share of programme self-assessment report.

Requirements	Requirement Evaluation			Comment
R2 - The cooperation with different organisations from Latvia and abroad implemented within the study direction ensures the achievement of the aims of the study direction.		Partially compliant		The cooperation with different organisations from Latvia and abroad partially ensures the achievement of the aims of the study field, because of lack of English language skills and the fact that very high proportion of academic staff is not full time employees of College of Law. Cooperation in organizing internships is effective, but there are practically no guest lectures, study tours and cooperation with the local community in the branches typical for this field of study.
R3 - Compliance of scientific research and artistic creation with the development level thereof (if applicable).	Fully compliant			Academic staff is obliged to be involved in scientific research. The research topics for each researcher are approved (Annex 11 - the list of research fields and Annex 12 - list of publications) by the council to comply with their teaching.
R4 - Elimination of the shortcomings and deficiencies identified during the previous assessment of the study direction, if it has been conducted, or the implementation of the provided recommendations.		Partially compliant		There were some activities and plans for all previous recommendations done, but the implementation of some is lacking strategic goals, efficiency and/or evidence, i.e. graduates are not aware of the alumni activities; no evidence that the level of English has improved; participation of academic staff in internationalization is not growing

Assessment of the Requirements for the Relevant Study Programmes of the Study Field

No.	Study programme	R5	R6	R7	R8	Evaluation of the study programme (excellent, good, average, poor)
1	Human Resources Management (41345)	Fully compliant	Partially compliant	Fully compliant	Not relevant	Average
2	Cyber security and personal data protection (41345)	Partially compliant	Fully compliant	Fully compliant	Not relevant	Good
3	Real Estate Mananagement and Administration (41345)	Fully compliant	Fully compliant	Fully compliant	Not relevant	Good

The Dissenting Opinions of the Experts

The experts do not have any dissenting opinions.