APPLICATION

Study field "Law" for assessment

Study field	*Law*
Title of the higher education institution	*Latvijas Universitāte*
Registration code	*3391000218*
Legal address	*RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050*
Phone number	*67034301*
E-mail	*lu@lu.lv*

Self-evaluation report

Study field "Law"

University of Latvia

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1. Information on the Higher Education Institution/College

1.1. Basic information on the higher education institution/ college and its strategic development fields,.

University of Latvia (hereinafter – UL) was founded in 1919 and is the only classical university in Latvia. The University of Latvia is a university of science, incorporating and developing the country's main study and scientific research potential in the field of humanities, natural, technical, and social sciences. UL serves science and fatherland. By participating in worldwide research and educational processes, it contributes to the growth and sustainability of the Latvian state and nation. UL retains its status as the largest higher education institution (hereinafter – HEI) in the country in terms of the number of students.

Mission: The mission of the UL is expressed in its motto “For Science and Fatherland”. The UL contributes to global science, higher education, knowledge, technology transfer and innovation, and ensures the growth of Latvian democracy and culture, the development of the Latvian language and the prosperity of the national economy.

Vision: Space for excellence, environment for development, time for responsibility. The UL is a university of science of high international standing. The UL creates an interdisciplinary, open, and innovation oriented excellent work and study environment. Activities of the UL form the basis for the sustainable development and economic transformation of Latvia.

Values:

- University community;
- Excellence;
- Science-based development;
- Openness;
- Cooperation;
- Academic freedom.

UL plays a significant role not only in the development of the higher education system in Latvia, but also in the growth of the country's economy, providing cutting edge studies and research, based on the unity of higher education and science. The UL actively participates in solving topical problems of the state and society, and is the centre of intellectual life in Latvia, where new knowledge is created, while nurturing the national language, culture and promoting the development of the state and society. The UL focuses its efforts on providing quality studies and developing scientific excellence, creating structures open to interdisciplinary and transdisciplinary research and studies, ensuring a high return on invested resources, sustainable and environmentally friendly use of resources. The UL is evolving as a modern international academic centre, creating an environment and infrastructure for excellence in studies, research, and innovation.

The study process at the UL is implemented at 6 faculties, 7 regional branches (available only in Latvian) and 3 medical colleges. Research activities are also performed at 18 research institutes, and various research, training and consulting activities are conducted in 27 study centres. The UL Regional Centre (available only in Latvian) coordinates and supervises the activities of the UL regional branches, as well as promotes cooperation between the UL and local authorities in the fields of human resources development, education and interdisciplinary research. The UL has more than 200 bilateral cooperation agreements with universities in 51 countries. The UL Culture

Centre (available only in Latvian) is represented by more than 20 amateur arts groups – choirs, dance groups, vocal ensembles, early music ensembles, theatre, a brass band, and a ceramics studio. The UL Sports Centre organises UL sports activities for up to 40 different sports classes in 11 sports – basketball, wrestling, group fitness classes, football, floorball, table tennis, kendo, general fitness, volleyball, cheerleading and self-defence. Within the UL regular activities are also performed by basic structural units: Museum of the UL, the UL Botanical Garden, the UL Experimental Rhododendron Breeding Nursery "Babīte", the University of Latvia Press, and the UL Baldone Observatory (available only in Latvian). The UL foundations are also operating successfully: UL Foundation and the Alumni Club (available only in Latvian).

To implement structural changes at the UL and promote interdisciplinarity, in accordance to the decisions made by the UL Council on November 16th, 2023 and April 22th, 2024, 25 academic institutions will be consolidated into six faculties starting September 1st, 2024:

- UL Faculty of Medicine and Life Sciences,
- UL Faculty of Science and Technology,
- UL Faculty of Economics and Social Sciences,
- UL Faculty of Humanities,
- UL Faculty of Education Sciences and Psychology,
- UL Faculty of Law.

The Faculty of Medicine and Life Sciences will include the Faculty of Biology, Faculty of Chemistry, Faculty of Medicine, Institute of Microbiology and Biotechnology, Institute of Biology, Institute of Clinical and Preventive Medicine, Institute of Cardiology and Regenerative Medicine. The Faculty of Science and Technology will include Faculty of Computing, Faculty of Geography and Earth Sciences, Faculty of Physics, Mathematics and Optometry, Institute of Geodesy and Geo-Information, Institute of Chemical Physics, Institute of Astronomy, Institute of Atomic Physics and Spectroscopy, Institute of Materials Mechanics, Institute of Physics, Centre for Transdisciplinary Educational Innovation, and the Centre for Research of Natural Resources. **The Faculty of Economics and Social Sciences** will include the Faculty of Business, Management and Economics, Faculty of Social Sciences, and the Academic Centre for European and Societal Development Studies. **The Faculty of Humanities** will comprise the Faculty of Humanities, Faculty of History and Philosophy, Faculty of Theology, Institute of Philosophy and Sociology, Institute of Latvian History, Institute of Latvian Language, International Institute of Indian Studies, and the Institute of Livonian. **The Faculty of Education Sciences and Psychology** has been renamed from the previous Faculty of Pedagogy, Psychology and Art, while the Faculty of Law will maintain its current identity, continuing to prepare industry professionals and ensuring its sustainability.

By carrying out internal consolidation and following the good practices of Northern European universities, the University of Latvia is improving its organisational structure to boost its competitiveness, promote staff development, and provide comprehensive management of education and science. By creating a modern and effective governance-based structure, UL strives for higher quality in education and excellence in science, promoting a multidisciplinary and team-based approach. Our goal is to create conditions for everyone to effectively realise their potential for growth, forming adaptive plans, using a diverse range of research offerings, and choosing paths in academic or professional careers. With this decision on the consolidated faculties model, significant and ambitious changes are underway in the structure of the University of Latvia to focus efforts on achieving excellence in both research and education quality.

As of October 1st, 2023, UL employs 3,155 people, including 1,390 academic staff and 1,765 general staff. In 2022, the university closed with a turnover of 98.4 million euros, and its equity as of

December 31st, 2022, was 133.1 million euros, or 65% of assets. UL's primary operations are in Riga at Raina Boulevard 19 and in the Tornakalns Academic Centre, as well as in various locations in Riga and regional branches in Aluksne, Bauska, Cesis, Jekabpils, Kuldiga, Madona, and Tukums.

In the world university ranking *Times Higher Education* for excellence in science, the UL is ranked 482nd, with an overall ranking of 1001-1200 range (2023).

The UL implements study programmes at all levels, covering 28 fields of science and 22 study fields. The University offers 112 study programmes. See Table 1.1.1. for the study fields, the number of study programmes and the accreditation periods.

Table 1.1.1

Study fields implemented in the UL, number of study programmes and accreditation periods (31.12.2023.)

No	Study fields	Number of study programmes	Accreditation period
1.	Architecture and Construction	1	08.06.2022-09.06.2028.
2.	Wildlife Sciences	4	19.12.2023-20.12.2029.
3.	Economics	8	08.09.2021-09.09.2027.
4.	Physics, Materials Science, Mathematics and Statistics	6	04.10.2023-05.10.2029
5.	Geography and Earth Sciences	5	01.03.2023-02.03.2029.
6.	Information Technology, Computer Hardware, Electronics, Telecommunications, Computer Management, and Computer Science	4	23.08.2023-24.08.2029.
7.	Internal Security and Civil Protection	4	05.06.2013-31.12.2024.
8.	Information and Communication Sciences	4	17.05.2023-18.05.2029
9.	Education, Pedagogy and Sports	9	12.06.2013-31.12.2024.
10.	Chemistry, Chemical Technologies and Biotechnology	2	25.10.2023-26.10.2029
11.	Arts	1	24.11.2021-25.11.2027.
12.	Psychology	3	21.06.2019-21.06.2025.
13.	Sociology, Political Science and Anthropology	8	17.11.2023-16.11.2029.

14.	Social Welfare	2	14.09.2022-13.09.2028
15.	Religion and Theology	3	13.09.2023-14.09.2029
16.	Law	4 (+2*)	21.06.2019-21.06.2025.
17.	Translation	1	14.05.2013-31.12.2024.
18.	Management, Administration and Management of Real Property	8	29.09.2021-30.09.2027.
19.	Language and Culture Studies, Mother Tongue Studies, and Language Programmes	10	06.12.2023-07.12.2029.
20.	Health Care	14	01.02.2023 -02.02.2029
21.	History and Philosophy	6	13.09.2023-14.09.2029
22.	Environmental Protection	3	05.06.2013-31.12.2024.

*licenced on 02.08.2023. and are not yet included in the respective field of study.

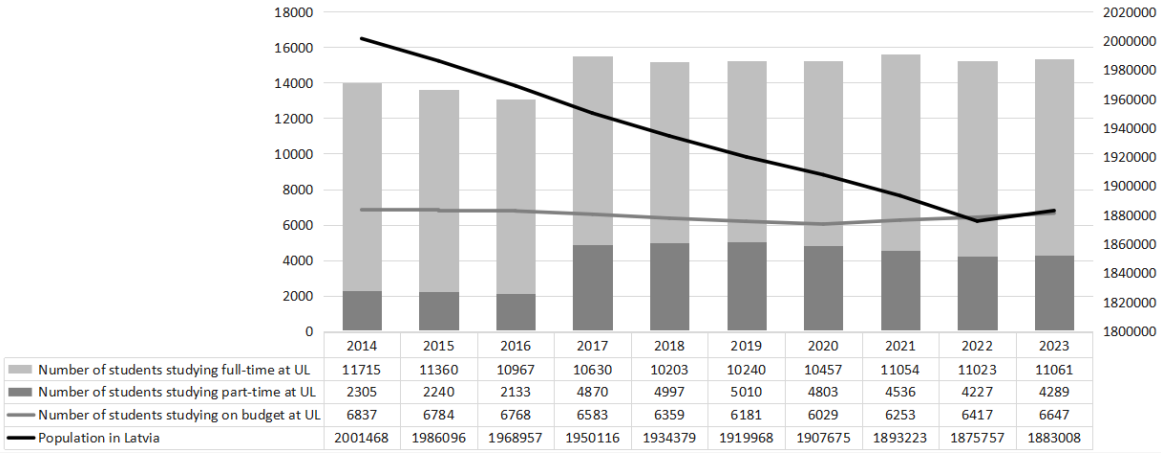
UL's study programs in specific fields of study are also available in seven UL regional branches across Latvia. For the 2023/2024 academic year, a total of 5 different study programs are offered in 2 fields of study in the regional branches, ranging from short-cycle professional higher education programs to professional bachelor's and master's degree programs. See table 1.1.2 for the number of study fields and programs offered in the regional branches.

Table 1.1.2

Number of study fields and study programmes implemented in the regional branches of the UL, data as of 2023

Regional branches	Aluksne	Bauska	Cesis	Jekabpils	Kuldiga	Madona	Tukums
Number of study fields	2	2	2	2	2	1	1
Number of study programmes	3	3	4	5	4	2	2
Number of students	56	213	513	135	296	76	291

As of October 1st, 2023, 15,350 students are studying at UL, with 43% financed by state budget funds. About 10% of students are studying in UL branches. Each year, more than five thousand new students enrol. See figure 1.1.1 for student enrolment trends over the last ten years.



	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Number of students studying full-time at UL	11715	11360	10967	10630	10203	10240	10457	11054	11023	11061
Number of students studying part-time at UL	2305	2240	2133	4870	4997	5010	4803	4536	4227	4289
Number of students studying on budget at UL	6837	6784	6768	6583	6359	6181	6029	6253	6417	6647
Population in Latvia	2001468	1986096	1968957	1950116	1934379	1919968	1907675	1893223	1875757	1883008

Source: Population at the beginning of year, population change and key vital statistics - Indicators and Time Period.PxWeb (stat.gov.lv)

Fig. 1.1.1. *Number of students at the UL compared to the population of Latvia, 2014-2023*

The UL Senate approved Strategic Study Program Clusters, study programs, and lifelong learning priorities for medium and long-term development, as well as long-term priority research areas and scientific activities, as outlined in UL's Study Process Development Plan until 2023 and UL Scientific Activity Development Plan until 2030. Both plans define the essential resources, and most effective funding, organisation, and management forms necessary for the realisation and development of education and science activities. The documents are based on Latvia's "Future Skills for Future Society" Education Development Guidelines 2021-2027 and the Latvian Science, Technology Development and Innovation Guidelines 2021-2027 and are informed by UL's strategic specialisation and mission as established in the UL Constitution.

Approved by the UL Senate, the UL medium-term development strategy for 2021-2027 (UL Strategy 2021-2027 LV, ENG) articulates the UL mission statement and defines strategic goals in six development areas, three each in core and institutional realms. Goals encompass science, education, public education, as well as staff and organisational culture, environment, and governance.

The 2021-2027 UL Strategy envisions the university's further development as an internationally recognized science centre, refinement of unique study and lifelong learning programs, and offerings for competitive work and study conditions. UL continues the work started in the previous strategic period to achieve the highest level of scientific excellence, promote student-oriented studies, and develop a modern study environment. UL is strategically fostering its involvement and contribution to Latvian society, refining necessary work conditions and environments for talent development. Sustainable growth is increasingly important and becomes a guiding principle across all of its activities. Significant attention is given to ensuring academic honesty and strengthening a value-oriented UL organisational culture. See table 1.1.3 for UL's current strategic directions and goals.

Table 1.1.3

The UL Strategic Goals Map, 2021-2027

Development directions (D)	Strategic goals (G)

Development of principal activities	
1.D. Scientific excellence	1.G. Internationally recognized research university
2.D. Development of studies	2.G. Unique study offer and high competitiveness of graduates
3.D. Contribution to society	3.G. University activities as a basis for the growth of Latvia
Institutional development	
4.D. Talent development	4.G. Development- and excellence-oriented HR policy
5.D. Environment and governance	5.G. Green thinking, attractive, sustainable university environment, and effective administrative support
6.D. Organisational culture	6.G. Inclusive, cooperation- and innovation-focused culture

The outcomes of the implementation of *the UL Strategy 2021-2027* are measured by twenty-one performance indicators, five of which have been designated as *the UL Key Performance Indicators*. They are – research funding from foreign sources per full-time equivalent of academic staff in EUR, co-publications with foreign partners in *Scopus* and *Web of Science* databases (%), the percentage of graduates who are satisfied (rated at least 'good') with the quality of their studies (%); the percentage of foreign students at UL (%), as well as the commercialisation revenue (EUR/thousands).

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

The main decision-making bodies of the UL are the Constitutional Assembly, the Senate, the Council, the Rector, and the Academic Arbitration Court. See Table 1.2.1 for the proportion of the composition of the main decision-making bodies of the UL and the terms of the elections.

Table 1.2.1

Characterisation of the terms of election, proportion of the composition, and authority of the main decision-making bodies of the UL

Decision-making Body	Term of Election	Total Number of Participants	Representation of Academic Staff	Representation of General staff	Student Representation

Constitutional Assembly	3 years	200	65%	10%	25%	
Council	4 years	11	45.5%*			
Senate	3 years	50	76%	4%	20%	
Rector	4 years	1	100%			
Academic Arbitration Court	3 years	5	80%		20%	

*In the UL Council there are 11 members, of whom: five, selected in accordance with the procedure laid down in the Constitution of the University, are nominated by the Senate (45,5%); one, an eminent academic outside the University, is nominated by the President of the Republic (9%); five representatives of the public in accordance with the procedure established by the Cabinet of Ministers, involving the public in the selection process (including graduate organizations, industry associations and employers, representatives of academic, research and creative organizations, persons with internationally significant achievements in science, arts or business, representatives of sectoral ministries and local governments), shall be selected by the ministry under whose supervision the higher education institution is placed and nominated by the Cabinet of Ministers (45,5%).

For characterisation of the authority of the main UL decision-making bodies, see chapter 1.2. of *the UL Quality Management Handbook*. (*The Quality Management Handbook* is available in the section *Other annexes*)

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

The *Quality Policy* and the resulting *Quality Action Policy* are a set of quality-related principles, objectives and the actions necessary for their achievement. UL quality is defined as a measure of excellence, which characterises the ability to meet and exceed the visible and future needs of the involved parties, as well as to ensure the compliance of processes with the regulated requirements of the relevant sector, and international standards recognised in the organisation management.

The quality management system of the UL is implemented in accordance with the principles of the *Total Quality Management* (TQM), integrating the approach of excellence into the corporate culture of the UL. For the implementation of total quality management, the UL uses an internationally recognised and applicable quality management methodology – the *European Foundation of Quality Management* (EFQM) excellence model. In the core activities the quality management system is deepened by developing internal quality assurance systems integrated into the quality management system, which are based on current sectoral standards and frameworks. The internationally recognised *Results–Approach–Deployment–Assessment–and–Refine* (RADAR) methodology is used to ensure the cycle and continuity of quality management at the UL; the

Plan–Do–Check–Act (PDCA) approach is used in quality assurance systems.

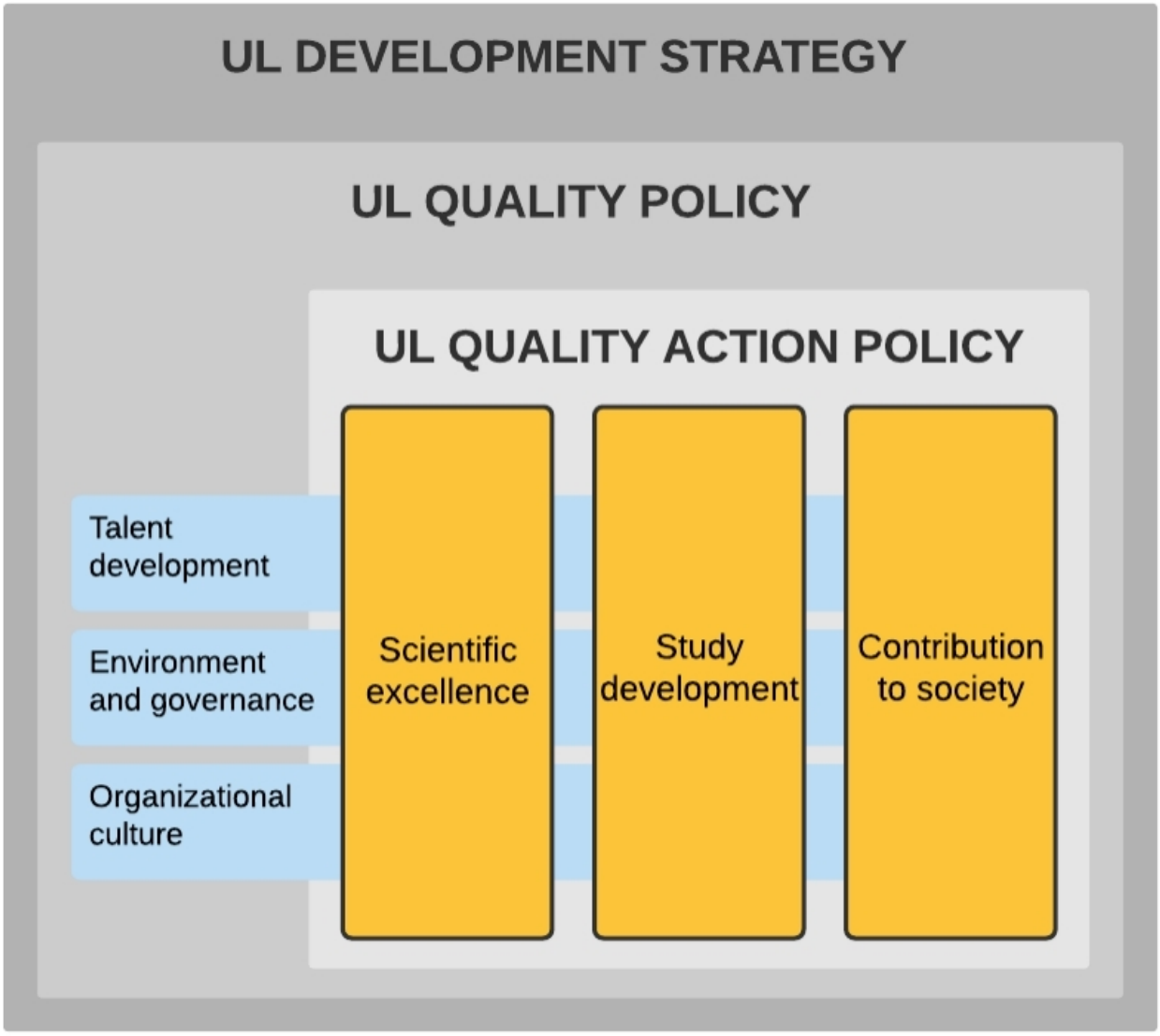


Fig. 1.3.1. ***Hierarchy of the Quality Policy and Action Policies at the UL***

The quality management system documents are structured hierarchically according to the EFQM 2020 model: direction identification documents, implementation documents and documents supporting results. Figure 1.3.1 shows the UL's direction-setting documents.

Hierarchically, the highest quality management system documents are UL's Study Process Development Plan until 2030 (available only in Latvian), UL Scientific Activity Development Plan until 2030 (available only in Latvian) and the UL Strategy 2021-2027 (hereinafter – Strategy), the promotion of which is the fundamental objective of the Quality Management System. The coordination of planning documents within the quality management framework provides the implementation and development of processes in compliance with the Strategic and Quality Goals of UL.

UL perspective regarding the quality of the implementation of the Strategy has been described by covering all the key areas of activity in the UL Quality Policy, as well as specified in the main strategic development directions (scientific activity, studies, and collaboration with society, as well as horizontally in the areas of talent development, environment and governance, and organizational culture) - in the UL Quality Action Policy.

Figure 1.3.2 provides a diagram of a quality management system with an integrated quality assurance system for studies. For a more detailed description of the UL Quality Management System, see Chapter 2.1 of the *UL Quality Management Handbook*. (*The Quality Management Handbook* is available in the section *Other annexes.* Due to institutional changes at the UL, the information in the *Quality Management Handbook* is currently being updated. The updated *Quality Management Handbook* will be available at the end of August.)

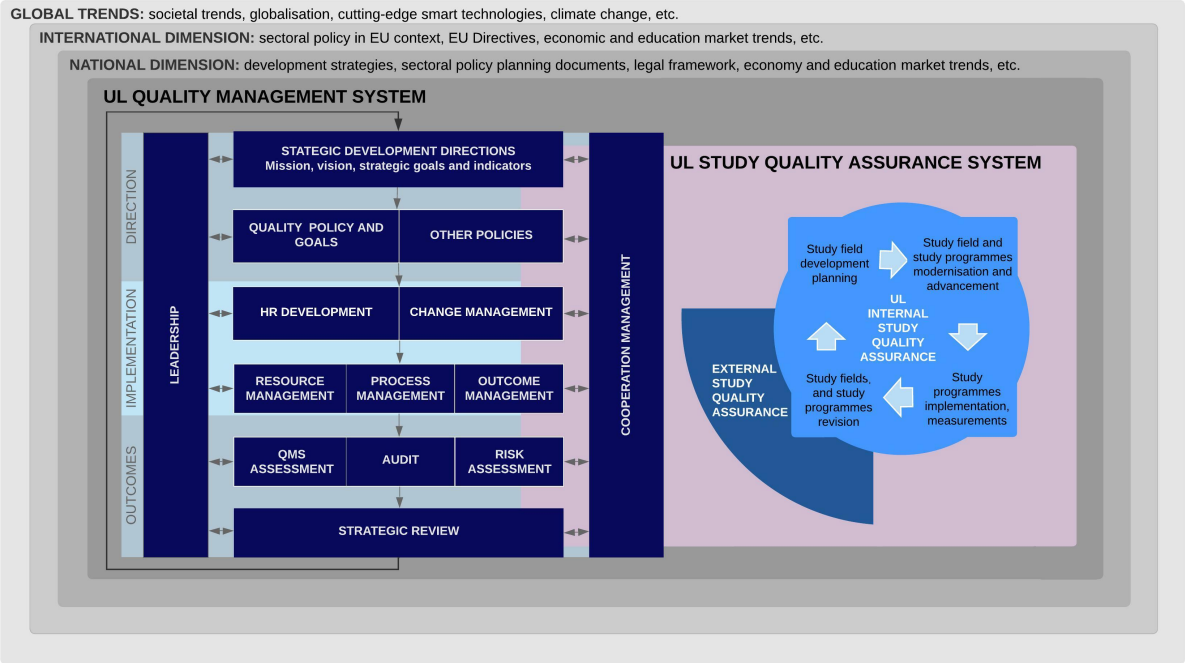


Fig. 1.3.2. ***The UL Quality Management System and Principles of the Study Quality Assurance System of the UL***

To ensure the quality of higher education, the UL implements the Quality Assurance System for Studies, which includes procedures for planning, ensuring, measuring, and evaluating the quality of higher education in accordance with the requirements of legislation of Latvia, *the European Standards and Guidelines (ESG) for quality assurance in the European Higher Education Area (EHA)*, as well as for internal needs. In the UL planning for the development of the study field and improvement of the study programmes for a period of 6 years is ensured. The procedure for the implementation of study programmes is established in the internal legal acts of the UL, including regulation of the development of new study programmes, admission requirements, matriculation and registration for studies, development, implementation and review of study courses and modules, planning, implementation and assessment of study internship, organisation of assessments and final examinations, and rotation, the principles of academic integrity and their observance, exmatriculation, awarding of diplomas and certificates, the recognition of knowledge, skills, competence acquired through non-formal and extra-curricular education or in professional experience, recognition of learning outcomes achieved in the previous education, and referencing of academic activity, the procedure for conducting surveys, submission of student proposals and complaints, contestation of administrative decisions, doctorate promotion process, etc. UL ensures that the measurements and data necessary for quality assessment and improvement are collected

and used for both immediate corrective action and regular evaluation and planning of further improvement. The 6-year study field development plan is monitored annually, the measurements are analysed, and the SWOT is discussed, if necessary, by introducing changes to the operational study programme implementation plans, to the study field plan or, when assessing the overall development of study fields within the framework of the UL Strategic Control, by making amendments to the UL Strategic Action Plans. For more information on quality assurance of studies, see Chapter 3.1 of *the UL Quality Management Handbook*. For the breakdown of responsibilities for quality management and assurance, see Section 2.5 of *the UL Quality Management Handbook*.

The UL quality assurance system is based on the participation of key stakeholders in the quality assessment and improvement of the UL activities. Stakeholders of the UL are natural or legal persons, domestic and international, who use the services of the UL or whose socio-economic situation is affected by the activities of the UL. The key stakeholders are defined in Article 12 of *the UL Quality Policy*. For the description and examples of the roles of key stakeholders in quality management, see Section 3.2, subsection 1.2 (Table 3.6) of *the UL Quality Management Handbook*.

1.4. Fill in the table on the compliance of the internal quality assurance system of the higher education institution/ college with the provisions of Section 5, Paragraph 2(1) of the Law on Higher Education Institutions by providing a justification for the given statement. In addition, it is also possible to refer to the respective chapter of the Self-Assessment Report, where the provided information serves as justification.

1.	The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.	The UL has formulated the Quality Policy, which is detailed in the Quality Action Policy in line with its strategic core activities. For quality assurance of higher education, the UL Studies Quality Assurance System (in compliance with ESG) has been implemented and integrated into the UL Quality Management System (in compliance with EFQM). For more information, see Part I, Section 1.3 of this document and Section 3.1 of the UL Quality Management Handbook (The Quality Management Handbook is available in the section Other annexes) The establishment, maintenance, and improvement of the UL quality management system are performed by the management and heads of core structural units (deans of faculties) and their delegated employees. The Academic Department is responsible for the establishment, implementation, and improvement of the study quality assurance system, in close cooperation with the heads of study fields and directors of study programmes. Two collegiate committees have been established for quality assessment with the participation of the UL stakeholders: The Quality Advisory Committee and the Study Programme Quality Assessment Committee. For more information, see Section 2.5 of the UL Quality Management Handbook.

2.	A mechanism for the creation and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof, has been developed.	The development and internal approval of study programmes are stipulated in the Regulation of Study Programmes of the University of Latvia (the UL Senate Decision No 2-3/13 of 26.02.2024.). For more information, see part II, subsection 2.2.2. of this report, as well as subsection II of Section 3.1 the UL Quality Management Handbook. Periodic quality review of study programmes is stipulated in the Procedure for Preparation of Annual Reports on UL Study Fields (the UL Order No 1/290 of 14.07.2020). For more information, see part II, subsection 2.2.2. of this report, Section 3.1, subsections IX, and X of the UL Quality Management Handbook.
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.	Information related to learning outcomes, including assessment, is contained in study course descriptions, the preparation and updating of which, as well as the rules for their publication, are stipulated in the Regulations on Development and Updating of Study Courses of the University of Latvia (the UL Order No 1-4/95 of 29.02.2024). Process and assessment of entrance examinations and final examinations, as well as the assessment and recognition of learning outcomes achieved in previous education or professional experience, are regulated by the relevant regulations of the UL. For more information, see part II, subsections 2.1.4. and 2.1.5. of this report. The desired ethical and fair conduct and justice are ensured at the UL by internally regulating issues related to the academic freedom and academic integrity, electing, and ensuring the Academic Arbitration Court, and ensuring the operation of the Academic Ethics Committee, as well as regulating the principles of protection of intellectual property rights. For more information, see part II, subsection 2.1.6. of this report, and the Quality Management Handbook, Section 3.2, subsection 2.1.

4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	The principles of personnel management at the UL in the areas of personnel selection, labour relations, motivation system and personnel development are defined in the UL Human Resource Management Policy (the UL Senate Decision No 264 of 28.01.2019). Accordingly, the development of academic staff is planned for the medium-term, and training plans are drawn up for the year. The qualification requirements of the staff are defined in the internal regulatory enactments of the UL in accordance with the external regulatory enactments, however the requirements for ensuring the quality of work – within the framework of regular staff appraisal, including the analysis of students' satisfaction with the delivered study courses, as well as the results of scientific activity. For more information on attracting, engaging, developing, and retaining staff, see part 2, subsections 2.3.5. and 2.3.6. of this report, and the UL Quality Management Handbook, Section 3.2, subsection 3.2.
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.	Information on students' grades is accumulated in the information system of the University of Latvia (hereinafter – ULIS) and analysed in the framework of study course implementation (including student-centred approach) and study programme improvement. Satisfaction of students and graduates with the study programme is monitored through communication activities of staff involved in the implementation of study programmes, representation of students and graduates in decision-making and advisory bodies, as well as by conducting surveys in accordance with the Regulation on the Procedure of Regular Surveys for the Evaluation of Studies at the University of Latvia (the UL Order No 1-4/260 of 12.06.2023.). For more information on the involvement of stakeholders in quality assurance see part II, subsection 2.2.4. of this report, and Section 3.2, subsection 1.2 of the UL Quality Management Handbook. Issues related to the efficiency of academic staff, available study resources and their costs are monitored in the core structural units (faculties, institutes, etc.) as well as centrally. For more information on study information management, see part II, Section 2.3. of this report, and Section 3.1, subsection VII of the UL Quality Management Handbook. The performance management system of the UL results had been introduced and implemented at the UL, within which the key performance indicators of the UL are monitored according to which further strategic decisions are made. For more information, see Section 3.2, subsection 7 of the UL Quality Management Handbook.

6.	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing their quality assurance systems.	The development of each study field is planned in accordance with the 6-year development strategy of the UL. The monitoring of the plan and the evaluation of its effectiveness are conducted within the framework of the annual self-assessment of the study field. These processes take place at the level of the respective Study Field Council, the core structural unit(s) implementing the study field (a study field may be implemented by several faculties), as well as at the level of the administration and the Senate. The UL provides the external evaluation required by the legislation, obtaining additional external quality certificates for individual programmes. For more information, see Part II, subsection 2.2.2. of this report, and Section IX and X of the UL Quality Management Handbook. To promote the quality and competitiveness of the study programmes of the UL, UL creates and finances internal grant projects (Fund for improvement of the study quality of the UL), as well as attracts external funds (European Social Fund (https://www.ozolzile.lu.lv/projekti/eiropas-socialais-fonds/) (available only in Latvian), Erasmus+ (https://www.ozolzile.lu.lv/projekti/erasmus/)).

2.1. Management of the Study Field

2.1.1. Aims of the study field and their compliance with the scope of activities of the higher education institution/ college, the strategic development fields, as well as the development needs of the society and the national economy. The assessment of the interrelation of the study field and the study programmes included in it.

The goals of the study field have been set pursuing the UL mission and vision, as well as the development directions and strategic goals of the UL, as defined in the UL Strategy 2021-2027. They are structured according to the six UL Development Directions.and Institutional Development Objectives. The goals underscore the priorities of the study field within the framework of the Strategic Goals of the UL, focusing on challenges to be addressed at the study field level.

Drawing on the SWOT analysis, the study field development plan for 2022-2028 has been developed to achieve the goals of the study field, comprising general objectives and more specific tasks to achieve each objective.

The goals defined for the study field in the direction of the development of the core activity of the University are the following:

- to ensure quality research in law, to present its results in publications and at scientific conferences, and to ensure the relevance and high profile of this research in the legal sector and society at large
- to ensure student-centred, inclusive and science- and practice-based studies, fostering

students' acquisition of professional and transversal competences relevant to future needs;
- to ensure the national leadership of the study and research programmes implemented in the study field, the visibility and credibility of the contribution consistent with the interests and needs of society. .

These goals comply with the development directions of the University's strategy – excellence in studies and science - and the University's strategic goals – the UL as an internationally recognised science centre; unique study offer and high competitiveness of graduates; the University's activities as the basis for Latvia's sustainable growth. The detailed mapping of the goals of the study field "Law" with the UL strategic goals is provided in the study field development plan (see Annex 3). For example, the goal of the study field "to ensure quality research in law" reflects the UL's strategic goal – the University as an internationally recognised centre of science. For the implementation of this goal, the development plan of the study field defines the objectives to be achieved, in particular, to strengthen research excellence and the quality of scientific results in the field of law (active participation of academic staff in research projects, etc.), to promote international cooperation in scientific activities (steady increase in the number of publications indexed in SCOPUS, Web of Science and ERIH+ databases, etc.). Meanwhile, the UL strategic goal "unique study offer and high competitiveness of graduates" is supported by such objectives of the study field "Law" as development of innovative science- and practice-based studies (the increase in students' satisfaction with the study process and its results, inclusion of practically relevant and topical issues in the course descriptions) and implementation of quality study process in compliance with the principles of student-centred and inclusive higher education (use of e-learning tools in the study process, integration of digital platforms and tools in the study process).

Whereas the institutional development direction defines the following goals for the study field:

- to provide opportunities for excellence-oriented staff development, renewal, and cooperation for the quality pursuit of a unified academic work in studies, research in science, and administrative management;
- to establish an open, sustainable, collaborative and innovative ecosystem for study, research, and management, with an environmentally friendly and modern infrastructure;
- to ensure respectful cooperation and well-being among students and staff, an innovation-oriented and inclusive organisational culture.

These all align with the UL's strategic objectives in Talent Development – the development- and excellence-oriented HR policy; in Environment and Governance – green thinking, an attractive, sustainable campus environment and effective administrative support; in Organisational Culture - an inclusive, collaborative, and innovation-driven culture. The mapping of the UL strategic goals with the goals and objectives of the study field "Law" is detailed in the study field development plan (Annex 3).

The Study Field implemented by the Faculty of Law currently comprises six study programmes, the content of which has been developed in consultation with professional organisations of lawyers and improved over time in accordance with the recommendations of lecturers, students, employers and graduates, as well as guided by similar study programmes at international higher education institutions. Positive feedback from employers, UL cooperation partners and other interested institutions has underpinned the development of the study programme.

The UL Faculty of Law currently offers the following study programmes:

1) Academic Bachelor's study programme "Law" (43 380);

2) Professional Master's study programme "Law" (47 380);

3) Academic Master's study programme "Law and Organization Management" (45 380);

4) Doctoral study programme "Law" (51 380);

5) Professional Bachelor's study programme "Pre-trial Investigation" (42 380);

6) Professional Master's study programme "Pre-trial Investigation" (47 380).

The study field ensures the opportunity to complete all three higher education cycles in law as defined by the Law on Higher Education Institutions. Thus, after the first cycle of education in the academic bachelor's study programme "Law", it is possible to pursue studies in the second cycle study programme - the professional master's study programme "Law". Whereas after the second cycle of education, it is possible to undertake further studies for the doctoral degree in the doctoral study programme "Law". The first and second cycle study programmes "Pre-trial Investigation" form a coherent set of study programmes to meet the objectives of the consortium "Internal Security Academy" to equip employees of law enforcement agencies with appropriate professional qualifications (professional qualification "Investigator (Criminal Law)" in the professional bachelor's study programme "Pre-trial Investigation" and lawyer qualification in the professional master's study programme "Pre-trial Investigation"). The academic Master's study programme "Law and Organisations Management" provides an opportunity to attain second cycle higher education in an interdisciplinary context, creating a synergy of knowledge, skills, and competences acquired in other study fields. The aims and objectives of all study programmes are derived from and contribute to the goals of the study field "Law". A detailed description and analysis of these study programmes is provided in the self-assessment report of each programme.

To achieve the overall goals of the Study Field, the following objectives are pursued:

- to train lawyers who are competitive and knowledgeable in the labour market;

- to ensure the acquisition of fundamental and advanced knowledge inherent in the field of law, which provides an opportunity to qualitatively use the existing opportunities of this discipline, to create new ones and improve existing ones, as well as to prepare students for innovative, research and pedagogical work in the field of law;

- organise and develop an organised, rigorous study system;

- to ensure the sequential delivery of study courses of high quality;

- to develop and improve the information and material-technical support of the study process;

- to develop students' responsibility, initiative, conscientiousness, punctuality and to promote their holistic personal development in the course of pursuing their studies;

- to promote self-learning, to develop the capacity and skills to acquire, process and use information;

- alongside the acquisition of theoretical study courses, to provide students with practical skills under the guidance of teaching staff;

- implement internal quality control to ensure the quality of the study process;

- to attract the most qualified teaching staff, including foreign faculty members, to deliver study courses;

- to cooperate with employers, professional organisations and other higher education institutions in Latvia and abroad

The UL Faculty of Law will continue to ensure the study of law, starting with the undergraduate

programme (Bachelor's study programme) and through to the Doctoral study programme. This strategy is underpinned by the opportunity for every student to acquire not only the theoretical and practical knowledge required to qualify as a lawyer, but also to pursue research and teaching in the field of law after obtaining a doctorate in law. This integrated approach fulfils several functions: 1) provides an opportunity for holistic development of each student; 2) provides an opportunity to attract new faculty members; 3) reinforces feedback.

The development strategy of the study field is grounded in the continuous functioning and improvement of an organised, accurate and open study system. An organised, accurate, transparent and open study system, which not only complies with the requirements of internal and external regulatory enactments, but also achieves the goals of higher education and is oriented towards the interests of students, is an essential element of the development strategy of the Study Field. By timely planning of the study process, scheduling of lecture room loads, timely providing students with information on the requirements for successful completion of each study course, the UL FL has set all the preconditions for the study system to be well organised and result-oriented. It should also be noted that the UL FL has been consistently using e-learning opportunities, which ensure the successful progress of the study process, transparency and the possibility for every student to keep track of their achievements, study materials, as well as for the academic staff through the use of these modern technologies it is possible to better organize the study work.

The UL FL has a long-standing tradition of providing sequential study courses of high quality. Course design in the study programmes of the study field is geared towards the gradual and sequential acquisition of knowledge, which follows a number of principles. First of all, each student is initially provided with foundational knowledge and an introduction to the relevant sub-branch of law, and this is done in several sub-branches at the same time to give students a foundational knowledge of the entire field of law. Secondly, this knowledge, which is provided during the study process, is progressively advanced if the student is successful in their studies, building on the skills they have already acquired. This directly translates into a gradual and sequential approach to the study process, which, given the learning outcomes and the skills acquired, proves to be quite appropriate.

The outcomes of the implemented Study Field prove that its content and the resources allocated for its implementation, the academic staff and practising professionals involved, as well as the administrative staff, quality and uniqueness contribute to the attainment of the UL mission and strategic goals.

All of the above-mentioned objectives of the study field are being pursued consistently and successfully. The quality of the study course content is periodically evaluated, i.e. before each academic year the teaching staff has the opportunity to introduce changes to the course description, both in terms of improving the course content and its organisation. The sequential acquisition of study courses is ensured by the long-established study programme plans, which ensure the logical and progressive achievement of the programme's objectives and outcomes. Although the information support of the study process is optimal, it is planned to update the content of the Faculty of Law website, ensuring more convenient access to information for students (for example, to improve the section on teaching staff contacts and tutorial times), as well as to ensure a unified approach to announcing topical study information within one study course (consistent use of communication tools available in e-studies).

2.1.2. SWOT analysis of the study field with regard to the set aims by providing explanations on how the higher education institution/ college expects to eliminate/ improve weaknesses, prevent threats, and avail themselves of the given opportunities,

etc. The assessment of the plan for the development of the study field for the next six years and the procedure of the elaboration thereof. In case there is no development plan elaborated or the aims/ objectives are set for a shorter period of time, information on the elaboration of the plan for the development of the study field for the next assessment period shall be provided.

INTERNAL FACTORS	
Strengths (S)	**Weaknesses (W)**

1. UL prestige; 2. full study cycle in law (Bachelor's programme - Master's programme - Doctoral programme); 3. the coherence of the model of the study field programmes with the common requirements of the European Education Area; 4. up-to-date information technology infrastructure, rich library and subscription database resources; 5. compliance of the set of study programmes in the study field with the occupational standard for the legal profession and other regulatory enactments; 6. a diverse and wide range of study courses; 7. high-end popularity and stability in the enrolment numbers; 8. long-standing close cooperation with employers and legal professional organisations; 9. a wide range of internships, including doctoral programmes at prestigious institutions abroad; 10. academic and professional experience of teaching staff, teaching staff as opinion leaders and shapers of legal thought in Latvian law studies; 11. high standards for the delivery of study courses; 12. fundamental knowledge in various sub-branches of law; 13. student-centred study process; 14. high satisfaction rates among employers and graduates on the quality of graduated study programmes; 15. extensive international exchange opportunities for students and staff 16. the range of legal literature produced by teaching staff, including regular publication of conference proceedings and the University of Latvia journal "Juridiskā zinātne"/"Law" (including their inclusion in international citation databases); 17. international recognition of students' achievements (in prestigious international moot courts).	1. the material and technical facilities of the auditoriums (although these are being improved within financial limits, they are not considered optimal, e.g. due to wear and tear, etc., moreover, renovation is restricted for heritage buildings); 2. relatively limited financial resources for faculty and student research in law (given the country's focus on the sciences as a research priority); 3. relatively low number of publications in internationally peer-reviewed journals and citation databases (taking into account the specificity of law as a largely national field); 4. varying levels of student motivation towards the pursuit of excellent learning outcomes.

EXTERNAL FACTORS

Opportunities for the development of the study field (O)	Threats to the development of the study field (T)
1. academic career opportunities for graduates; 2. labour market demand for skilled workers; 3. competitiveness of graduates; 4. opportunities for cooperation with national and international universities in the implementation of programmes and participation in research projects; 5.development of doctoral programme and summer schools; 6. greater involvement of students in research; 7. enhancing international cooperation in the field of student and staff mobility; 8. regular updating of the content of study programmes to meet the labour market situation and employers' recommendations.	1. demographic trends may lead to a decline in student numbers; 2. the migration of potential students abroad and the increasing number of secondary school graduates who choose to work rather than continue their studies at university; 3. uneven levels of student preparation in secondary education; 4. different levels of language proficiency (both national and foreign); 5. level of public funding for science; 6. development of the exact sciences study programmes as a national priority; 7. possible competition with similar study fields at other universities; 8. limited possibility to pursue studies using private savings; 9. employment during studies.

Having assessed the strengths and weaknesses of the study field "Law" at the Faculty of Law, it can be concluded that the strengths prevail, and in the future the Faculty of Law has set a goal to further strengthen and develop the strengths of this study field.

The UL FL is constantly seeking ways to minimise its weaknesses and their impact. For example, different types of research projects are being developed and applied for to increase the resources available for scientific work. Of course, some of these projects are supported and succeed in attracting additional research funding for the faculty, but, as already indicated under "threats", the national science policy is more oriented towards supporting the exact sciences. Since the law is associated with the national context, it is relatively more difficult for academics, despite their high-quality research and national leadership, to have their research included in international citation databases, where the exact sciences also prevail. It should be noted that in recent years, the possibility of publishing research in international databases has been increasingly actively pursued and several academics' research has been included there; for example, the FL's journal "Juridiskā Zinātne/ Law" and collections of articles have been indexed in citation databases – the journal "Juridiskā Zinātne/ Law" is indexed in ERIH+ and SCOPUS databases, while the proceedings of international conferences organised by the FL are usually indexed in Web of Science database.

As regards the possibilities to avoid threats, it should be noted that these factors are external and independent of the university's capacities, but related to national issues.

The conclusion that secondary school graduates have a heterogeneous and often insufficient level of knowledge is prevalent not only in this particular study field, but also in other study fields, including the sciences and humanities. In order to inform potential students about the necessary background knowledge for admission to the Faculty of Law, the Faculty organises the Young Lawyers University, where potential students are given an insight into legal issues and the legal profession, as well as guidance as to which subjects should be given priority in secondary schools and gymnasiums in order to successfully enrol in the Faculty of Law with the best possible results (thus obtaining a state-funded study place) and be able to continue their studies successfully. The faculty members of the Faculty of Law are also involved in the annual activities of the Faculty of

Law School of Excellence, providing secondary school students with insights into various important legal issues of particular interest to young audiences.

Unfortunately, the FL still has to deal with situations where students have problems with their studies because their knowledge of the national language is insufficient, which is also recognised by the students themselves. Hopefully, the country's language education reform policy will soon bring improvements in this area too. A well-developed language, including correct written language, is essential in the legal profession, as a lawyer's work undoubtedly involves the drafting of various legal documents, and without a good command of the national language, the quality of a lawyer's professional activity is jeopardised. It should be noted that employers have also flagged this shortcoming in their surveys. Although the studies at the Faculty of Law are conducted in the official state language, the lecturers cannot teach Latvian spelling or punctuation, as the allocated course volume is intended for the study of legal issues.

Similarly, the threats posed by the country's demographic situation or the reluctance of many secondary school graduates to continue their studies cannot be addressed directly by universities. Certainly, the state should also do outreach activities to encourage secondary school graduates to pursue higher education and to foster their own long-term development. To counter the impact of a potential decline in student numbers due to demographics, the University is also working to develop lifelong learning. The UL Faculty of Law also has the Centre for Continuing Legal Education and Professional Development, which provides a range of lifelong learning opportunities and thus is a source of funding. In the next reporting period, the lifelong learning strand should be notably strengthened to ensure the visibility of the UL as a centre of competence and excellence, to share the research of academic staff, to foster synergies with the labour market, and to ensure a continuous and stable financial flow.

While competition with other universities' programmes can be seen as a threat, it can also be seen as an opportunity to improve the content and facilities of the programmes and to continuously improve the quality of programme delivery and development. The results of the National Unified Professional Qualification Examination for Lawyers (according to which the Faculty of Law is a convincing leader in terms of the number of successful candidates) can further boost the competitiveness of the UL FL among other higher education institutions.

Nor can the UL FL directly interfere with the national focus on the sciences, but the leadership of the university must discuss these aspects at the level of national education policy, because each field of science plays an important role in national prosperity and economic growth, and neglecting a field can lead to stagnation and negative consequences in the long term.

The development plan for 2022-2028 has been approved by the Council of the study field "Law". The study field development plan identifies the key indicators of the study field, which are closely related to and derived from the strategic goals of the University of Latvia. The study field development plan aims to: 1) strengthen research excellence and the quality of scientific results in the field of law; 2) promote international cooperation in scientific activities, to provide students with student-centred, inclusive and science and practice-based studies, promoting the acquisition of students' professional and transversal competences in line with future needs; 3) ensure the leadership of study and research programmes in the field of law in Latvia, the recognition of their contribution and their credibility in line with the interests and needs of society; 4) provide opportunities for excellence-oriented staff development, renewal and collaboration for the quality performance of a coherent academic work in studies, research in science and administrative work management; 5) to ensure an open and sustainable ecosystem for study, research and management, oriented towards collaboration and innovation, environmentally friendly and modern infrastructure; 6) to ensure respectful cooperation and well-being of students and staff, innovation-

oriented and inclusive organisational culture. More detailed information on each of the study field development goals is provided in the Study Field Development Plan annexed to the Self-assessment Report.

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

Collegiate responsibility for the administration of the study field lies with the UL decision-making bodies - the Senate, the UL Study Programme Quality Assessment Board (headed by Vice-Rectors), Faculty Councils and Study Programme Councils, which evaluate study quality and decide on study quality assurance measures.

The UL governance is responsible for the quality assurance of studies, delegating the responsibility for the establishment and functioning of the quality assurance system to the Academic Department.

Responsibility for the quality of the study field and the study programmes implemented therein lies with the head of the study field and dean, study programme directors, and sub-programme directors.

Each member of the teaching staff is responsible for the quality of the taught course content and delivery, research and professional development.

The students' responsibility is defined in their rights and obligations to promote the achievement of UL goals and excellence in studies, participating in the UL collegial institutions and regularly expressing their opinion in student surveys.

The regulations on the management, quality assurance and development of the Study Field, the functions and principles of operation of the Study Field Council, the qualification requirements, duties and rights of the head of the study field and the director of the study programme and the director of the sub-programme are set out in the *Regulations on the Management of the Study Fields at the University of Latvia* (approved by the Senate Decision No 70 of 27.01.2020).

Each UL study programme has a **study programme director** who directs the development and implementation of this study programme. The Director of the study programme is approved by the Senate on the proposal of the Faculty Council. The Director of the study programme is a member of the Study Field Council of the respective field and coordinates own activities with the Head of the Study Field and Study Field Council. The Programme Director is accountable to the Dean of the Faculty. The responsibilities of the Study Programme Director include ensuring the successful functioning and sustainability of the Study Programme in accordance with the procedures laid down by the UL, among other responsibilities. If a study programme comprises several sub-programmes leading to a specific qualification or specialisation, each sub-programme may have a director. In this case, the sub-programme Director performs part of the duties of the programme Director. The Director of the sub-programme is approved by the Faculty Council. The Director of the sub-programme is accountable for their activities to the Director of the study programme.

The **Head of the Study Field** (hereinafter - the Field Head) is responsible for the management

and development of the Study Field. The Field Head is approved by the Rector on the proposal of the Dean of the Faculty. The Field Head is accountable to the Study Field Council and the Dean. The Field Head, in cooperation with the Study Programme Directors and the Director of the UL Regional Centre, where the programmes included in the study field are implemented in the UL branches, ensures the revision of the study programmes included in the study field, as well as their further development planning and implementation. The Study Field Heads organise the work of the Study Field Councils, as well as regularly organise the development and submission of the annual Study Field Report for consideration and approval by the Study Field Council and the Faculty Council. The Field Heads, in cooperation with the Study Programme Directors and the UL Academic Department, are responsible for the accreditation and re-accreditation of the study field, and for other duties. Study Field Heads may have deputies.

The Study Field Council (hereinafter - the Field Council) is a collegial management body of the study field that supervises academic, professional (including residency) and doctoral study programmes at all levels pertaining to the study field. The Study Field Council is represented by the Head of the Study Field and the Deputy Head of the Study Field, if any, all study programme directors and sub-programme directors pertinent to the Study Field, representatives of students in the respective programmes (not less than 20% of the Study Field Council, thus facilitating representation of study programmes at all levels, as well as the largest possible representation of the number of study programmes, nominations are proposed by the Student Council), representatives of employers and study field cooperation partners (nominations are proposed by heads of departments, heads of study fields, study programme directors and sub-programme directors).—The Study Field Council may be expanded to include graduates of study field programmes who are not involved in the implementation of the study field, as well as professors, associate professors and other qualified specialists (nominations are proposed by heads of departments, heads of study fields and study programme directors). The Study Field Council approves the Study Field Development Plan, reviews new study programmes, modifications to study programmes, annual Study Field Reports, licensing and accreditation applications and related documents. The Council of the Study Field "Law" is composed of the directors of all study programmes in the study field, the heads of the departments of the Faculty of Law, two representatives of employers, as well as students. This composition of the Study Field Council ensures effective consideration of issues within the competence of the Study Field Council, coordination between Heads of Departments and Programme Directors, representation of students' views, as well as liaison with employers' representatives

The **Faculty Council**, composed of representatives of the academic and general staff, elected for a term of three years, and representatives of the student body, representing not less than 20 per cent of the councillors, decides on those matters of the academic work, as well as the economic, financial and other activities of the Faculty which fall within the competence of the Faculty or are to be referred to the Senate. The Faculty of Law Council consists of four academic staff representatives from each department, as well as three general staff representatives and students. This ensures comprehensive representation in the Faculty Council, cooperation between all Faculty units and an optimal decision-making procedure (e.g. if a matter does not require discussion, decisions can also be taken by poll).

The Study Programme Quality Assessment Board (hereinafter - SP QAB) assesses the performance of UL study fields and study programmes, as well as makes proposals to the Faculty Council and UL governance on further development of the programmes. This Board reviews and provides opinions on study programmes, incl. evaluates applications for new study programme conceptions, new study programmes and closure proposals, significant changes in accredited study fields that require a decision of the SP QAB, as well as applications for new study modules and sub-

programmes. The SP QAB relies on anonymous, independent expert opinion to evaluate new study programme conceptions, study programmes and annual study field reports. The SP QAB consists of Vice Rectors, Chair of the Academic Commission of the Senate or his authorized representative, Director of the Department of Studies and representatives, a representative of the Department of Study Services, Internal Auditor, Head of Quality, a representative of the UL Library, a representative delegated by the Student Council and a representative delegated by the UL Alumni Club.

In November 2021, as part of the implementation of the UL Strategy 2021-2027, the UL Administration was significantly reorganised based on the efficiency audit of the administrative structural units carried out in 2021, thus strengthening the strategic and quality management functions in the structural units of the Administration. One of the most important changes is the integration of the UL Department of Studies and the UL Department of Science to form the Academic Department, thus strengthening the unity of higher education and science.

The UL Administration includes the following units: Academic Department, Department of Study Services, Department of Communication, Legal Department, Department of Human Resources, Department of Information Technology, Department of Finance and Accounting, Document Management Division, Infrastructure Management Division, Real Estate Revenue Division, Institutional Data Analysis Centre, Project Support Centre, Academic Centre Development programme, Study Development and Management Improvement Programme. The Chancellor of the University of Latvia, the internal auditor, the quality manager, the head of the work safety system, and the information technology security manager also work in the Administration. The study process is also supported by the Culture Centre, the Sports Centre and the Pre-Studies Training Centre, Accommodation Service, which are under the supervision of the Head of the Administration.

The **Academic Department** plays a key role at the UL Administration in the management of the study field. The Academic Department consists of the Academic Policy Division, the Science Projects Division, the Study Quality Assurance Division and the Lifelong Learning Division. The Academic Department is responsible for monitoring the requirements of the regulatory enactments in force in the Republic of Latvia and changes therein, national and European Union development policy documents, as well as standards and good practices in the field of academic activities and lifelong learning - the Academic Department ensures the development and monitoring of the implementation of the UL functional strategies, policies and regulatory framework in compliance with the above and the UL Strategy; it is responsible for design, implementation, monitoring and continuous improvement of the quality assurance systems for studies and science; it ensures the assessment of academic and lifelong learning processes and risks, regular revision of methods and procedures; identification and provision of necessary control and preventive measures in compliance with the UL practices, analytical identification of academic and lifelong learning outcomes and opportunities for their improvement, etc.
The Department of Studies Quality Assurance monitors compliance with internal regulations at all levels of studies; coordinates the medium-term plan for the development of studies in cooperation with the faculties and manages its implementation; supervises and provides methodological support in the development of new study programmes and the implementation and improvement of existing programmes; and organises internal quality assurance processes in studies; organises and coordinates external quality assessment; ensures centralised doctoral admission, doctoral studies and promotion process administration; provides support for the implementation and improvement of studies at all levels, evaluates the outcomes and competitiveness of study programmes, and engages in resource assessment.

The Department of Study Services consists of the Academic Services Division, the Admissions Division and the Mobility Division, which are competent to organize and ensure the matriculation

and exmatriculation of national and international students, the circulation of study documents and their registration, maintain the graduation documentation (qualification) register, including diplomas and graduates register, to provide students with social, cultural and other support functions, as well as to provide consultations and information to students on social security, to inform potential applicants and candidates about the study process and study organization, as well as to ensure the administration and implementation of mobility programmes, etc.

The Head of UL Quality control and Internal Auditor also participate in the development, maintenance, implementation, evaluation and improvement of the study quality management system.

Under the new UL Administration Regulations, the **UL Academic Competence Development Division** has been established within the Department of Human Resources, whose functions will include the elaboration and fine tuning of systems for staff development, career and succession planning, the implementation of measures to promote staff development, as well as the provision of methodological guidance to UL departments in matters of academic staff management.

Cooperation with the **Faculty Students Council,** which represents the interests of the students in the activities of the faculty, including in solving the issues of the academic, social and cultural environment, plays an important role in the management of studies. Members of the Faculty Student Self-government are represented in the **UL Student Council**, thus participating in the management of the University of Latvia.

Study programme assistants greatly support the organisation of the study programmes of the study field "Law" - one or two study programme assistants participate in the organisation of each study programme and provide all practical measures necessary for the implementation of the study programme - registration of students for the programme and courses, circulation of applications, planning of lectures and final examinations, organisation of study-related record keeping and other support measures.

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

Admission procedures and requirements:

- Admission to the University of Latvia
- Admission requirements and criteria for undergraduate studies (document in Latvian only)
- Admission requirements and criteria for higher-level studies (document in Latvian only)
- Admission requirements and criteria for doctoral studies
- Procedures for the Initiation of Studies In Subsequent Study Stages at the University Of Latvia (document in Latvian only)

Legislation governing recognition procedures:

- Regulations on the recognition of knowledge, skills, competence acquired outside of formal education or in professional experience, recognition of learning outcomes achieved in the

previous education, and referencing of academic activity at the University of Latvia
- UL Rules for the recognition of study courses and knowledge, skills and competences acquired outside formal education or in professional experience and learning outcomes obtained in previous education

The admission process at the University of Latvia and, consequently, also at the study programmes in the study field “Law” is regulated by the Admission Regulation and its subordinate orders, which determine the procedures for the specific academic year:

1. Admission requirements and criteria for undergraduate programmes;
2. Admission requirements and criteria for higher-level study programmes;
3. Admission requirements and criteria for doctoral programmes;
4. Admission procedure for the academic year;
5. Enrolment fees;
6. Tuition fees for a full programme of study;
7. Number of study places for admission;
8. Procedures for the preparation of the entrance examination materials;
9. Admissions Committee;
10. Entrance Examination Boards;
11. Date and place of entrance examinations.

The requirements and criteria in the study programmes are reviewed and updated every year, and in compliance with Article 46 of the Law on Higher Education Institutions, they are published on the website of the University of Latvia by November 1. Admission procedures vary by study level.

Enrolment in undergraduate studies is centralized through the 'Single Enrolment in Undergraduate Programmes', which integrates admission to 12 Latvian higher education institutions. The competition for study places is based on the results of the Centralized examinations or the secondary education certificate grades – for persons who completed their secondary education before 2004, were exempted from the centralised examinations or completed their secondary education abroad.

In both bachelor’s study programmes of the study field "Law", i.e. the academic bachelor’s study programme "Law" and the professional bachelor’s study programme "Pre-trial Investigation", grades in the centralised examination in Latvian, a foreign language (English, French or German), mathematics and a grade in history or a grade in social sciences and history are taken into account with identical weighting.

As a result, applicants are ranked according to their scores. Advantages and additional points are awarded to the winners of the Scientific research conference of Latvian secondary school students in the field of Law, the top ranked students of the final test of the UL Young Lawyers University. Since 2024, graduates of the UL School of Excellence also receive additional points.

In the Professional Bachelor's study programme "Pre-trial Investigation", special conditions are imposed on applicants to the FTS, taking into account the specific nature of the employment of graduates of this programme: 1) is a citizen of Latvia; 2) has not been convicted of a deliberate criminal offence, irrespective of the expungement or removal of the criminal record; 3) has not been convicted of a deliberate criminal offence with exemption from punishment; 4) has not been held criminally liable for the commission of a deliberate criminal offence, unless the official has been held criminally liable but the criminal proceedings against him have been terminated on rehabilitative grounds; 5) guardianship has not been established over the person; 6) is not older than 35 years. Whereas for part-time studies, applicants must be in the service of the Latvian investigating authorities. These candidates are matriculated pursuant to the conditions of the

consortium "Internal Security Academy" and in accordance with the list compiled by the Ministry of the Interior, taking into account the selection requirements and evaluation criteria set by the investigating authorities.

More specific information on admission to both Bachelor's study programmes is available at: https://www.lu.lv/gribustudet/studiju-programmas/bakalaura-limena-studijas/

Enrolment in master's degree programmes is decentralized, at each faculty, with each faculty enrolling students within the same timeframe. Enrolment is based on grades obtained during the undergraduate studies.

The Professional Master's study programme "Law" requires a first cycle professional higher education in law or a first cycle academic higher education in law as a prior educational requirement, provided that at least 80 credit points (120 ECTS credits) of law courses have been completed in the academic programmes. Applicants for state-funded study places must pass an entrance examination.

The Professional Master's study programme "Pre-trial Investigation" is open only to officials of law enforcement institutions (State Police, Military Police, Corruption Prevention and Combating Bureau, Tax and Customs Police Department of the State Revenue Service, Prosecutor's Office or Internal Security Bureau). The prior learning requirements for this programme are: first cycle (second level) professional higher education in law or first cycle academic higher education in law, provided that the academic programmes cover at least 80 credits (120 ECTS credits) of law courses.

However, the academic Master's degree programme "Law and Governance of Institutions" is open to persons with no prior legal education. The prior learning requirements are (1) a first cycle academic higher education qualification of at least four years' duration or a first cycle professional higher education qualification or a second cycle post-secondary professional higher education qualification or an equivalent higher education qualification, or (2) a first cycle academic higher education qualification completed in three years' studies and a second cycle higher education qualification. An entrance examination is organised to check that applicants have sufficient background knowledge and professional experience. For more information on admission to Master's level studies, see. https://www.lu.lv/studijas/fakultates/juridiska-fakultate/

Admission to doctoral programmes at the University is centralised. The applicant must submit a thesis topic and agree it with the thesis supervisor. The applicant's eligibility is assessed by the doctoral council of the respective field. The doctoral programme in Law requires a previous Master's degree in Law. In the interviews, applicants are ranked according to their total points. The results of the ranking are used for shortlisting applicants for state-funded places. (For more information on doctoral admission, see: https://www.lu.lv/gribustudet/uznemsanas-kartiba/doktorantura/)

The UL provides the opportunity to commence studies also at later stages of studies, in accordance with the *Regulations for commencing studies at subsequent stages of studies at the University of Latvia* (UL 07.06.2022. 1-4/332) The prerequisite for commencing studies at subsequent stages of studies is the crediting and validation of previously acquired study courses or knowledge, skills, competences and learning outcomes acquired outside formal education or in professional experience, which is regulated by the *UL Regulations on Recognition of Knowledge, Skills, Competences and Learning Outcomes Acquired Outside Formal Education or in Professional Experience and the Referencing of Academic Activity at the University of Latvia* (UL Senate Decision No.2-3/86 of 28.06.2021) (hereinafter - the Recognition Regulations) *and the UL Procedure for Recognition of Competencies Developed Outside Formal Education or Through Professional Experience and Learning Outcomes Achieved in Previous Education* (UL Order No.1-4/543 of 04.11.2021).

When applying to commence studies at subsequent stages, the application must be filled in and the necessary documents must be enclosed. The Recognition Committee for the assessment and recognition of competencies acquired outside formal education or through professional experience and learning outcomes achieved in previous education (hereinafter - the Recognition Committee) or the director of the programme, if the student renews in the same UL programme, assesses and recognises those previously acquired study courses, the learning outcomes of which correspond to the learning outcomes of the UL study programme. Final examinations are not recognised. Recognised learning outcomes are recorded as part of the student's fulfilled academic obligations. Recognition of study courses, recognition of non-formal education, as well as taking additional study courses or examinations is a fee-based service, in accordance with the UL Fee Service Price List, which is approved annually. The UL also assesses and recognises knowledge, skills, competences and learning outcomes acquired outside formal education or through professional experience. When submitting applications, documents should be enclosed to prove the achieved learning outcomes – certificates, employer statements, references, project results, job descriptions, etc. The learning outcomes achieved in professional experience may be recognised only as learning outcomes in the part of the relevant study programme that comprises the internship or as learning outcomes in a study course or study module of a study programme that are indicative of the practical knowledge acquired. In the cases specified in the recognition regulations, the recognition committee may require the applicant to take the examinations as required in the relevant course of study or part thereof.

As of 23.10.2023, there were 46 students out of all active students in the study direction who have recognised study courses.

In the first and second cycle study programmes, recognition of study courses is mainly carried out when students return from international exchange programmes, as well as when they resume or continue their studies at later stages after changing or discontinuing their studies at the UL or another higher education institution. In certain cases, programmes recognise professional experience by aligning the knowledge, skills and competences acquired in professional activities in the relevant field with the internship provided for in the study programme. The recognition of previously completed Part C courses is especially widespread. The courses "Civil Protection" and "Environmental Protection and its Legal Aspects" are relatively frequently recognised from previous education, given that from 1 January 2019 the inclusion of Civil Protection and Environmental Protection in all study programmes was made mandatory.

The academic activities undertaken outside the doctoral study programme may be recognised as requirements of the doctoral study programme, as well as the study courses or internships completed at the UL or other higher education institutions, including international exchange programmes, may be recognised. The requirements for the assimilation of academic activities acceptable in doctoral programmes are laid down in the recognition regulations.

The opportunity provided by the UL to recognise learning outcomes obtained outside formal education, including in further education programmes, is used relatively rarely. The Study field has received several applications for the recognition of foreign language courses taken in non-formal education.

For the UL students who study or undertake internship within the framework of various international exchange programmes, the recognition and crediting of learning outcomes acquired during mobility is executed in accordance with the above-mentioned recognition regulations, as well as the *Procedures for Organising ERASMUS+ Programme Mobility at the University of Latvia* (UL Order No.1/363 of 18.12.2014). Before going on mobility, the student agrees with the Programme Director a mobility study course or internship plan, specifying the UL courses that will

be credited and will not have to be taken upon return to the UL. Any changes to this plan during the exchange are subject to the agreement of the programme director. In the case of mobility placements, the location and duration of the placement, as well as the conditions for its recognition, are also agreed with the programme director. In compliance with the UL regulations, the recognition of learning outcomes acquired during mobility takes into account the compliance of learning outcomes acquired during mobility with the conditions of international exchange programmes and the requirements of the UL programme. The recognition of the learning outcomes acquired during the mobility is performed by the director of the study programme or the recognition board on the basis of the transcripts from the partner university or the evidence from the internship placement. Upon a positive decision, the recognised learning outcomes are entered into the student's fulfilled academic obligations. In the study field "Law", all study courses with legal content are recognised upon return from mobility programmes. However, given that law is a national science and given that students will be required to take the National Unified Qualification Examination to qualify as a lawyer, these compulsory (Part A) National Unified Examination themed courses with national law content are taken by students upon their return from Erasmus+ in the following semester, either by joining other groups of students or on an individual plan, in consultation with the teaching staff responsible for the specific study course.

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

In conformity with the Law on Higher Education Institutions of the Republic of Latvia, the UL internal regulation "*Procedure for Development and Updating of Study Courses at the University of Latvia"* (UL ordinance No.1-4 /95 of 29.02.2024) stipulates that information on the conditions for the commencement of each study course, the aim, objectives, requirements for obtaining credit points, study content, organization and tasks of the students' independent work, planned learning outcomes (knowledge, skills, competence) and their assessment methods and assessment criteria are to be included in all study course descriptions available to students in the UL Information System (LUIS) and the UL e-learning environment. The recording of the assessment of the students' learning outcomes takes place in the respective study course e-environment. The UL has formulated the learning outcomes for each study programme and for each study course as a set of knowledge, skills and competencies. The courses in study programmes are developed in accordance with the principles of gradation and succession. To this end, study programmes have mapped the planned learning outcomes at programme and course level. The mapping is available in the relevant annexes of each study programme.

At the beginning of studies, students are informed of the organisation and implementation of studies in the relevant study programme, but when commencing the acquisition of each individual study course, the academic staff inform students specifically about the organisation, content, requirements, learning outcomes, examinations and evaluation criteria, as well as explain the integral quality of the study course for achieving the overall outcomes of the study programme. The students can access the criteria and conditions for assessment of student achievement and the binding procedures in the course descriptions and e-learning environment, as well as at the beginning of each course during the first lecture, when each lecturer introduces students to the course organization, briefly describes the requirements for intermediate and final examinations,

describes grading criteria and examination procedures, with these requirements and assessment criteria remaining intact during the semester.

The organization of the study course examinations and the assessment of the students' achievements is performed under the "*Procedure for Organizing Study Course Examinations at the University of Latvia*"(UL Senate Decision No 211 of 29.06.2015*)* developed in compliance with the "Law on Higher Education Institutions" and the UL Constitution and applicable to the assessment of the learning outcomes of full-time and part-time students enrolled in UL study programmes at all levels.

Each study course has two types of assessments: interim assessments (not less than 50% of the total score) and the final assessment (not less than 10% of the total score). The tests may be carried out in writing or orally or in a combined form (written and oral). The form and methods of assessment of students' achievements are chosen in accordance with the teaching methods used in the study process in contact classes and in the organisation of students' independent work.

Taking an examination is a mandatory requirement for obtaining credits for the acquisition of a study course. The procedures and criteria for the assessment of interims are determined by the responsible department in accordance with the profile of the study course. To regulate this issue the Study Field "Law" has adopted the "Regulations for Successful Completion of Study Courses at the Faculty of Law of the University of Latvia" (approved at the meeting of the Faculty of Law Council on 22 December 2015, Record No 2020-V2-27; with amendments adopted on 16 September 2016, Record No 2020-V2-16. Available at: https://www.jf.lu.lv/studijas/studentiem/studiju-kursu-apguves-noteikumi/).

The course completion grade is calculated in the centralised performance recording system of the UL according to the algorithm set out in the course description, taking into account the grades obtained in the interims and the examination, and is recorded in the examination record.

Types of intermediate assessments are: quiz, individual task, practical task, report, paper and other types of tasks according to the profile of the study course (e.g. for internships - defence of internship report, completion of internship assignment). The number and type of interim assessments are specified in the description of the study course.

To be assessed on the acquisition of a course, the assessment obtained for the examination must be positive. UL Students may be assessed as having successfully completed the course even if they have failed the examination, provided that this option is specified in the course description, but this approach is not supported in the study field "Law". The overall assessment of course acquisition is calculated in the UL e-studies environment according to the algorithm specified in the course description, taking into account the assessments obtained in interim tests and examinations.

In accordance with the profile of the study course, the requirements for attending classes may also be determined.

At the end of each study course there is a final examination: examination or defence (course work, final project, term paper, internship). The procedure for the defence and evaluation of study works, internships and final theses is laid down in the regulatory enactments of the University of Latvia, the programmes of specific internships and course descriptions.

The learning outcomes are evaluated on a 10-point scale. If permitted by external regulations, the learning outcomes may be assessed as "pass" or "fail" with the permission of the UL Vice-Rector (there are no such courses in the "Law" study field). The course is considered to have been successfully completed, i.e. the grade is positive if the grade on the 10-point scale is not lower than

'4' (almost satisfactory) or 'passed'. In this case, the student earns credits for the course.

The criteria for assessing students' knowledge, skills and competence in each study course are based on the criteria for assessing learning outcomes detailed previously. The criteria are formulated on the basis of the learning outcomes and the explanation of the assessments (see Table 2.1.5.1) formulated in each study course and published in the *Regulations on the Development and Update of Study Courses at the University of Latvia* (UL Order No.1-4/95, 29.02.2024).

The 10-point assessment system

Acquisition level	Grade notations	Explanation (pursuant to the Regulations of the Cabinet of Ministers of the Republic of Latvia No.305, No.240 and the UL Senate Decision No.211 of 29.06.2015)
very high acquisition level	**10 (with distinction)**	knowledge, skills and competence exceed the requirements of the study programme, study module or the study course and testify to the ability to carry out independent research and deep understanding of problems
	9 (excellent)	knowledge, skills and competence fully comply with the requirements set for the study programme, study module or the study course and the students possess the ability to use the acquired knowledge independently
high acquisition level	**8 (very good)**	the requirements of the study programme, study module or the study course are completely met, though in certain issues the students do not have an understanding deep enough to use the knowledge independently for solving more complex problems
	7 (good)	in general the requirements of the study programme, study module or the study course are met but occasionally the inability to use the acquired knowledge independently is established

average level of acquisition	**6 (almost good)**	the requirements of the study programme, study module or the study course are met, but there is a lack of deep understanding of the problem and inability to use the acquired knowledge
	5 (satisfactory)	in total, the study programme, the study module or the study course is acquired but there is insufficient knowledge of certain issues and inability to use the acquired knowledge
	4 (almost satisfactory)	in total, the study programme, the study module or the study course is acquired, however, there is insufficient understanding of some basic concepts and there are considerable difficulties in practical application of the acquired knowledge
low acquisition level	**3 (weak)**	the knowledge is superficial and incomplete; the student is unable to use it in specific situations
	2 (poor)	superficial knowledge of only some issues; most of the study programme, study module and the study course is not acquired
	1 (very, very poor)	no understanding of the fundamentals of the course and almost no knowledge of the study programme, study module or the study course

The relevance of assessment methods and procedures to the achievement of the objectives of study programmes and the needs of students are analysed and developed, taking into account the experience of academic staff, by analysing the results achieved by students and the results of surveys conducted over several academic years. Students in the surveys recognise the importance of clearly formulating the results of the studies and defining the evaluation criteria, as well as the regular feedback on student achievements in the study process. In order to ensure this, the academic staff systematically analyse their experience, collaborate with colleagues, analyse student achievements and develop course descriptions by investing the description of the results of studies and their evaluation criteria, thereby providing justification for the assessment.

When assessing learning outcomes, the basic principles of assessment formulated in the Regulations of the Cabinet of Ministers of the Republic of Latvia No.305 (13.06.2023) "Regulations on the State Standard of Professional Higher Education", No.240 (13.05.2014) "Regulations on the State Standard of Academic Education" are observed:

- the **principle of aggregation of positive achievements** — assessed by aggregating positive attainment of learning outcomes;
- the **principle of transparency and clarity of assessment** — a set of requirements for evaluating knowledge, skills and competences in line with the aim, objectives and learning outcomes of the study programme, as well as the aim and objectives of study courses;
- the **principle of evaluation review** — the University has established a procedure for reviewing the obtained assessment;
- the **principle of mandatory assessmen**t — a pass grade is required for the acquisition of the entire study programme content;

- the **principle of variety in assessment** — different types of assessment are used in the evaluation of the acquisition of the study programme;
- the **principle of assessment relevance** — the assessment gives the student the opportunity to demonstrate knowledge, skills and competence in appropriate tasks and situations. The examination content shall be consistent with the content and learning outcomes set in the course syllabus.

The basic criteria for the evaluation of final theses are defined in "Requirements for the Development and Defending of Final Thesis (Bachelor's Thesis, Master's Thesis, Diploma Paper and Qualification Paper) at the University of Latvia" (UL Order No. 1/38 of 03.02.2012). Additional criteria for the evaluation of final theses may be established and approved by the Faculty Council on the proposal of the relevant Study Field Council.

The programmes included in the given study field apply assessment methods specific to the social sciences, without any specificity. A somewhat specific type of test is the moot court, which is used only in certain study courses, or the drafting of procedural documents (e.g. as part of internship reports or moot positions as part of the International Justice course).

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

The UL respects the principles of fair and responsible conduct as stipulated in the *UL Code of Academic Ethics,*(UL Senate decision No. 2-3/46 of 26.04.2021) and in the *Regulations for Academic Integrity at the University of Latvia*, (UL Senate decision No 2-3/48 of 26.04.2021) and publicly available to students of the UL and its staff.

To ensure compliance with the Regulations on Academic Integrity at the University of Latvia (approved by the UL Senate Decision No.2-3/48 of 26.04.2021), the University of Latvia has developed the procedure for the use of text originality checking tools - Turnitin similarity detection tool and the Unified computerized control system of plagiarism - and for the detection of plagiarism. Text originality check is performed in students' study papers, final and doctoral theses, as well as in scientific articles and research developed by the UL staff in compliance with the Regulations on the Use of Plagiarism Detection Tools and Plagiarism Detection Procedure at The University of Latvia (approved by the UL Order No 1-4/12 of 09.01.2024). The Regulations govern the checking of the originality of the text and the action to be taken in the event of a possible breach of academic integrity (plagiarism under the Regulations on Academic Integrity at the University of Latvia).

The UL as the developer of the System and its operator constantly updates the System and provides other higher education institutions with the opportunity to use the System on the basis of a cooperation agreement. Based on the cooperation agreement signed in 2014, the system has been used since its inception by seven Latvian universities: Daugavpils University, Liepaja University, Latvian University of Agriculture, Riga Stradiņš University, Rezekne Technology Academy, School of Economics and Culture and Riga International School of Economics and Business Administration. Since 2014, Alberta College, Baltic International Academy, BA School of Business and Finance (BASBF), Turība University, Information Systems Management Institute (ISMA), Jāzeps Vītols Latvian Academy of Music, Jēkabpils Agribusiness College, College of Law, Latvian Maritime Academy, Latvian Academy of Culture, Latvian Culture College of the Latvian

Academy of Culture have also joined the System, Malnavas College of the Latvia University of Life Sciences and Technologies, Riga Construction College, Riga Technical College, Riga Technical University, Social Integration State Agency, International College of Cosmetology, State Police College, Ventspils University College, Vidzeme University College and Luther Academy – in total 30 higher education institutions use the system.

The system automatically compares the theses uploaded by the UL against the previous year submissions (from 2005 onwards). For theses of the University of Latvia and other universities and colleges, and where the percentage of matching excerpts reaches a certain threshold, a report on these test results is sent to the delegated persons of the faculties, where the same text excerpts in the works of different authors are simultaneously examined in parallel. The delegated persons shall forward this information to the Director of the relevant study programme, the supervisor of the final thesis and the reviewer for an initial assessment and, in the event of a suspected breach of academic integrity, the results of this analysis shall be forwarded to the Final Examination Board for consideration and final decision.

The above procedure is also applied in the given study field. The system significantly facilitates plagiarism control, but the assessment conducted by teaching staff is very important, as the initial results of similarity check are not necessarily objective. For example, in legal scholarship, a relatively high number of coinciding excerpts arises in the case of quoting legislation and case law, as well as coinciding reference sources used in the papers. It is therefore essential that the plagiarism control report is thoroughly reviewed by teaching staff. Overall, the programme is working efficiently and, as a result, several cases of plagiarism have been detected during the reporting period, leading to subsequent consequences (e.g. expulsion for breach of academic integrity or warning of expulsion).

Cooperation between several universities and colleges in the use of the System contributes to more effective control of study work at each university and in Latvia as a whole. This System is a unique collection of study papers in Latvian, is financially and technologically accessible even for small universities and colleges, and in practice successfully fulfils its functions by encouraging the originality and quality of final theses.

Despite the successful application of the System described above, the University of Latvia as a science university has always been concerned with its scientific activities, including scientific publications, citation rates, and reputation in the international scientific environment, where English is the dominant language. Therefore, an essential element in this direction is to verify the originality of submitted manuscripts before publishing them in journals or proceedings of the University Press or other academic publishers, which can only be achieved with tools that have access to the restricted or paid databases of international publishers. Currently, the only tool that offers this is Turnitin LLC's "Turnitin Similarity" service.

Besides, Turnitin Similarity can provide several functionalities that the system hosted by the UL cannot offer due to its architecture and scalability limitations, namely the possibility to integrate the text originality tool into the e-learning platform and to provide access to the tool to academic staff for the regular originality checks of students’ assignments.

Finally, text translation and production technologies that, with the help of machine learning and artificial intelligence tools, create new challenges for the verification of the originality of texts submitted in the study process are gaining widespread popularity in the world and also in Latvia, and the associated hype in the Latvian media. Only the collective expertise, trained language models and computing power of global companies such as Turnitin LCC allow us to respond efficiently and promptly to the new challenges of language technologies in the academic and scientific environment, and therefore, in 2022, after careful evaluation and testing of the solutions

available on the market, the UL decided to complement the existing plagiarism control system with a new tool for the academic and scientific community of the UL.

On 16.12.2022, The University of Latvia signed a contract with Turnitin LLC for the installation and use of its anti-plagiarism tool at the University of Latvia.

2.2. Efficiency of the Internal Quality Assurance System

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

The UL FL study field has implemented and has been operating for a long time the quality assurance policy, which is an integral element of the UL unified quality policy (approved by the Senate Decision No 78 on 27.01.2020) and a reflection of the external legal acts of the Republic of Latvia and the internal regulatory enactments of the UL.

The functioning of a sustainable study programme that meets the goals of the study field and study programmes is ensured by systematically defining and implementing quality assurance procedures, including continuous monitoring and analysis of the implementation of the study programme and the use of measurements for the prompt implementation of preventive and corrective measures. The provision of management levels involved in the quality assurance of the study programme allows the programmes to be implemented as predefined, according to predefined procedures, responding promptly to possible changes in the situation, and making quality-related decisions collectively or according to the division of competences. An important methodological tool for quality assurance is the UL Quality Management Handbook, which details, among other things, UL practices in ESG implementation.

The FL Quality Assurance Policy upholds:

1. the establishment of a quality assurance system comprising institutions and staff at different levels and competences and a set of defined procedures aimed at a student-centred educational process. For example, quality control involves students (both individually and through the student self-government), the UL Academic Department, the Faculty Council, the Study Field Council, departments, teaching staff, etc.
2. the responsibility of departments, chairs, faculties and other units, as well as the university management, individual staff members and students for quality assurance, as each of the above is committed to the quality assurance of the study programmes and the study field. For example, students participate in the evaluation of the quality of programmes, study courses and teaching staff, in the development of study courses and programmes, academic staff regularly improve the content of study courses, etc.
3. academic integrity and freedom, and has zero tolerance for breaches of academic integrity. This aspect of the quality policy forms a direct and precise system, which is based on the "*Regulations on Academic Integrity at the University of Latvia*" (UL Senate Decision No.2-3/48 of 26.04.2021), and the above mentioned systems are applied to control plagiarism. It should be emphasised that the academic staff of the FL is characterised by decisive action in cases of breaches of academic integrity. This is evidenced by a number of

decisions taken not only at the level of the Faculty of Law, but also at the level of the UL governance.

4. ethical and equal treatment, a high culture of work, behaviour and communication – for students, academic and general staff;
5. the involvement of external stakeholders in quality assurance, which is cyclical and continuous in the context of course delivery, accreditation, the activities of the Study Field Council and other forms of cooperation;
6. offering additional opportunities to students, including opportunities to participate in scientific activities – conferences, projects, the opportunity to study some courses remotely (students have previously welcomed this option in surveys), more active use of e-learning tools, etc;
7. responsible attitude and orientation towards ensuring economic development, environmental sustainability and long-term interests of society at the global, regional and local levels by developing students' understanding of the importance of these processes at the national and global levels (e.g. environmental law, social law, marketing law, commercial law, tax law, and other study courses and the opportunity to develop research on these issues);
8. active participation in the development of Latvian, European and world higher education and science areas and in the promotion of its competitiveness, including the promotion of the UL image through participation in international activities, e.g., international moot court competitions, where top results have been achieved;
9. the continuity of Latvian identity, culture and national values – the understanding of these values is developed within the framework of various study courses, including the study of the values of Latvia as a democratic and legal state, the principles of law, and the protection of the state language. The development and defence of research papers, including doctoral theses, in the state language also demonstrates the understanding of the Latvian language as a value and contributes to the development of modern legal terminology.

The UL also centrally pursues various activities in the context of quality assurance, such as regular updating of normative acts, improvement of various procedures, improvement of surveys, staff training, higher response rates to surveys and higher involvement of students in various activities related to studies and their quality improvement.

2.2.2. Analysis and assessment of the system and the procedures for the development and review of the study programmes by providing specific examples of the review of the study programmes, the aims, and regularity, as well as the stakeholders and their responsibilities. If, during the reporting period, new study programmes have been developed within the study field, describe the procedures of their development (including the process of the approval of study programmes).

A regulatory framework setting out the procedures and actions to be followed during the process of study programme development and review:

Regulations of the UL Study Programmes (document in Latvian only)

Procedure for the preparation of Study Field Annual Reports (document in Latvian only).

The quality of the study field and its study programmes is managed through the Pland-do-check-act or Deming cycle, planning the development and improvement of the study field over a six-year period, cascading its goals and objectives down to the level of each study programme and regularly

monitoring the requirements of stakeholders for effective planning, needs and propositions, in compliance with the UL Strategy 2021-2027, taking into account national and international sectoral policies and trends, as well as the impact of global environmental trends on the activities of the UL up to the level of study programmes.

Within the framework of the quality assurance system (see Fig. 2.2.2.1), the development of the study field and the interconnection of study programmes, the establishment of new study programmes, as well as the results of each existing study programme are planned, monitored, evaluated and reviewed, ensuring the involvement of all levels of the study field management as well as key stakeholders in the study quality assurance. The review of study programmes is regulated by the *Procedure for Preparation of Study Field Annual Reviews* (approved by the Order No 1/255 of 13.07.2018).

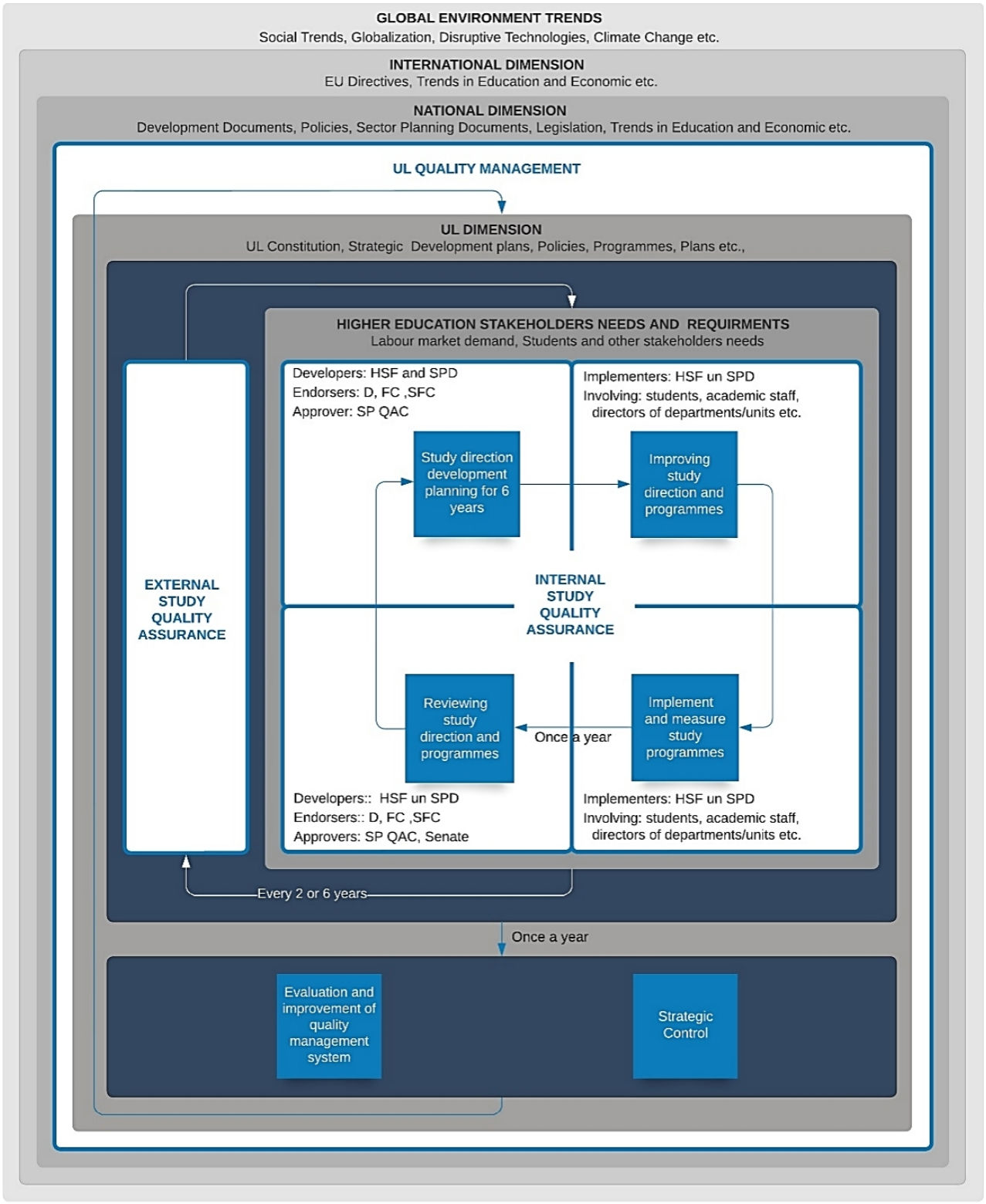


Figure 2.2.2.1 ***UL Study fields and study programmes quality assurance system***

The development of new study programmes is regulated by the *Regulations of Study Programmes at the University of Latvia* (approved by the UL Senate Decision No.2-3/13 of 26.02.2024) and is executed in several stages, including coordination and evaluation at all levels of administration involved in the quality assurance of studies twice – by coordinating and approving the study programme concept, as well as by coordinating and approving the study programme description at the end of the process. For a detailed description of the content of the programme design and concept, see the *Quality Management Handbook*, Chapter 3.1, Section II (the *Quality Management*

Handbook is available under Other Annexes).

In the process of self-assessment and development of new study programmes, responsibilities are divided between the study programme directors, the head of the study field, the Study Field Council, the Faculty Council, the Academic Department and the SP QAB, as well as the Senate.

The heads of the UL study fields, in cooperation with the study programme directors, prepare the study field reports (hereinafter - the Report) every academic year (except for periods when the study field is involved in the re-accreditation process). The report is approved by the Study Field Council and the Faculty Council and submitted to the Academic Department. The Academic Department assesses the compliance of the report with the requirements and forwards it to the SP QAB for evaluation, which is composed of the UL Vice-Rectors, the Chair of the UL Senate Academic Committee, a representative of the UL students, a representative of the UL Alumni Club, a representative of the UL Library, the Quality Manager, the Internal Auditor, as well as representatives of the Academic Department and the Department of Study Services. The Report covers the implementation and development of the field of study and its programmes, analyses quantitative indicators and survey results, and presents proposals for improving the field's activities. The Academic Department provides independent expertise and incorporates expert proposals in the process of reviewing the study field as well as in the development of a new study programme. Accreditation self-assessment reports are prepared using the results of the annual self-assessment. The recommendations of the Accreditation and Licensing Assessment Expert Group and the SP QAB are reviewed by the Study Field Council, and an implementation plan for the expert recommendations is prepared and agreed with the SP QAB. More information on the content of the study programme report and the external accreditation process is available in the *UL Quality Management Handbook*, Chapter 3.1, Sections IX and X.

The need for study programmes is primarily determined by the national demand for specific study programmes and their graduates. During the reporting period, 2022 and 2023, two new programmes were developed and licensed in this study field – the professional bachelor's study programme "Pre-trial Investigation" and the professional master's study programme "Pre-trial Investigation". These programmes were developed within the framework of the long-term consortium agreement "Internal Security Academy" between the Ministry of the Interior, the University of Latvia, the State Police College and Riga Stradins University, and their implementation started in the autumn semester of 2023/2024, with the aim of training competent law enforcement officers.

The development of programmes always respects the requirements set out in external legislation for the specific level of study, as well as in occupational standards. For example, considering that after the completion of the plan of the Professional Master's study programme "Pre-trial Investigation", students will have to pass the National Unified Qualification Examination for Lawyers in order to qualify, this factor was also taken into account when developing the compulsory course content of the programme. The advice of professional organisations and employers' representatives on the content and organisation of study programmes undoubtedly plays an important role in the development of study programmes.

During the reporting period, changes were made to the programmes of the study field in response to specific trends in the sector, as well as in response to feedback from surveys (which, of course, were carefully evaluated in discussions involving representatives of employers, academic staff and students). Recommendations have ranged from the inclusion of particular topics in the content of specific courses to organisational changes. For example, on the recommendation of employers and internship placement sites, the Professional Master's study programme "Law" will no longer be scheduled in the evenings on weekdays, but during the day from 2023/2024. It is expected that this

will contribute to the quality of the study process and learning outcomes, as well as attract students from the regions to the programme, given that face-to-face classes at the UL FL premises will be held only once a week (on Mondays), while on the other days of the week students will have practical training or will be able to study some Part B courses of their interest remotely.

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

In compliance with the principles of democracy and equality, and in line with the UL Quality Assurance Policy, all stages of the study process, from admissions to finals, ensure the participation of applicants and students in the evaluation of the UL study process. In matters relating to the admission procedure, UL applicants have the right to lodge complaints with the Chair of the Admission Board.

The rights of UL applicants to lodge complaints regarding irregularities in the admission procedure are governed by *Terms of Admission at University of Latvia* (UL Senate Decision No Nr.2-3/68 of 31.05.2021), specifying the procedures for the lodging, processing and appeal of the complaint.

Whereas, to improve the quality of studies, students have the right to lodge proposals and complaints about the study process and quality, the quality of material and technical support, the fulfilment of duties, service culture and cooperation, as well as about unfair or unethical behaviour on the part of UL staff.

To improve the quality assurance of the study process, in 2022 the University of Latvia revised the *Procedure for Submission and Consideration of Student Proposals and Complaints* developed in 2002 and replaced it with the *Regulations on lodging and review of students' proposals and complaints at the University of Latvia* (UL Order No 1-4/501 of 28.09.2022). The Regulations determine the form in which students, individually or in groups, may submit proposals and complaints, as well as the procedure for their registration and consideration. Proposals and complaints may be submitted to the deans of faculties or vice-rectors (if they concern the work of the dean or if their submission could adversely affect future studies). The Regulations stipulate that motions and complaints must be addressed within the time limits laid down *in the Submissions Act*. It should be noted that these regulations stipulate that at the end of each academic year the deans of the faculties and the vice-rector shall submit to the UL Quality Manager a report on the proposals and complaints received during the previous academic year and the decisions taken in relation thereto. The UL Quality Manager evaluates these reports, analyses trends and prepares a report for the UL Leadership. The process in place shows a cyclical monitoring of internal control mechanisms and complaints, decision-making and respect for students' rights and interests, which is important for the proper functioning of the system and also for its further development.

The "*Procedure for the organisation of study course examinations at the University of Latvia" (*UL Senate Decision No 211 of 29.06.2015) .has been developed and implemented for the comprehensive evaluation of UL study processes, where the right of students to file complaints regarding the procedures for interim and final assessment and the procedures for resolution of

these complaints have been determined. The student has the right to submit a complaint to the teaching staff member who graded the examination within five working days from the date of notification of the grade in LUIS (provided that the student has requested a justification of the grade from the teaching staff member prior to submitting the complaint). The teaching staff member must consider the application within 5 working days. If the member of the teaching staff considers that the student's application is not justified, they shall refer the application to the Head of Department for consideration and decision.

As regards the evaluation of graduation examinations, "*Regulation on graduation examinations at the University of Latvia"* (UL Senate Decision No 183 of 27.12.2011) has been drawn up, which stipulates that the students are entitled to appeal if the dean has not given them permission to take the final examinations or if the procedure of the final examination has been compromised.

The University of Latvia also has an Academic Court of Arbitration, whose regulations provide for the opportunity to apply to this collegial institution for any study-related issues, including control over adherence to the principles of assessment.

The students have the right to appeal against the UL order on the ex-matriculation in conformity with *"University of Latvia state budget subsidized study place competition (rotation) procedure"* (UL Senate Decision No. 381 of 24.05.2010). In its turn, "Study Fee Relief *Procedure"* (UL Order No. 1/89 of April 14, 2009) establishes the right for students to challenge decisions on granting or not granting tuition fee relief within one month from notification issued to the student by submitting a written application addressed to the UL Rector, which the Rector must consider within one month.

Whereas, the "*Procedure for Discontinuing Studies at the University of Latvia*" (UL Senate Decision No.178 of 01.12.2008) provides for the right to appeal against the decision of the dean refusing to grant a student a study break. The "*Procedure for the commencement of studies in the subsequent stages of studies at the University of Latvia"* (LU Order No. 1/128 of 08.06.2009) also provides for the right to appeal within a specified period against the decisions made by the Dean.

In compliance with the rights of students outside the study process, for those students who use the University dormitories, the I*nternal Regulations of the University of Latvia Dormitorie*s (UL Order No 1/171 of 30.06.2009) define the rights and obligations of students, including the right to submit complaints about problems in dormitories. Hostel and catering issues are addressed by the hostel superintendent.

Every student has the right not only to exercise the right provided for in the *Code of Academic Ethics of the University of Latvia* (UL Senate Decision No.2-3/46 of 26.04.2021) to appeal to the UL Academic Ethics Committee on possible ethical violations, but also to submit proposals on the refinement of the Code and its implementation to the UL Academic Ethics Committee.

All motions and complaints are registered with the departments or committees to which they are addressed and a note is made of the outcome of the complaint and the decisions taken.

At the normative level, the *Regulations on Visiting Students from Latvian Higher Education Institutions* (Order No 1/17, 25.01.2006) have defined the principle that visiting students also have the same rights and obligations as students of the University, which means that the system of submission and consideration of complaints and proposals is equally applicable to these students.

It follows from the above that the centralized segment of the UL Complaint and Proposal Submission and Review System covers all the components of every student study life as it applies to enrolment at the UL as well as the full-cycle studies, final examinations, and etc.

As part of the internal quality assurance policy, study programmes in the study field are implemented to encourage students to actively participate in the improvement of the study

process. The number of complaints has decreased in the reporting period - students prefer to resolve their issues directly with teaching staff, programme assistant, head of department, and only in exceptional cases a complaint is addressed to the programme director and/or dean. The majority of the complaints (e-mails) were about the scheduling of lectures (e.g. dense examination schedule with, in the student's opinion, insufficient number of days between examinations) or about problems with the technical equipment (e.g. poor air conditioning in the larger lecture rooms in warm weather).

Complaints about the results of the national examination (with a request to re-evaluate them) used to account for a large proportion of complaints, but since the introduction of the unified national qualification examination for lawyers in 2021, complaints about the organisation of qualification examinations and their assessments are centrally handled by the Ministry of Justice (its established and coordinated examination board).

Sometimes students send a request to the FL Student Council to resolve an issue, and the FL Student Council, in contact with the faculty's competent staff member, finds a solution to the situation. The FL management and students also discuss issues during meetings.

Information on how students can lodge a complaint is available from a number of sources: on the UL website, as well as on the website of the Faculty of Law Student Council in the section "Electronic complaint".

2.2.4. Provide information on the mechanism for collecting the statistical data, as developed by the higher education institution/ college. Specify the type of data to be collected, the regularity of collection, and the way the information is used to improve the study field. Describe the mechanism for obtaining and providing feedback, including with regard to the work with the students, graduates, and employers.

In order to control, analyse and forecast the dynamics of the number of students, the UL collects data:

- characterizing the number of applicants and matriculated students and their profile, such as secondary education institution, year of institution graduation, assessment obtained in secondary education examinations, age, gender, previous higher education and the assessment obtained in such examinations;
- number of students, broken down by faculties, study programmes, study levels, study years, forms and types of studies, source of financing for studies, status of studies - ex-matriculated on the grounds of academic non-compliance, ex-matriculated on the grounds of financial non-compliance, ex-matriculated on the grounds of completion of studies, on academic leave.

In order to control the progress of students' studies and the implementation of the programme, the UL collects data on:

- intermediate assessment and final assessment of students' study courses, broken down by type of examination, final results of final examinations, weighted average mark; data are collected once a semester;
- completion of the study programme, in accordance with the requirements set for the acquisition of the programme, broken down by study semesters, parts of the programme (obligatory part, restricted elective part, free elective part and others, according to the structure of the programme); data are collected once a semester;

- students' academic failures in credit points, by semesters, parts of the programme, study courses; data are collected once a semester;
- fulfilment of the tuition fee schedule provided for in the student agreement, broken down by study programmes and semesters.

In order to obtain information for planning and efficient use of study resources, the following statistical information is collected in connection with study programmes:

- financing of study places, broken down by state-funded, UL-funded and student-funded study places;
- the number of student scholarship recipients and the number of studies- and student loans.

In order to evaluate the satisfaction of students, graduates and employers with the study quality and its results, as well as to implement the necessary improvement measures, the UL regularly organizes and compiles data from the following surveys:

- survey on study courses and the work of the teaching staff
- survey at the beginning of the studies;
- survey of the first study year’s students on their study experience;
- survey of the final study year’s students on their study experience;
- survey on termination of studies;
- alumni survey;
- employers survey.

All students are expected to complete a **survey on study courses and the work of the teaching staff** (including internships), as administered in LUIS every semester. This survey helps the UL to determine students' opinions on the content of the courses in a given semester and to evaluate the performance of the teaching staff. The information obtained from the survey helps to improve the study process by eliminating shortcomings and improving the quality of studies.

Survey at the beginning of studies takes place at LUIS once per academic year. This survey is used to assess students' motivations for choosing a university and study programme, sources of information about studying at the University, and the application and enrolment processes. The survey helps the UL to communicate with potential students in the coming years and to improve the admissions process.

Survey of the first study year’s students on their study experience – run at LUIS once every academic year – asks students about different aspects of their studies and what support they need when starting their studies. This provides information for improving the learning environment and promoting student adaptation.

Survey of the final study year’s students on their study experience is implemented for final-year students . It takes place once every academic year. The survey is used to establish the prospective graduates' opinion on the study programme for its further development, improvement of the study process, quality and study environment.

In order to identify the main reasons for discontinuation of studies and to facilitate the reduction of drop-out rates, a **survey on termination of studies** is conducted. The survey is conducted in LUIS all throughout the academic year.

The aim of **the alumni survey** is to collect information about the professional activities and further life paths of the graduates, as well as to find out their opinion about the education they have received at the UL. The aim of **the employers' survey** is to determine the employers' opinion on the compliance of the knowledge, skills and competences acquired by the UL graduates with the requirements of the labour market, as well as to obtain proposals for improving the quality

of studies. The surveys are organised by the Programme Directors at their discretion, using a questionnaire prepared by the Academic Department.

For most of the regular surveys - the survey on courses and teaching staff, the survey at the beginning of studies and the surveys on study experience - the results are consolidated in two ways: (1) summaries of the survey results for each study programme are automatically generated by LUIS, (2) summaries of the survey results (except for the survey on courses and teaching staff) for the UL as a whole and for the faculties are prepared by the Academic Department at the end of the survey and published on the My portal. The results of the drop-out survey are compiled by the Academic Department and published on the My portal. The compilation of the results of the alumni and employer surveys is at the discretion of the programme directors.

The results of the surveys published on My portal are accessible to every student and UL employee with the username and password assigned to them. Whereas the availability of the summaries of survey results in LUIS varies for different user groups. In addition, like student evaluations, some survey results, such as course and teaching staff evaluations, are restricted information.

The results of the course and faculty performance surveys are made available in full to each individual faculty member on their study courses, to programme directors on the faculty members involved in their study programmes and to the heads of the faculty unit (head of chair or department, head of study field, vice-dean and dean), as well as to the UL Student Council and the student councils of the faculties.

Summaries of the results of the other surveys - the entry survey and the study experience survey - are made available to students and the programme director regarding their study programmes, and to the head of the chair or department, the head of the study field, the vice-dean and the dean. Summaries of the results of these surveys are available in full to the student councils of the faculties for their faculties and to the UL Student Council for all study programmes.

Each year the head of the study field in cooperation with the study programme directors prepares a report on the operation of the study field and the programmes therein during the academic year. The report is prepared by collecting and analysing statistical data, and the information obtained is used to evaluate and improve the activities of the study field. The report includes the following data, which are collected and analysed annually:

- number of students in the programmes, indicating the total number, number matriculated in the first academic year, number of graduates, drop-out rate, separately distinguishing different forms, types and languages of the programmes;
- outbound and inbound mobility of students, their participation in exchange programmes;
- composition of the teaching staff, indicating the position, number of academic staff with doctoral degree, mobility of teaching staff;
- ratio of students to teaching staff
- number of employers active in the sector involved in the implementation of the programme;
- summary and analysis of the results of a survey of students about the courses and the programme as a whole.

To quickly obtain students' opinions on issues related to the organisation of studies, anonymous student surveys on specific issues are often organised. For example, about the options for scheduling classes (more convenient lecture times for the majority), how students feel about the prospect of studying courses remotely, whether they support moving lecture venues to other faculties' buildings (after complaints about the lack of air conditioning in the FL building). During the Covid-19 pandemic, when it was necessary to react quickly to rapid changes in external regulatory requirements (distance restrictions, face masks, vaccination certificates, technical equipment for

distance learning), such surveys helped to react quickly and adapt the study environment.

The observations and propositions expressed by students and graduates in the surveys are discussed in the collegial bodies (departments, the Study Field Council), thus allowing to reach conclusions on the need to make some organisational improvements, to negotiate with lower-rated teaching staff on the improvement of certain pedagogical methods, etc.

2.2.5. Specify the websites (e.g., the homepage) on which the information on the study field and the relevant study programmes is published (in all languages in which the study programmes are implemented) by indicating the persons responsible for the compliance of the information available on the website with the information published in the official registers (State Education Information System (VIIS), E-platform).

The target audience of the UL website https://www.lu.lv/ (hereinafter referred to as the website) is the UL prospective and existing students, employees, cooperation partners, scientists and the general public.

The site is intended for access to and storage of public information, providing its visitors with an opportunity to familiarize themselves with the UL's activities as reflected in digital environment on the internet.

The site is organised into the following sections:

- ROTATING NEWS – Significant UL information utilizing the UL visual identity, which has certain characteristics and strengthens the image of the university and promotes its recognition in the digital environment.
- NEWS AND EVENTS – UL current and planned events. Information is prepared by the Communication Department in cooperation with other UL departments.
- DISCOVER UL – Information about studies, extracurricular activities, science.
- STUDIES – with sub-sections:
    - College study programmes,
    - Bachelor’s study programmes,
    - Master’s study programmes,
    - Doctoral study programmes,
    - Residency.

The information is prepared and posted on the website by the Communications Department in cooperation with the Academic Department and the Study Services Department.

The STUDIES section in Latvian provides information on programmes goals, objectives, learning outcomes, programme volume and duration, programme study language, information on job opportunities after graduation, as well as programme study plans. For further information, contact details are provided. This section also publishes study-relevant information under the heading STUDY PROCESS - Academic calendar, Lecture timetable, Tutorials, Key documents and forms, Information on mobility at higher education institutions, Recognition of experience / education, Lifelong learning opportunities as well as references to UL e-learning environment and LUIS information system.

The section contains information about the offer of the University Libraries, Career Centre information, Student Council activities.

The two subsections STUDENT LIFE and MORE THAN STUDIES inform existing and potential students about hostels, meals, parking and bicycle parking, mentor support, and information for people with disabilities. There is a wide range of information on how to enrich one's extra-curricular life with sport, culture.

The ADMISSION section contains information for school pupils, prospective and existing students. In this section, the pupils can get acquainted with the events and creative competitions organized by the respective faculty, where they can gain extra points for admission by participating and succeeding. The prospective students may get introduced to the information on all levels of programmes, admission requirements, loan and scholarship information, as well as opportunities for the resumption of studies on the site. Prospective students may consult the most frequently asked questions and answers, find out about the Career Centre activities, preparatory courses and classes for school students.

Other Sections - Science, Cooperation, About Us. They provide more information about UL activities in research, projects, conferences, cooperation partners, normative acts, strategy.

The website www.lu.lv/par-mums/dokumenti/pasnovertejuma-zinojumi/ (available only in Latvian) contains study field annual self-assessment reports.

If the text to be posted on the site is submitted in a language other than English, a translation of the text into Latvian or a short summary must be included.

The websites of the structural units (faculties) prepare information on the programmes offered by the respective faculty and on the scientific activities of the faculty. The content blocks mirror the ones on the official UL website, but more specific information is provided on the activities of the respective faculty.

The heads of the UL departments are responsible for the preparation, accuracy and updating of the information within the competence of the departments they manage. The content administrators of the structural units' websites are responsible for maintaining the website, posting the updated information and updating it on a regular basis. For every given faculty, the person responsible for posting content is the marketing or public relations officer or coordinator in charge of the existing website, or a staff member who has completed the TYPO 3 short training course in posting content under the guidance of the Information Technology Department.

The faculty's website https://www.jf.lu.lv/ can be accessed via the faculty's profile on the UL website. The Faculty's website provides up-to-date information for students, prospective students, academic staff and partner institutions. For example, the ADMISSION section provides information on the admission procedure for all study programmes. The STUDIES section includes lecture timetables, tutorial times, the academic calendar, information on re-examination times, recognition of previous education/experience, requirements for completing courses, scholarship opportunities, study abroad opportunities and moot court opportunities. This section also includes job offers and information about the Student Council. The RESEARCH section contains information about projects and conferences organised by the Faculty. The Faculty's publications – the journal "Juridiskā zinātne" ("Law"), collective monographs, conference proceedings - are also freely available here. The COOPERATION section provides information on opportunities to participate in conferences organised by the Faculty and its cooperation partners, and on studying and internships abroad. The ABOUT US section provides information about the Faculty's departments and staff contact details. Shortcuts take users to the e-studies, email, and live streaming and video archives sections, where FL conferences are streamed.

2.3. Resources and Provision of the Study Field

2.3.1. Provide information on the system developed by the higher education institution/ college for determining and redistribution of the financial resources required for the implementation of the study field and the relevant study programmes. Provide data on the available funding for the scientific research and/or artistic creation activities, its sources and its use for the development of the study field.

The system of study field and corresponding study programmes financing is based on the Law on Higher Education Institutions, Cabinet of Ministers Regulation No 994 of 12.12.2006 "Procedures for Financing Institutions of Higher Education and Colleges from the Funds of the State Budget", Cabinet of Ministers Regulation No 445 of 05.07.2016 "Regulations Regarding Remuneration of Teachers" and other external and internal normative acts.

For the successful implementation of the study field, the UL has to provide sufficient financial resources for the entire study process, including the remuneration of teaching staff, library and other resources related to the implementation of studies, as well as for the development of study programmes. The main costs related to the implementation of the study process are the remuneration of teaching staff and the costs related to the organisation of the study process.

Teaching staff remuneration includes:

- Cost of contact hours (e.g. lectures, seminars, practical and laboratory work);
- Costs of supervising students' independent work, tutorials and examinations;
- Costs of methodological work (preparing for classes, preparing new courses, etc.)
- Costs of supervising and assessing student work, including reviewing;
- Costs of running and organising the internships;
- Costs of research work by teaching staff to ensure the development of new study materials;

The UL Rector has established normative norms for the remuneration of teaching staff for the entire University *Normative norms for planning and accounting of the workload of academic staff* (approved by the UL Order No.1/469 of 07.12.2016). Depending on the specific nature of the studies and the available resources, the management of the faculties may set different norms in agreement with the Vice-Rector of the relevant field.

Costs related to the organisation of the study process:

- General staff costs include the remuneration of staff supporting the implementation of studies, the organisation and support of faculty's activities;
- Other costs are other direct costs related to the study programme, such as external services, rental of premises, equipment, rental of transport, etc;
- Infrastructure costs - the cost of the premises, including utilities, repairs and maintenance;
- Costs for goods and services include the material and methodological support for the study programme, including technical equipment, teaching materials, professional development (exchange trips, training), etc;
- Indirect costs include the costs of the University's overall operational support (IT, finance, personnel, marketing, etc.) and investment in development.

To estimate the amount of funds required for financial support, the UL calculates the cost price for each study programme according to the methodology developed by the UL, which takes into account all the costs described above and information on the specific study programme plan, the

teaching staff involved, the planned number of students, etc., thus ensuring the reliability of the forecasts.

Funding of studies at the UL – sources of funding

To secure the funds necessary for the implementation of studies, the UL uses (1) the state budget subsidy (taking into account the base funding, programme level and study field) from the Ministry of Education and Science and (2) tuition fees.

Tuition fees at the UL are determined based on:

- study place cost, including all the costs of the study process;
- tuition fees for similar programmes at other universities
- potential fee-paying students' interest in the programme;
- estimated state funding allocated per study place;
- UL Student Council opinion.

Tuition fees are set at the end of each year for the following academic year to ensure timely availability of information. Fees do not change over the course of studies, except where fees vary by year, in which case they are all set when the student commences their studies.

Revenue from lifelong learning or other services, as well as accumulated unit funds, may also be used for study programme development (development of new courses, improvement of existing courses, methodological support and other aspects of programme development). If needed, financial support can be obtained from the UL Study Quality Improvement Fund, where each year a sum is allocated in the UL budget to address various faculty issues, including the establishment of new study programmes and the development of existing study programmes.

Indirectly, research funding sources for academic staff are also allocated for the development of study programmes, e.g. for research activities, participation in international projects, publication of scientific articles, preparation of international project applications, organisation of scientific events at the UL, implementation of research activities development projects and long-term commitments, etc. By participating in these events, academic staff enhance their professional and research competences, often engaging students as well, which has a positive impact on the quality of the study process.

For data on available funding for the study programmes included in the study field, see the report for the specific study programmes.

Funding of studies at the UL – reallocation of received funding

All revenues received from the state budget and tuition fees, as well as from other sources used for financing the study process, after prior deduction of indirect expenses for centralised expenses in accordance with the current redistribution procedure, shall be allocated by the UL for use by the faculties.

Faculties manage their own funding within the current year's budget. The Dean of the Faculty and the Executive Director are responsible for the rational use of financial resources and for operational financial management.

Effective yields are recorded at the faculty level, without breaking down the income for each programme or the study field. At the same time, the management of the faculty monitors the results of the study process, the dynamics of the number of students and the factors influencing it, the balance of the cost of a particular programme with the state budget subsidy and tuition fees and, if necessary, makes the necessary adjustments in the organisation of the study process in order to ensure the long-term viability and development of the faculty's study field.

2.3.2. Provide information on the infrastructure and the material and technical provisions required for the implementation of the study field and the relevant study programmes. Specify whether the required provision is available to the higher education institution/ college, available to the students, and the teaching staff.

The budget and the processes related to its planning, implementation and control are used to plan the resources available for the study field "Law" at the Faculty of Law. The plan of available resources for each calendar year shall be prepared by the unit implementing the study programme of a given study field and submitted to the Department of Finance and Accounting. The Department of Finance and Accounting totals all the revenues from tuition fees and submits the summary to the drafting of the overall UL budget. The amount of funding allocated from the state budget for a given study field consists of a study base determined by the list of study programmes and the number of students, which includes funds for utilities, taxes, infrastructure maintenance, the purchase of equipment, and staff salaries. The amount of the basic funding for a study field is determined on the basis of the number of study places in a given year, the basic cost of a study place and the study cost coefficients of the thematic areas of education.

The financial resources of the study field "Law" are mainly derived from tuition fees, as the state budget funds account for only a small part of the total available funding for the implementation of the study field (10% after UL deductions).

The total floor space and the number of student workplaces are close to optimal. The number of student workplaces in classrooms, seminar rooms is 850. The rational organisation of the lecture schedule ensures that the space and number of student workplaces are sufficient. Given that students are also attracted by distance learning of study courses, and the legislation provides for the possibility of delivering part of the programme remotely, this also eases classroom workload (in several study courses, lectures are delivered remotely 1 day a week - on the *MS Teams* platform). If necessary, it is also possible to schedule classes in the auditoriums of other UL faculties (for example, in the nearby Aspazijas Boulevard 5 or in the premises of the Faculty of Computer Science at Raiņa Boulevard 19).

Students have access to the Faculty of Law Library at 19 Raiņa Boulevard, where the literature necessary for the study of law is concentrated. Students and faculty members can also visit and place orders at other branches of the UL Library, as well as at a number of other public libraries in Latvia, by presenting their UL student or employee ID card.

Several vending machines for drinks and snacks have been installed in the UL building at 19 Raiņa Boulevard, where the FL is located. The available funding allows for regular and planned maintenance and modernisation of the technical equipment in line with technological developments and changes in the content of studies, to cover running costs and to partially upgrade the computer and video projection equipment. A wireless computer network is available in all FL premises and is used intensively, as most students use personal laptops. All classrooms are equipped with laptops, video projectors, projection screens and internet access, so that teaching staff can use audio-visual aids in their study courses.

There is no need to use specific equipment for the implementation of the given study field.

2.3.3. Provide information on the system and procedures for the improvement and

purchase of the methodological and informative provision. Description and assessment of the availability of the library and the databases to the students (including in digital environment) and their compliance with the needs of the study field by specifying whether the opening times of the library are appropriate for the students, as well as the number/ area of the premises, their suitability for individual studies and research work, the services provided by the library, the available literature for the implementation of the study field, the databases available for the students in the respective field, the statistical data on their use, the procedures for the replenishment of the library stock, as well as the procedures and possibilities for the subscription to the databases.

General characteristics of the UL Library

The UL Library is Library is registered in the Library Register of the Ministry of Culture (BLB1000) and accredited as a library of national importance until 2027. (Ministry of Culture Accreditation Certificate No 22C).

Access to information resources and services of the UL Library, opening hours

The Library's key principle is the accessibility of its services to all users. The services are provided in 7 branch libraries of the LU Library in accordance with the LU Library Terms of Use (UL Rector's Order No 1-4/9 of 07.01.2021).

The opening hours of the branch libraries are tailored to the convenience of users. Weekdays 9.00 – 20.00, in some branch libraries: 9.00 – 18.00, Saturdays – 9.00 – 17.00 The House of Science Library and the House of Nature Library are available 7 days a week, 24 hours a day. The three branch libraries are open all year round, including summer.

The library on Raina Boulevard, which houses the law collection, is open 58 hours a week at hours convenient for students. The open-access collection is available to users. The library on Raina Boulevard is housed in 7 rooms with a total area of 485.7 m² and 138 workstations, including 18 computer workstations.

Free and fee-based baseline services

The UL Library provides free-of-charge and fee-based services in compliance with the *UL Library Fee-based Services List and Price List* (approved by the UL Rector's Order No 1-4/387 of 10.08.2021). More detailed information on the UL Library website https://www.biblioteka.lu.lv under the Services section.

User training

The UL Library actively works with target audiences – students of all study levels, academic, scientific and general staff, to promote information literacy and provide in-depth knowledge and skills in working with electronic resources. More detailed information on the UL Library website https://www.biblioteka.lu.lv in the Studies section.

Library collection, collection development procedure

The collection of the UL Library is developed in accordance with the directions of study and scientific work of the UL, requirements of study programmes, ensuring the provision of information to all levels of study of the UL - bachelor, master, doctoral, as well as scientific research areas. The acquisition of e-resources is a priority in the development of the collection. Acquisition of new information resources (books, databases and periodicals) is performed in accordance with the

centrally allocated funding of the UL, which is approved annually by a UL ordinance.

The UL Library acquires information resources on the request of the UL academic staff, on the proposal of the students' self-government or on the proposal of the UL Library staff, which are entered into LUIS and approved by the Dean of the Faculty or the Executive Director.

in 2023, 1.8 million items of information resources were made available to the users of the UL Library. Consistent with the UL study and research infrastructure, the collection of the UL Library is housed in 8 branch libraries and the Repository.

The collection of the UL Library with information resources corresponding to the UL study programme "Law" as of 10 October 2023 includes 8958 titles in 34361 copies (*Table 2.3.3.1*). The print collection includes books, serial publications, periodicals, PhD theses and their synopses in Latvian, English, German, and Russian. The library at Raina Boulevard houses the most sought-after and up-to-date collections.

Table 2.3.3.1.

Printed publications in the collection of the UL Library for the implementation of the study programme "Law"

Type

Books		**Serial editions, periodicals**		**Other items**	
Title	*Copies*	*Title*	*Copies*	*Title*	*Copies*
8128	24 284	294	9319	536	758

TOTAL: **8958** titles in **34361** copies

Breakdown of expenditure by language

Latvian		**English**		**German**		**Russian**		**Other languages**	
Title	*Copies*	*Title*	*Copies*	*Title*	*Copies*	*Title*	*Copies*	*Title*	*Copies*
2306	20769	3192	6447	2048	4129	1216	2335	196	681

Conclusion

The library's collection of printed publications is generally sufficient for the implementation of studies and the development of scientific research, as it is updated each year with the most up-to-date information resources in accordance with the information needs of academic staff and students.

UL e-resources repository

The UL e-Resources Repository is designed to ensure the collection, preservation and free and permanent online access to the UL scientific achievements http://dspace.lu.lv.

The repository collects and makes publicly available publications of the faculty members,

researchers, and UL structural units – articles, doctoral theses and their synopses, conference proceedings, reports, research and project reports, journals, collections of articles, and other electronic documents.

A mobile version of the repository is also available for users' convenience.

Digitised titles subject to copyright prohibition are available online, on-site in the reading rooms of the branch libraries.

Electronic resources

Databases

In line with the UL Strategic Plan, the UL Library is increasing the share of e-resources and developing remote access to e-resources. To modernise access to electronic resources, the UL Library has introduced the newest technology web services Primo Discovery and SFX.

A total of 45 e-resource platforms (e-book platforms, e-journal databases and separately purchased e-journals, reference resources and tools, and mixed-format databases) were available at the UL in 2023. The UL offers 184 verified open access databases with multi-format material. Each year, the UL Library offers an average of 110 new electronic resources. As of 13.10.2023, the UL Library has acquired 1641 e-books, and 232 799 e-books are available in the *ProQuest Ebook Central Academic Complete* collection.

The UL Library evaluates and analyses the usage and usability of the subscribed databases twice a year. Statistics on e-resources subscribed to by the UL for the first half of 2023 show that overall usage and usability has increased by 8.9% compared to the second half of 2022. Individual usage increase is observed for foreign multidisciplinary databases such as *JSTOR* (+60.49%) and *Wiley Online Library E-Journals Full Collection* (+236.94%). Some Latvian databases have a significant increase in individual usability – *Jurista Vārds (* + 136.77%) and *LETA archives* (+ 82.06%).

The UL Library regularly provides trial access to various databases, with an average of about 15 trial accesses per year. Pilot access to 12 databases was organised until September 2023. Information on e-resources is available on the UL Library website https://www.biblioteka.lu.lv/ in the E-resources from A to Z and E-resources in sectors sections, as well as My portal in the Databases section.

The UL offers the opportunity to use subscribed electronic information resources (databases, e-book platforms) outside the UL computer network by logging in with the LUIS username and password.

Subscribed e-resources in law

Jurista Vārds is the largest periodical, specialised edition devoted to law in Latvia, bringing together legal scholars and legal practitioners in a debate on the opportunities for improvement of the Latvian legal system. The 18 107 articles in the University of Latvia's e-resource *Jurista Vārds* were viewed in 2022/2023.

HeinOnline is a full-text database of legal e-journals containing more than 3000 legal e-journals as well as full-text law books, yearbooks, US legislation, treaties and other documents. *HeinOnline* adds new e-journals to its databases monthly and updates existing e-journals with new serial titles. University of Latvia users have access to 2 collections - *Law Journal Online*, which includes 3 257 e-journals, and *Foreign & International Law Resources Database*, which includes 5 544 e-journals. HeinOnline content update for the academic year 2022/2023: the *Law Journal Online*collection – 115 new e-journals and 3 236 e-journals have been updated. The *Foreign & International Law Resources Database* collection has 432 new e-journals and 138 e-journals have been updated in the academic year 2022/2023.

In cooperation with the Riga Graduate School of Law, access to 15 Kluwer Digital Books e-books was provided in 2023. In cooperation with the Riga Graduate School of Law, access to the archive of all 30 Kluwer Law Journals Online e-journals and their current volumes is provided.

The Commentaries on Tax Laws are the handbooks "Commentaries on Personal Income Tax Law", "Commentaries on Taxes and Fees Law" and "Commentaries on State Social Insurance Law" published by *Dienas biznes*sLtd.

Thomson Reuters is a legal research database containing more than 1000 legal journals, legislation of different countries, case law, news, archives and documents collections, etc.

Westlaw UK is a database of UK legal and legislative acts, commentaries and court decisions, and European Union legal material.

Several multidisciplinary databases provide valuable resources in law.

Subscriptions to multidisciplinary e-resources covering material in the fields of law

Cambridge Journals Online – Cambridge University Press's multi-disciplinary e-journal full-text database offering searchable information from over 300 scholarly journals, as well as related online resources. The database provides full texts in fields such as culture, art, philology, philosophy, computer science, finance, politics, law, history, ecology, geology and many others. The database contains 44 e-journals under the subject "Law", including *European Constitutional Law Review, International Journal of Cultural Property, International Legal Materials, Journal of Law & Courts* and others

EBSCO APA PsycArticles - the database offers more than 220,000 full-text research articles in the field of psychology published by the American Psychological Association and its Educational Publishing Foundation and affiliated organisations.

EBSCO *Central & Eastern European Academic Source* – the database offers over 400 full-text journals in the fields of law, economics, politics, medicine, information and library science, literary studies, history and sociology relevant to the Central and Eastern European region.

JSTOR – a database of journals, books and primary sources. JSTOR offers journals from leading publishers: *Sage Publications, Springer, Taylor & Francis, Blackwell Publishing, Cambridge University Press, Oxford University Press, John Wiley & Sons* and others. The chronological coverage of the journals goes back to the first editions.

The *Arts & Sciences I-XII, XIV-XV* collection offers information resources in the humanities, social sciences and sciences, covering the fields of anthropology, economics, political science, history, languages and literature, arts, education, etc.

The *Life Sciences* collection offers information resources in the fields of biology, biodiversity conservation, botany, palaeontology, zoology and ecology. The database has 2 categories under the topic "Law", which are *Criminology and Criminal Justice*, with 11 e-journals, and *Law*, with 141 e-journals.

Latvian Standard - a set of documents of the Latvian National Standardisation Body. The UL Library provides access to the Latvian Standard Online Reading Room to more than 44 000 full-text Latvian standard documents in electronic format (national, adapted European (EN) and international (ISO, IEC) standards and their historical versions without ICS group restriction). The Compendium of Standards is updated and expanded with pre-publications, new versions, translations, amendments and corrections.

LETA - News, Archive and Nozare.lv - offers the opportunity to search for breaking news, photos,

videos, press releases, articles from Latvian press, statistics and other information. The e-resource Nozare.lv has a section "Legislation, laws and regulations", which publishes the latest changes and news in Latvian legislation, as well as information such as procurement and interviews.

Lursoft Newspaper Library NEWS.LV - the library of electronic copies of Latvian newspapers provides access to current and archive articles.

OECD iLibrary – a full-text database of books, articles, reports and statistics published by the *Organisation for Economic Cooperation and Development* (OECD), the *International Energy Agency* (IEA), the *Nuclear Energy Agency*(NEA), the OECD *Development Centre*, the *International Transport Forum* (ITF) and the *Programme for International Student Assessment* (PISA) in environmental sciences, local and regional development, development policy and other fields.

Oxford Journals - the collection offers access to more than 280 authoritative and leading journals published in partnership with the world's leading scientific organisations. The database includes full-text journals with high citation indexes in different fields of science – the sciences, the social sciences and the humanities. The database contains 52 483 articles available to users under the subject "Law".

ProQuest Dissertations & Theses Global – the world's largest database of dissertations and master's theses, containing more than 2.3 million theses in a variety of fields.

SAGE Journals Online – SAGE's full-text journal database, offering articles from more than 500 journals. The database covers a wide range of disciplines, including sciences, humanities and social sciences, such as "Criminology and Criminal Justice", with 44 e-journals, and "Law", with 11 e-journals.

SAGE Research Methods – the research methods library, with over 1000 books, reference guides, journal articles and other resources. SAGE *Research Methods* is an important online tool for researchers. The UL has access to two of these – SAGE *Research Methods – Books and Reference* and SAGE *Research Methods Cases*.

ScienceDirect – *Elsevier* 's database for the natural and technical sciences, life sciences and medicine, as well as the humanities and social sciences. The database contains information on several thousand *Elsevier* publications, i.e. journals and books. The UL offers access to the full texts of around 2 650 e-journals, mostly available from 2002 until the latest issue of the e-journal, as well as more than 350 e-books. The database contains 202 publications under the subject "Law".

Scopus – *Elsevier* 's multidisciplinary bibliographic and citation information database for scientific publications.

SpringerLink –*Springer Nature* 's full-text journals database. It offers University of Latvia (UL) researchers, academic staff and students access to more than 6 million articles from over 3 400 journals, covering the sciences, humanities and social sciences. The database contains 20 972 articles under the subject "Law".

Taylor & Francis Social Science & Humanities Library – provides access to full-text articles from more than 1,100 scholarly journals. The broad thematic coverage includes fields such as behavioural sciences, occupational safety, business, education, media, politics, regional studies, health and social care, sociology, anthropology, arts, humanities, etc. The database contains 97 e-journals with 61 324 articles under the subject "Law".

Web of Science – Web of Science contains the most important scientific information on more than 12,000 journals in the natural sciences, social sciences, humanities and arts, providing bibliographic and citation information, abstracts and other information. The database consists of several citation

index databases offering advanced search, selection and analysis capabilities.

eBooks acquired by the UL Library

VLeBOOKS – e-book platform, where the UL Library has purchased 1117 e-books, 77 of which contain materials for the UL study programme "Pre-Trial Investigation" from world leading publishers (e.g. *Routledge, CRC Press. Cambridge Scholars Publishing* u.c.).

ProQuest Ebook Central Academic Complete Collection - a subscription collection on the *ProQuest eBook Central* e-book platform, with ~17,000 subscriptions to titles relevant to the study field and its programme "Pre-Trial Investigation" from the world's leading publishers (e.g. *Routledge, John Wiley & Sons, Stanford University Press, Cambridge University Press, Taylor&Francis Group, BRILL, Yale University Press, MIT Press,* etc.).

Open Access Resources in Law

The UL Library has compiled information on various open access e-resources. These are available in the lists in the *E-resources A-Z* section of the UL Library website (https://www.biblioteka.lu.lv/resursi/e-resursi-no-a-lidz-z/) and *E-resources by subject (*https://www.biblioteka.lu.lv/resursi/e-resursi-nozares/).

Some of them are listed below: *Bookyards*, *Directory of Open Access Books*, *Directory of Open Access Journals (DOAJ)*, *EUR-Lex: EU law*, *Eurostat Data*, *Google Scholar*, *Journal of Open Access to Law*, *Journals for Free*, *"Jurista Vārds" Digital Library*, *Central Statistical Office of the Republic of Lithuania*, *Likumi.lv*, *OAPEN*, *Periodika.lv*, *Project Gutenberg*, *SpringerOpen*, *World Intellectual Property Organization databases (WIPO)*, *Zenodo.*

The library's collection is generally sufficient for the implementation of studies and the development of scientific research, as it is updated annually with the most up-to-date information resources according to the information needs of academic staff and students.

Statistics on the use of subscribed databases

The following is an overview of the information prepared by the UL Library's Department of Collection Use and Development on the usage statistics of the various databases subscribed to by the UL Library.

Table 2.3.3.2

Statistics on usage and usability of UL's subscribed databases for 2019-2023.

Database name	***Subscription period (from -)***	***Usage and usability assessment and trends (dynamics 2022/2023)***
Centralised UL resources (UL Ordinance) – Multidisciplinary databases		
EBSCO Central & Eastern European Academic Source Complete	*01.01.2018. -*	*Usage dynamics – upward trend (average +9.34%)*
JSTOR	*01.01.2014. -*	*Usage dynamics – upward trend (average +3,87 %)*

Latvian Standard Online Reading Room	*01.01.2020.-*	*Usage dynamics – downward trend (average -52,58 %)*
LETA Archive and Nozare.lv	01.01.2009. -	*Usage dynamics – downward trend (average -28,20 %)*
LETA online news	01.01.2009. -	*Usage dynamics – downward trend (average -82,77 %)*
Letonika	*01.01.2010. -*	*Usage dynamics – downward trend (average -16,25 %)*
Lursoft Newspaper Library NEWS.LV	*01.01.2021. -*	*Usage dynamics – upward trend (average +155,06 %)*
OECD iLibrary	*01.01.2014. -*	*Usage dynamics – upward trend (average +4,97 %)*
Oxford Journals Online	01.01.2015. -	*Usage dynamics – upward trend (average +37,85 %)*
ProQuest Ebook Central Academic Complete Collection	*01.01.2018. -*	*Usage dynamics – downward trend (average -0,91 %)*
ProQuest Dissertations & Theses Global Full Text	*01.01.2008. -*	*Usage dynamics – downward trend (average -8,17 %)*
SAGE Journals	01.01.2009. -	*Usage dynamics – upward trend (average +14,31 %)*
SAGE Research Methods	*01.01.2018. -*	*Usage dynamics – downward trend (average -27,18 %)*
SpringerLink Contemporary Journals	*01.01.2018. -*	*Usage dynamics – upward trend (average +8,80 %)*
Taylor&Francis Social Science&Humanities Library	*01.01.2014. -*	*Usage dynamics – upward trend (average +15,50 %)*
Wiley Online Library E-Journals Full Collection	*01.01.2021. -*	*Usage dynamics – upward trend (average +177,72 %)*
Faculty of Law (UL FL) resources		
Jurista Vārds	*01.01.2022.- **	*Usage dynamics – upward trend (average +7,57 %)*

Funded by the Ministry of Education and Science of the Republic of Latvia

ScienceDirect	*01.01.2008. -*	*Usage dynamics – upward trend (average +5,69 %)*
SCOPUS	*01.01.2012.-*	*Usage dynamics – downward trend (average -5,57 %)*
Web of Science Core Collection	*01.01.2011.-*	*Usage dynamics – upward trend (average +9,11 %)*

Notes:

** - Remote access to the Jurista Vārds with a LUIS username and password is available from 2022. Until then, for several years the archive of articles was accessible only from the premises of the University Library at Raina Boulevard.*

Other comments:

1. *Dawsonera / VLeBOOKS was purchased in 2011 (one-off payment and therefore not included in the statistical overview; the database offers individual e-books for purchase). Usage dynamics in 2022/2023 – downward trend (average -26,13%)*
2. *The following databases are also actively used by students and staff of the Faculty of Law: Heinonline, Thomson Reuters Westlaw and Westlaw UK. These databases are not included in the statistical report because they are subscribed in cooperation with the Riga Graduate School of Law (RGSL). The contracts for the use of these databases are concluded by RGSL and the isolated data directly related to the access of students and faculty members of the UL FL cannot be retrieved.*

2.3.4. Provide a description and assessment of information and communication technology solutions used in the study process (e.g., MOODLE). If the study programmes within the study field are implemented in distance learning, the tools specially adapted for this form of study must also be indicated.

Modern information and communication technologies (ICT) solutions offer great opportunities for the development of the educational process, allowing new projects to implement new systems to maximise the success of the study process. Using ICT in education is one way to boost learning motivation.

The UL IT Department provides students and staff with MS Office 365, a cloud-based application suite. Office 365 provides students and staff with the best tools for modern studying, such as Outlook, Forms, OneNote, Sway and the Office suite of applications including Word, Excel and Powerpoint.

In addition to MS Office 365, students and staff are provided with software such as SPSS, Question Pro, Autodesk, MathWorks MatLAB, Esri ArcGIS, etc. Off-premises access to this software requires a VPN connection to the UL for the software to access network licence services.

One of the Office 365 online applications, Microsoft Teams, is used for distance learning and distance learning programmes, enabling online lecture delivery, lecture recording and online communication with students.

In addition to the MS Teams solution, for remote studying, the UL offers its students and staff the *BigBlueButton*web-based videoconferencing system (hereinafter - BBB system), which is an open source web-based online videoconferencing system. The BBB offers the UL staff, including students and visitors to the UL events, the opportunity to organise online events at the UL and can be used as an integrated solution both within the e-Learning environment (only users registered for the course) and outside the e-Learning environment, where users have to connect to the UL web conferencing server in the web browser https://bbb.lu.lv (information in English).

Two e-learning environments are available at the UL – estudijas.lu.lv and edu.lu.lv. E-learning environment estudijas.lu.lv is designed to support and manage the study process and e-learning platform edu.lu.lv is designed for e-learning projects, events and courses, as well as distance learning programmes.

Both e-learning environments use the open source e-learning environment MOODLE, which is a modular object-oriented dynamic learning environment and is currently not only the most methodologically and pedagogically efficient, but also the most cost-effective e-learning solution. Moodle e-learning environment hosts courses where students have access to the necessary study materials and activities. Teaching staff can assess students and record their attendance.

It should be noted that from 2021, the entrance examination for the state-funded places of the Professional Master's study programme "Law" are organised through the edu.lu.lv system.

The UL provides Office 365 cloud service OneDrive 1TB for students and staff to store data during the study process. OneDrive is a Microsoft cloud service that connects to all files in a user's drive. It lets users save, protect, share and access files from anywhere on all their devices.

For data transfer, the UL offers its students and staff a bulk file transfer system store.lu.lv (information in English). This system allows users to send files that cannot otherwise be sent by email due to their size, but is not designed for long-term file storage

The study field Law does not use specific information and communication technology solutions.

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

Legislation governing the recruitment and/or employment of academic staff:

- Regulations on Academic and Administrative Positions at the University of Latvia (document in Latvian only)
- Regulations of the UL Council of Professors (available in Other Annexes, in Latvian only)
- Procedures for recruitment of non-elected teaching and research staff at the University of Latvia (available in Other annexes)

There are three groups of teaching staff at the UL: teaching staff working in elected academic positions, teaching staff working as acting elected academic positions (acting and visiting academics), and hourly paid contract staff.

In the case of elected academic positions, as well as the acting academic staff, the recruitment and selection are regulated by the *Regulations on academic and administrative positions at the University of Latvia.* According to the regulations, the following academic positions exist at the

University of Latvia: professor, associate professor, assistant professor, senior researcher, lecturer, researcher, assistant, research assistant.

The decisions on the need for certain positions are made by the faculties. Competitions for elected academic positions are announced openly. Information on the competition, including the job description, is published on the UL's website https://www.lu.lv/par-mums/vakances/, internationally advertised vacancies https://www.lu.lv/en/about-us/vacancies/ (information available in English), as well as in the National Scientific Activity Information System and the vacancy portal of the State Employment Agency. Any person who conforms to the requirements specified by the Law on Higher Education, as well as the requirements for the position specified in the terms of reference may apply for the position.

The applicants for academic positions must deliver an open lecture, which is evaluated by two experts, who issue their opinion on the quality of the lecture. The electoral procedure is carried out either by the decision-making body of the relevant unit (in the case of assistants, research assistants, researchers, senior researchers, lecturers and assistant professors – the Faculty Council) or, in the case of associate professors and professors, by the Council of Professors of the relevant field. Elections are to be held within two months of the date of the call for applications. Staff – assistant professors, lecturers, assistants, senior researchers, researchers and research assistants – are voted for by secret ballot. Professors and Associate Professors are elected by open ballot (Based on the amendments to Section 33 (2) of the Law on Higher Educational Institutions adopted on 05.11.2020 (in force from 01.01.2021)). An applicant who has received more than half of the votes of the members present with the right to vote shall be considered elected. According to the Law on Higher Education Institutions, academics are elected for a term of 6 years. At the end of the term, the faculty decides on the need to announce a new competition. There are no restrictions on the term of office.

In accordance with the UL regulations, minimum requirements are set for all applicants for academic positions, i.e. knowledge of the official language in accordance with regulatory enactments, knowledge of foreign languages to the extent necessary for the performance of academic duties and continuous improvement of their academic and scientific qualifications. Other requirements differ across academic positions, for instance, to qualify for the position of Assistant Professor, the candidate has to have a doctoral degree, while the requirements for Associate Professors are more demanding, i.e. they must have considerable academic and pedagogical experience, extensive list of publications and experience in scientific research projects.

If the Senate chooses to decline the proposal from the department and not to publish vacancies, a visiting academic may be recruited; while if the respective department considers a member of hourly-paid staff to be more relevant to the development plans and needs of the faculty, the prospective employee concludes a contract for a specified period (usually for the duration of the study course). In such cases, the decisions relating to the candidates' recruitment and selection are taken by the structural units, i.e. faculties. In these cases, only the control to ensure that the remuneration set by the entity complies with internal and external rules and regulations is centralised.

The representative of the UL governing body concludes an employment agreement with the person elected for the entire term of office.

During the reporting period, several changes have taken place in the composition of the academic staff. In the academic year 2021/2022, there was a slight decrease in the number of teaching staff due to objective events beyond the faculty's control (death, retirement, or desire to terminate employment due to private reasons), but in the following academic years, there was already an increase in the number of academic staff. During the reporting period, several FL PhD students

were also elected as teaching staff. With the launch of the two licensed study programmes "Pre-Trial Investigation" in 2023/2024, a number of new teaching staff have been recruited, mostly as hourly-paid faculty members.

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

The UL Strategy 2021-2027 emphasises that the development and excellence-oriented personnel policy aims to ensure the development, growth and renewal of academic and general personnel, to establish a performance-based personnel management system, which will also include competitive and motivating remuneration, to improve career development opportunities for academic personnel, to establish a system for attracting local and foreign academic personnel, as well as young talent, and to promote international mobility.

The professional development of the UL academic staff is organised in accordance with the Republic of Latvia Cabinet regulations No 569 of 11 09 2018., Regulation on Requirements for Necessary Education and Professional Qualification, and Procedure of Continuing Professional Development of Educators where paragraph 16 states: “Educators of higher education and colleges shall, by the end of the term of their election, undertake a vocational development programme on innovation in the higher education system, or the higher education didactics, or the management of educational work at 160 academic hours. (including at least 60 contact hours). Professional development may include international mobility relevant to the purpose of professional development and participation in conferences and seminars, as evidenced by submitted documents", as well as the Cabinet of Ministers Regulation No 129 of 25.02.2021 "Procedures for Evaluating the Scientific and Teaching Qualifications or Results of Artistic Creation Work of an Applicant for the Position of Professor or Associate Professor and of a Professor or Associate Professor Holding the Position".

The qualification requirements and tasks of the UL academic staff are included in the*Regulations on Academic and Administrative Positions at the University of Latvia* (UL Senate Decision No 11 of 31.01.2022), while the quality/performance of UL academic staff is appraised in compliance with the *University of Latvia Academic Remuneration Regulations* (UL Senate Decision No 14 of 30.05.2016) and the *University of Latvia Scientific Staff Remuneration Regulations* (UL Senate Decision No 71 of 27.01.2020).

The UL Academic Department, the Adult Pedagogical Education Centre at the Faculty of Pedagogy, Psychology and Art of the University of Latvia provides informative, consultative and methodological support to UL academic staff on the issues in the field of higher education didactics. The Adult Education Centre of the Faculty of Education, Psychology and Art of the University of Latvia offers a vocational development programme “Didactics of Higher Education: modern theories and practices”, as well as continuing education programmes “Pedagogical aspects of the development of study programmes in higher education”, “The professional development of the

competence of the student trustee", etc.

On the completion of the continuing education programme "Methodology for the formulation and evaluation of the learning outcomes", programme directors and academic staff purposefully update their study courses and map study programmes and study courses learning outcomes. The acquired methodology has been applied to update several course descriptions, as well as to develop new study courses in the "Pre-trial Investigation" programmes in 2022 and 2023.

The UL academic staff has the opportunity to advance the English-language skills by completing the continuing training programme "Professional English Language Enhancement Course for Academic Staff" at the Centre for Applied Linguistics of the UL Faculty of Humanities. Several academics and heads of structural units took advantage of this opportunity during the reporting period.

Young academics and doctoral students from various UL doctoral programmes, each spring semester, are increasingly using the possibility to attend the continuing education programme "Introduction to teaching in higher education". In the doctoral study programme of the study field "Law", the study course "Introduction to teaching in higher education" is currently a compulsory course (in 2020, 15 doctoral students completed the course, in 2021 - 9, in 2022 - 6, and in 2023 - 4).

To promote collegial learning and identify good practices in teaching, the continuing education programme "Promoting the colleague experience exchange of academic staff" where academic staff organises hospitation (peer observation), thereby directly promoting the exchange of teaching experience among academic staff and contributing to the UL organisational development has been developed. The good practice cases of hospitation are discussed at the Faculty departmental level, as well as at joint FL staff meetings and seminars.

UL academic staff working with freshman students are a special target group for continuing training and as such are offered a continuing education programme "Professional development advising first-year students". Several lecturers took the opportunity to build these skills.

In particular, academic staff in continuing education programmes welcome the opportunity of study process modelling, testing new learning methods.

With funding from the European Union, a number of training programmes for academics were implemented between 2018 and 2023:

1. Development of online learning and digitisation of study content (target group – academic staff);
2. Innovations to improve the quality of teaching (target group - academic staff);
3. Academic integrity (target group - heads of study fields and study programmes).

Several lecturers of the field also participated in the above-mentioned training and apply the acquired knowledge in their pedagogical practice, for example, after the training on the use of Turnitin system, lecturers actively use this system for the control of study papers and other written tests.

All programmes have been developed by analysing the professional development needs of academic staff in the context of higher education trends. As part of the deployment of the academic staff training system, the UL Academic Department conducted an electronic survey of the UL academic staff, which allowed to pool information on their ongoing professional development needs, as well as encouraged a number of Faculty members to express their readiness to participate in the development and offering of continuing education content to their peers in line with professional and didactic development. needs.

On the implementation of each programme, a survey and an evaluation of the outcomes is conducted among the attendees of the programme. Participation in continuing education programmes is voluntary or else might be a recommendation issued by the leadership of the faculty. By and large, the UL faculties organise thematic seminars on topics relevant to the academic staff of the respective faculty.

The professional development activities of the UL academic staff are included in the University of Latvia Academic Staff Development Action Plan for 2018 - 2023.

In order to determine the professional development needs of the UL academic staff in the field of pedagogical activities, the UL Department of Studies (now the Academic Department) conducted a survey of academic staff, including heads of study fields and study programme directors, at the end of 2017 and in the first quarter of 2020, as well as in the spring of 2021, the results of which were taken into account when developing the training plan for the development of competences of academic staff, including the project operational programme "Growth and Employment" 8. 2.2. within the framework of the 1st round "Renewal and Competence Development of Academic Staff at the University of Latvia", 2nd round "Motivated, Modern and Competitive Academic Staff of the Study Field "Education, Pedagogy and Sport" at the University of Latvia" and 3rd round "Strengthening the Capacity of Doctoral Studies at the University of Latvia within the New Doctoral Studies Model" (hereinafter referred to as the "Growth and Employment" project) in order to effectively plan and ensure the improvement of academic staff competences. Targeted results by December 2023:

- refined system for the recruitment and selection of academic staff;
- the average age of teaching staff reduced and the age structure approaching the EU average[1], with at least 1/3 of academic staff aged between 35 and 49;
- enhanced scientific performance;
- a model for the renewal and succession system for academic and scientific staff developed and implemented;
- professional development system for the UL academic staff developed and implemented.

When planning the renewal and development of academic staff, the UL pays equal attention to identifying the most capable students in the study programmes of the UL and their motivation to engage in academic work (both teaching and research) during their studies. In this context, the UL has developed requirements and selection conditions for attracting new PhD students within the project "Growth and Employment" (specific support objective "Strengthening academic staff of higher education institutions in areas of strategic specialisation"):

1. a doctoral student in the final year of an accredited doctoral study programme, as well as a doctoral student holding Latvian citizenship who is studying outside Latvia in an accredited doctoral study programme, and a candidate for a doctoral degree;
2. successfully acquired number of credit points required in the first two/three years of study/ or, for a doctoral degree candidate, successfully completed studies in DSP;
3. participation in international scientific conferences with a presentation/report;
4. publication of at least one scientific article in the international journal;
5. English proficiency at least at C1 level;
6. successful passing of the doctoral exam in English;
7. positive reference of the scientific supervisor of the doctoral thesis on the doctoral student as a potential lecturer;
8. leadership traits and interest in UL research and course delivery.

Focusing on the recruitment and development of foreign academic staff, the UL has developed requirements and selection criteria for attracting foreign academic staff:

1. persons who have been employed in an academic position in an accredited foreign higher education institution within the previous five years;
2. a PhD or equivalent doctorate in a relevant scientific discipline;
3. relevant scientific and academic experience;
4. operational skills in an e-learning environment;
5. participation in at least 3 international conferences with a presentation/report;
6. published monographs and scientific articles, including in international journals with citation index (at least three);
7. participation in or involvement in research projects;
8. excellent knowledge of foreign languages, especially English, and the practical skill to use them in study and methodological work.

For the successful and unified implementation of study programmes at the UL, a special training programme was developed for the heads of study fields and programmes, its implementation took place from 12.10.2021 to 28.10.2021, the training was conducted by an international accreditation expert from Poland and representatives of the Latvian Quality Agency for Higher Education

In the course of elaboration of the study field self-assessment report, information about the the growth and qualification opportunities used by the academic staff during the reporting period was collected and summarized in Table 2.3.6.1.

Table 2.3.6.1

Assessment of academic staff professional development (didactic skills development and professional development)

No	*Criteria/academic year*	*2019/2020*	*2020/2021*	*2021/2022*	*2022/2023*
1.	**Language proficiency building**[1]	9	12	7	23
2.	**University didactics (training)**[2]	13	21	1	14
3.	**Attending different summer schools**	5	4	7	8
4.	**Lecturing and delivering courses under the Erasmus and Erasmus+ programmes**	15	15	18	16
5.	**Participation in Erasmus or other staff development programmes**	1	1	2	1
6.	**Attending international scientific conferences (attendee status)**	3	45	90	91
7.	**Attending national scientific conferences (attendee status)**	47	50	2	72
8.	**Participation in various seminars**	7	52	70	63
9.	**Membership in professional organisations**	31	33	37	38

10.	**Participation in various working groups (drafting regulatory enactments, etc.)**	23	31	32	32
11.	**Participation in the organisation and delivery of continuing education**	25	23	25	22
12.	**Participation in various international scientific editorial boards**	54	20	28	30
13.	**Participation in various national scientific editorial boards**	14	18	17	13
14.	**Participation in various international organisations' committees**	10	7	11	10
15.	**Participation in various national organisations' committees**	9	9	11	15
16.	**Serving on examination boards of professional organisations**	11	11	14	11
17.	**Opinions issued to the Central Election Commission and other institutions**	29	18	36	24
18.	**Other**	9	11	12	12

The analysis of the FL staff development appraisal, the results of which are summarised in the table above, shows a positively stable trend. Each year, the teaching staff actively participates in the advancement of legal thought, both by strengthening the objective legal order through various activities at national level, and by subjectively improving their competences through participation in the necessary professional development activities.

In order to further improve their professional skills, most of the teaching staff attended professional development trainings organised by the UL and FL during the reporting period, e.g., 11.03.2020 lecture series "Decision Making, Judgement Under Stress. Methods of managing profession-related stress" (lect. 18.03.2020 professional development "Profiles of personality and biological traits of offenders" (lect. E.Vanags); 24 and 25 August 2020 professional development programme "Development of Online Learning and Digitisation of Learning Content" (Dr.paed. D.Kalniņa); 25.10.2020 lectures "Generation X, Y and Z in the same boat: challenges for communication" (prof. Z.Rubene); 04.02.2021 "Pedagogical Potential of Distance Learning" (Dr.paed. S.Baranova). During the training, participants had the opportunity to share their experience and ask questions to the professionals from the fields of psychology and pedagogy. The academics have appreciated these training programmes and are actively applying the ideas gained in the study process, according to the specifics of each study course.

During the reporting period, the FL faculty members have attended many different seminars and conferences, as well as participated in numerous working groups for the drafting and refinement of laws and regulations, advisory councils, examination boards of professional organisations

(advocacy, notariat, forensic examinations), etc.

In recent years, the participation of the faculty members in the activities of the Centre for Continuing Legal Education and Professional Development at the UL FL has become an important tool for professional development, of which two types of activities should be noted. These are participation in the organisation and provision of continuing legal education, as well as in the preparation of legal opinions and studies.

The teaching staff also actively participates in the organising committees and editorial boards of various conferences organised by the FL and the UL cooperation partners in Latvia and abroad. All FL professors and associate professors are involved in the editorial board of the FL journal *Juridiskā zinātne* or in the preparation of articles for *its* English edition *Law* . The journal was indexed in the Erich+ database during the entire reporting period, and in October 2023 it was included in the prestigious Scopus database.

Teaching staff are actively involved in the editorial boards and organising committees of FL conferences. Cooperation is also established at international level, e.g. A.Rodiņa is a member of the editorial board of Central and Easter European Law Studies, prof. J. Rozenfelds was a member of the editorial board of the Queen Mary Journal of Intellectual Property published by the Queen Mary Intellectual Property Research Institute, University of London, until the end of his life (i.e. November 2022), etc.

FL lecturers also participate in various supranational institutions, e.g., Associate Prof. I. Kačevska is an arbitrator appointed by the Cabinet of Ministers to the Panel of Arbitrators at ICSID, Head of the Latvian Committee of the International Academy of Comparative Law and a member of the Chartered Institute of Arbitrators.

FL faculty members are often called as external experts to the Constitutional Court proceedings and are asked to give their opinion on the relevant issue. E.g. during the reporting period, prof. J.Kārkliņš, prof. K.Strada-Rozenberga, prof. A.Kārkliņa, assist. prof. E.Danovskis, lect. A.Kovaļevska, lect. P.Zeņķis and others.

A significant number of lecturers are also practitioners - judges of various courts, sworn advocates, members of the Saeima, thus lecturers also actively participate in the work of these state institutions or are members of the relevant professional organisations.

More detailed career development activities for each member of staff are reflected in the CVs annexed to the report.

[1] Eurydice report Modernisation of Higher Education in Europe: Academic Staff – 2017

[2] E.g. by attending foreign language courses, training.

[3] Professional development courses, trainings, lectures in pedagogy, university didactics, working with students, etc.

2.3.7. Provide information on the number of the teaching staff members involved in the implementation of the relevant study programmes of the study field, as well as the analysis and assessment of the academic, administrative (if applicable) and research workload.

The study field is implemented by a very large team of teaching staff. Taking into account the launch of two new study programmes "Pre-trial Investigation" from 2023/2024, the number of academics involved in the programme has increased significantly since this academic year and currently stands at 89.

FL teaching staff are renowned professionals in their fields. The UL FL can be proud of the high number of faculty members with doctoral degrees, i.e. 60. Alongside their academic work, teaching staff are also leading practitioners in their field. Due to the specific nature of the courses included in the study programme, the implementation of the study field also involves faculty members from other fields, for example, courses are taught by teaching staff with the following degrees: Dr.oec., Dr.psych., Dr.phil., Mg.med, Mg.chem. For a detailed list of teaching staff involved in the study field, see the Annex "Composition of academic staff involved in the implementation of the study field "Law"".

In addition to their teaching and research work, several faculty members also perform administrative duties in various positions related to the organisation of academic work (dean, director of study programmes, head of the study field, head of a department). According to the principle of self-government of higher education institutions enshrined in the Law on Higher Education Institutions, administrative work, insofar as it is related to the organisation of academic activities, is necessary to ensure academic freedom – the academic staff of a university plays a crucial role in ensuring academic work. The academic and administrative workload is balanced. This is evidenced by the fact that the academic staff who carry out the administrative work are also highly engaged in research and highly rated in student surveys.

The workload of academic staff is planned for each academic year in accordance with the Regulations on Remuneration of Academic Staff at the University of Latvia. It varies widely and depends on the number of courses the faculty member is involved in, as well as on whether and how busy the faculty member is with work outside the UL. Some teaching staff have a relatively high teaching workload as they mainly work directly at the UL, they optimally organise their work, ensuring good study and research results. Although the teaching workload of some faculty members exceeds the average workload, the redistribution of workloads is not feasible for various reasons (other faculty members working outside the UL cannot take on a larger workload, the creation of new positions is not feasible as it would not result in an optimal workload for the optimal salary, etc.). In the long term, it is important to increase the number of faculty members whose principal employment is at the UL.

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

The UL students have access to academic support, career development support and psychological support.

Academic support aims to provide students with information and advice on study issues throughout the study period. Academic support includes the implementation of the first year of studies support programme, advice on the study process (content of study programme, choice of study courses, legal documents regulating the UL study process), information on tutorials, counselling and

workshops on study skills (note-taking, reading for academic purposes, active listening, exam anxiety, time management, library and Internet resources).

Academic support in academic matters is managed centrally by the UL Department of Study Services and the responsible persons with the respective faculties: director of the study programme, study advisor, trustee, mentor, coordinator, academic staff, and the UL Students' Council and Faculty Students' Councils. Advice on the use of library and Internet resources is provided by the UL Library. Table 2.3.8.1 presents key tasks to be performed by student support units/staff.

Table 2.3.8.1

Examples of key tasks to be performed by student support units / staff

Units or staff	Key responsibilities

Faculty of Law Student Council (FL SC)	FL SC is actively involved in supporting students in various issues related to the study process and the study environment. The FL SC coordinates the mentoring programme at the Faculty, where senior students help new students to settle into the Faculty, coordinate the election of group leaders, and advise students on individual academic problems. The FL SC disseminates information on changes in the organisation of the study process (especially during the Covid-19 pandemic and the 2022 energy saving transition to/from distance learning), the basic principles of academic integrity and academic ethics, procedures for resolving academic disputes and other information useful to students. Every year FL SC also financially supports the University of Latvia Library's Law Literature Collection with the newest legal literature. In total, more than €7 500 has been provided during the reporting period. During the reporting period, the FL SC also conducted several student surveys, for example, on the use of distance learning, the psychological well-being of students, the quality and prestige of legal education. Based on the data obtained, decisions on changes in the study process have been made by the Study Field Council, support events have been organised and other improvements in the Faculty's activities have been made. Every year FL SC organises various educational events - Pre-Aristotle (introducing first year students to the legal profession and faculty), classes on academic integrity, discussion series on topical legal issues (in the reporting period - on the independence of the judiciary, copyright in the digital environment, cybercrime, e-case implementation, fake news, etc.), Erasmus+ experience evenings, examination period support evenings, etc. Several FL SC events are also aimed at providing an active extra-curricular environment for students and bringing the faculty community together, such as the Annual Award, Young Lawyers Days (which include erudition competitions, orienteering, night track, Riga Regional Court), inspiration evenings, Christmas Balls, etc. FL SC actively communicates with the administration of the faculty on the improvement of the study process (for example, in the reporting period there was joint work on the principles of using electronic aids in the study process, involvement of students in the law sections of university scientific conferences). FL SC representatives actively participate in the work of the Faculty Council and the Field Council, and play a very important role in the daily life of the Faculty as a whole.
Trustee	Informs students of the developments in the study process, provides individual support to those students who face difficulties entering academic environment of the UL and initiates adaptation and team-building measures.
Coordinator, study advisor	Provides study advice, assists in day-to-day issues related to the study process, files study records, advises on the Information System of the University of Latvia (LUIS).
Mentor	A senior student who helps freshman students adapt to the study environment and share their experience.

Student Council (SC)	The aim of the SC is to represent UL students and to defend their rights and interests. The SC represents students' interests in academic issues by electing student representatives to the decision-making bodies of the University of Latvia, considering issues related to the study process and its improvement.
Study programme Director	They organise and manage the development and implementation of the study programme in accordance with the requirements of the specific scientific or economic sector, cooperate with employers and internship sites on study content issues, evaluate and approve individual study plans chosen by students, recognise study courses acquired under mobility programmes, etc.
Department of Study Service	Organises the admissions process, advises the Faculty and students on mobility programmes, study, social and cultural issues, advises and organises career couching and consultancy. Organises adaptation measures for students, provides training for trustees, mentors, organises cooperation with employers, etc.

Career development support aims to enable individuals to identify their interests, abilities, skills, and experience at any stage of their lives, throughout their lives, in order to make informed decisions about education and/or career choices and to organise and manage their individual life paths in education, work, and other areas, and does so through a range of services. Career development support is provided by the Career Centre of the UL Department of Study Services in cooperation with the faculties.

The Career Centre provides the following services to students:

- individual counselling for future studies and careers, setting up an individual career plan, providing support for the transition between different levels of education and from education to the labour market;
- workshops for career planning skills (“Career planning and development skills”, “My first job interview”, “Stress management”, etc.);
- Internet resource – Career Centre website (information available in both Latvian and English) https://www.karjera.lu.lv/ and https://www.karjera.lu.lv/en/ (information available in English) provides up-to-date information on career planning, occupations and the labour market;
- Electronic resource "E-Career" https://e-karjera.lu.lv/which enables students to quickly find internships and jobs by uploading their CVs to the database and employers to recruit employees by listing company vacancies in the database.

Psychological support is provided by the Department of Study Services. A counselling psychologist provides psychological support to students in solving personal and study issues arising from studies (relationship issues, conflict resolution, emotional difficulties). A psychologist provides individual counselling and telephone counselling.

Special events aimed at integrating domestic and international students are organised in cooperation with the ESN (*Erasmus student network*), thus introducing international students to Latvian culture and traditions and promoting international and national student interactions.

The assessment of infrastructure accessibility for persons with disabilities has been conducted in cooperation with Apeirons. The results obtained are considered both in the construction of the new infrastructure and in the provision of study programmes.

A range of support measures is also provided to students by the FL. The FL implements some of these support activities jointly with the FL Student Council. Information support is essential,

especially for first-year students. In order to help students integrate successfully into their studies and the life of the faculty, each year an introductory lecture series "Introduction to Studies" is organised for first year students, where students are informed about the study process at the Faculty, introduced to the e-environment (e-studies, LUIS), representatives of the Faculty Library introduce the library facilities and demonstrate practical examples of how to work with databases. With the help of specialists in pedagogy and psychology, the first-year students were given lessons on how to study successfully (specifics of studies), how to work with large texts, etc. An information session on study internship placements is provided to Professional Master's programme students and the particularities of each placement are highlighted. In case of any uncertainties and problems, all students can approach teaching staff, heads of departments, programme directors and faculty management for individual consultations.

On a case-by-case basis, support is provided to students with financial problems, for example, by extending tuition fee deadlines, granting tuition fee relief in the cases stipulated by the laws and regulations of the University of Latvia. Students also have the opportunity to apply for the UL Foundation Patrons' Scholarships.

Likewise, study programme assistants advise on what to do, where to find support in specific problem situations, etc. The FL also supports and encourages students' participation in international moot courts.

2.4. Scientific Research and Artistic Creation

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

The UL aims to be an internationally recognised European and world-class science university, while providing research-based and innovative studies in a broad spectrum of sciences typical of a classical university. The UL combines diverse studies and scientific activities to provide globally recognised higher education, to create new knowledge and apply it in solving problems of importance to the Latvian economy and society, as well as to support the successful development of the Latvian state, economy and society through the transfer of the UL's accumulated expertise. This, in turn, includes the implementation of scientific research in accordance with the standards of the study field "Law" and the involvement of academic staff (teaching staff) in the given study field "Law".

The study field " Law" covers the study of five sub-fields of law, i.e. civil law, criminal law, national law, international and European Union law, as well as legal theory and history. The FL Chairs are based on this division of disciplines, with the research and projects carried out by the elected faculty members primarily in their respective sub-disciplines, but also, of course, through joint interdisciplinary research. Thus, these research directions provide research on issues of importance for the Latvian state, economy, and society as a whole, because undoubtedly, law is a fundamental prerequisite for the functioning of a democratic state system. Noting that the research activities of the academic staff (teaching staff) engaged in the study field "Law" are related to the assessment

of legal issues of relevance for the future development of law, it is reasonable to recognise that such scientific research not only meets the objectives of the study field (and the topicalities of each field of law), but also directly reflects the element of creativity of scientific activity, thus contributing to the further scientific development. See Annexes 8 and 9 for an overview of publications produced in the study field.

The field also includes the doctoral study programme "Law", the aim of which is to provide higher-level doctoral studies in law that meet the needs of science, economy, culture and society, ensuring in-depth acquisition of theoretical knowledge, improvement and development of research competences in law, and in particular in the chosen sub-field. The doctoral programme also aims to train qualified legal scholars for academic work at universities, scientific and organisational work in public and private institutions, as well as high complexity work in practical jurisprudence. The aim, objectives, and implementation procedure of the doctoral programme are geared towards achieving the UL's goals, but the programme also has national goals, educating young legal scholars who will contribute to the overall advancement of legal scholarship. For more information on the doctoral programme, see the relevant programme section.

2.4.2. The relation between scientific research and/or artistic creation and the study process, including the description and assessment of the use of the outcomes in the study process.

Scientific research is inextricably linked to the study process at FL and they complement each other. For example, the results of scientific research of FL faculty members, presented in scientific monographs, scientific articles and other publications, are applied in the study process of every study course. The course description of each FL-taught course specifies a number of scientific studies that students are required to study in order to successfully complete the course. Likewise, students are required to produce different research papers or reports for each study course. In addition, students are required to produce a major research project each year, either a study paper or, in their final semester, a bachelor's or master's thesis, respectively.

In addition, it cannot be neglected that often during the study process, i.e., while lecturing on a particular study course or conducting seminars, lecturers develop new ideas for scientific research, because during the study process new aspects of legal topics and related issues that have not been explored or have not been explored enough in Latvian legal studies emerge. Finally, especially in the doctoral programme, a significant part of the programme is devoted to scientific research – doctoral students in this programme initially acquire in-depth knowledge of the methodology of scientific research in law, and go on to develop a range of different scientific studies, publications, and finally high-level doctoral theses, etc. Given that the doctoral programme also involves the acquisition of pedagogical skills, doctoral students further validate their research results in the study process by giving lectures or conducting seminars for bachelor's or master's students.

2.4.3. Description and assessment of the international cooperation in the field of scientific research and/or artistic creation by specifying any joint projects, researches, etc. Specify those study programmes, which benefit from this cooperation. Specify the future plans for the development of international cooperation in the field of scientific research and/or artistic creation.

International cooperation in scientific research has so far been manifested in the participation of FL academic staff in international projects and various scientific institutions as experts. For example, the scientists of the UL FL have actively participated in international scientific conferences abroad, promoting the results of their research and participating in the discussion of legal issues at the supranational level, have participated in the work of international editorial boards. This information is further expanded in the annexes on research and scholarly activities during the reporting period, as well as in the CVs of the teaching staff.

As mentioned in the previous section, the FL holds international conferences every few years, bringing together legal scholars from different countries. Conference proceedings are also published, including English-language proceedings indexed in the *Web of Science* database. The researchers of the UL FL have established stable cooperation with researchers from Estonia and Lithuania, especially in the field of civil and administrative law.

The FL development strategy continues to focus on the international promotion of advances in the research in Latvian law, cooperation in joint international research projects (in particular strengthening cooperation between universities in the Baltic region), and the FL as a hub for regular conferences in the region. Notably, such collaborative formats facilitate the discussion and integration of the most recent findings into the content of taught study courses (at all levels of study). It also facilitates the involvement of scholars in regional-level discussions on issues related to the development of the sector, as well as provides an opportunity to provide a broader perspective on the basic principles of the Latvian legal system and current issues from a regional perspective. It is also undeniable that faculty members' activities in science raise their level of expertise, which in turn enables them to be leaders in their field. Thus, it can be claimed that the FL brings together the leaders of scientific thought in their field to ensure the study process.

More active cooperation in science could also be achieved in the future by attracting articles by world-class scholars to the FL Law journal, which has been indexed in the Scopus database since October 2023.

2.4.4. Specify the way how the higher education institution/ college promotes the involvement of the teaching staff in scientific research and/or artistic creation. Provide the description and assessment of the activities carried out by the academic staff in the field of scientific research and/or artistic creation relevant to the study field by providing examples.

The research activities of the academic staff involved in the implementation of the UL FL study field characterise the excellence of the UL FL in science and studies. In Latvian legal scholarship, the works of the UL FL scholars and their impact in practice (textbooks, law commentaries, scientific and popular scientific articles) are most prevalent. As the collected data indicate, the results of scientific research of the academic staff involved in the implementation of the study field are continuously advancing the development of Latvian legal science. For example, the findings of the research conducted by the FL academic staff have been published not only in conference proceedings (indexed in recognised databases, etc.) and various scientific journals, but have also been the basis for textbooks and popular science publications. This is clearly illustrated by the quantitative data on the volume and diversity of scientific research conducted in the study field

presented in the annexes of the report (see the annex "Summary of quantitative data on scientific and/or applied research activities relevant to the study field in the reporting period").

The UL FL Legal Science Research Institute provides important support for the promotion of scientific research of academic staff. The Institute's activities include informing academic staff about international and national calls for research projects, for example, academic staff are regularly informed about the European Commission's *Justice*Programme calls, field-relevant calls in national research programmes and the annual Fundamental and Applied Research Project call, seminars on preparing project applications are organised, and administrative and substantive support is provided in the preparation of project applications. Among the more important research projects already implemented, which successfully combine scientific research with a significant contribution to curriculum development, is the European Social Fund project on the production of compilations of case law and their use in training for practitioners.[1]Although this project was aimed at training legal practitioners, the advanced knowledge acquired through this project by the faculty members was used in the implementation of the study courses, while the compilations of case law became valuable learning materials that can be used in the implementation of the study programme. Likewise, international research projects have contributed to the involvement of the faculty members in research, to the acquisition of advanced knowledge by the faculty members, and to the production of high-quality materials that can be used in the study process. An example of a successful joint international project is the*TRAIL* project, which was implemented under the European Commission's Justice Programme and concerned with international joint training for legal practitioners.[2]Another example of a successful project would be*Calder* on hate speech, preparing a study and implementing training.[3]Outstanding research results have been achieved in the Fundamental and Applied Research Project No lzp-2020/2-0265 (December 2020 - December 2021). During the 13 months of the project implementation 20 project outputs have been achieved, including the scientific article published in the *Scopus* database Q1 quartile journal(Mantrov V., Kārkliņš J., Barkāne I., Dāvida Z., Kārklis S., Silionovs K. Deviation from Objective Requirements for Conformity With a Contract of Digital Content or Digital Service: The Assessment of Its Use. Journal of Intellectual Property, Information Technology and E-Commerce Law, vol. 13, N 3 (2022), pp.323-338), an online monograph(Kārkliņš J., Mantrovs V., Buka A., Barkāne I., Dāvida Z., Kārklis S., Silionovs K. Digital object of purchase: the Consumer Protection Act's framework for the implementation of the 2019 Consumer Purchase Directives. Sci. Ed. V.Mantrovs. Riga: UL Academic Press, 2022; available on the publisher's website) and ex ante report to the legislator on the draft law (*Amendments to the Law on Consumer Rights Protection* (No: *1179/Lp13) scientific ex ante evaluation report*, available on the website of the Saeima of the Republic of Latvia). See Annexes 8 and 9 for an overview of the publications produced in the study field.

[1] European Social Fund (ESF) project *Justice for Development* (Nr.3.4.1.0/16/I/001), the agreement between the UL FL and the Court Administration of the Republic of Latvia on legal training using the compilations of case law.

[2] European Commission Justice Programme, *Justice* Call, *TRAIL: Train in your language: multilingual transnational training in EU civil and commercial law* (2020-2021).

[3] European Commission Justice Programme, *Justice* Call, *Capacity Building and Awareness Raising to Prevent and Counter Intolerance in Latvia" (Calder)* (2021-2023).

2.4.5. Specify how the involvement of the students in scientific research and/ or applied research and/or artistic creation activities is promoted. Provide the assessment and

description of the involvement of the students of all-level study programmes in the relevant study field in scientific research and/ or applied research and/or artistic creation activities by giving examples of the opportunities offered to and used by the students.

In terms of students' involvement in scientific research, it should be noted that from the first year of the Bachelor's degree programme, students are involved in scientific research of various types and levels of complexity. For example, from the very first year of their studies, students develop research papers - study papers, the best of which are also submitted to various competitions, such as the research competition of the journal "Jurista Vārds", and every year students of the Faculty of Law win awards in various sections of this competition.

FL students also have the opportunity to participate in various research competitions organised by state institutions or law firms. For example, in 2023 a student of the professional master's study programme "Law" became the winner of the competition organised by the Competition Council, ZAB PricewaterhouseCoopers Legal and Riga Graduate School of Law. The rewards in these competitions often include the opportunity to participate in further professional development activities, such as summer schools, internships at a particular institution, etc.

Many FL students, encouraged by their lecturers, have also submitted publications for publication in the journal "Jurista Vārds" (for a bachelor's student to submit a publication, a lecturer's recommendation is required).

It should be further noted that particular emphasis is placed on research and the development of related skills within Master's and Doctoral programmes, where students produce research papers of various types (and scopes) in specific courses of study. The most active students are also involved in the organisation of conferences at the invitation of the UL FL academic staff, with the opportunity for students to give presentations at various conference sessions both in Latvia and abroad. In recent years, the FL has also organised separate student sections at each of the UL annual international scientific conferences, where students of all levels of study programmes have the opportunity to present papers on topics that are of interest to them and at the same time of scientific significance or innovation (undergraduate students conduct these studies under the supervision of academics). Of course, doctoral students are even more active in the research field, with various types of projects.

2.4.6. Provide a brief description and assessment of the forms of innovation (for instance, product, process, marketing, and organisational innovation) generally used in the higher education institution, especially in study field subject to the assessment, by giving the respective examples and assessing their impact on the study process.

FL introduces various innovations and innovative methods in the study process. For example, the so-called entry and exit cards are used as innovative methods in seminar classes (testing students' knowledge and allowing students to test their level of knowledge and improvement in a particular class), moot trials are organised in many study courses. Students also often go on study visits to courts, prosecutor's offices, the Saeima and other institutions, broadening their knowledge and gaining experience in the specifics of the work of a particular institution. In some courses, lecturers also use the e-learning platform for various self-tests, etc.

The use of a variety of innovative methods can also be seen in the study course Providing of Legal Advice, where students work with real client cases, providing legal assistance to low-income persons under the guidance of academics. The course includes, among other things, mediation, video trainings where experts in the relevant field of law discuss and analyse a given problem situation with a particular student in order to provide the highest quality legal assistance possible. The moot court sessions, which are part of the study process, undoubtedly strengthen the theoretical knowledge acquired by students on various legal issues, while enhancing their practical skills. This in turn contributes to students' competence to successfully participate in various national and supranational moot courts, etc. For example, during the reporting period - in 2020, the European Human Rights Moot Court Competition took place, in which 68 teams from 33 countries participated, and in the final, competing against a team from the University of Oxford, the first place was won by the team of the UL Faculty of Law (the team of the Faculty of Law was represented in the competition by the students of the 3rd year of the bachelor's study programme and the 1st year student of the master's study programme).

In the context of moot courts in international law, students conduct research and prepare arguments on issues that have no clear-cut resolution in international law. The competition format is an important incentive to carry out research at a level not usually reached by students in their regular studies. The skills acquired in mock competitions also help participants to build successful careers on a global scale. The UL FL has represented Latvia in these competitions since 1998 (Telders competition) and 2003 (Jessup competition). In the reporting period - 2023 - the UL FL team also won the Jessup Baltic Cup.

The success of students in national competitions is also commendable, e.g., during the reporting period, UL FL students have won the Human Rights Competition organised by the Ombudsman, prof. K.Čakste Civil Law Moot Court competition, prof. K.Dišlers Constitutional Law Moot Court competition, prof. P.Mintz Criminal Law Moot Court competition.

2.5. Cooperation and Internationalisation

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

Cooperation with various Latvian institutions is an important element in the implementation of the study field, thus facilitating the validation of skills acquired during studies.

The FL is very active in cooperation with various state and local government institutions, and this cooperation takes many forms, for example, state and local government institutions provide internships for students of the professional programmes included in the field, and joint scientific conferences, seminars, and discussions are organised. Cooperation in the field of drafting legislation cannot be overlooked - a number of FL academics are and have been active in working

groups established by ministries. FL academic staff are also regularly invited to express their views in the Parliamentary commissions and to give opinions on various legal issues.

In addition to the above, FL lecturers also have successful cooperation with the judiciary. In this context, the compilations of case law produced within the framework of the cooperation agreements between the FL and the Supreme Court are particularly noteworthy. Cooperation with the judiciary and professional organisations is also ongoing through regular lectures delivered in various continuing education programmes, for example, faculty members have lectured for the Bar Continuing Education Programme. Several faculty members have also lectured to bailiffs, notaries and to a wide audience at the Judicial Training Centre.

Cooperation with professional organisations in the field, such as the Latvian Council of Sworn Advocates, the Council of Sworn Notaries of Latvia, etc., is also pursued in various ways. The FL academics serve as experts in various examination and certification commissions of professional organisations of lawyers, e.g., they are regular members of the Examination Commission for the Latvian Council of Attorneys, members of the Notaries Examination Commission, members of the Forensic Experts Certification Commission, a FL representative is also delegated to work in the Insolvency Administrators Examination Commission.

The lecturer of the UL FL State Law Department, G. Kusiņš has been a member of the Terminology Commission of the Latvian Academy of Sciences in the field of law for many years. The work of this Commission contributes significantly to the scientific development of the terminology system.

The FL cooperates with all major publishing houses in Latvia, which are always interested in publishing the research of FL academics and young doctors of law. Regular cooperation partners of the UL FL are such publishers as Latvijas Vēstnesis/ Latvian Official Gazette, the journal "Jurista Vārds", Tiesu namu aģentūra/ Courthouse Agency, Zvaigzne ABC. Many publications are also published by the UL Press. The scientific potential of the academic staff is also confirmed by the publishing houses that have published their research, including Kluwer Law International, Springer, European Review of Public Law, etc.

Cooperation with non-governmental organisations is also ongoing, for example, students of the Legal Clinic have assessed the legitimacy of initiative ideas for the public initiative portal manabalss.lv, etc. There is also cooperation with the non-governmental sector on internships.

Several state institutions have come forward with offers for students to develop final theses on topics relevant to their activities, including by providing information and advisory support in the development of these studies. Such initiatives are received from the Ministry of Justice, the Ombudsman, the State Probation Service, the Prison Administration, the Ministry of Welfare, the Supreme Court, etc. Undoubtedly, this form of cooperation is highly appreciated, because in this way students' scientific papers are developed on issues of national importance, and it is possible to apply the findings of high-quality scientific work of students in practice (applying legal norms) or initiating new ideas for improving the legal framework. Sometimes it is also a pathway to future employment at the institution.

Cooperation with other universities is demonstrated, for example, by organising joint scientific conferences and seminars, serving on the editorial boards of scientific journals, and participating in the development of scientific monographs. The FL also cooperates with other universities through promotional councils and summer schools. The UL FL has concluded a bilateral cooperation agreement with the Riga Graduate School of Law, within the framework of which students of both institutions can study courses offered by the other educational institution (which are mutually recognised), as well as students can use the library, reading rooms, etc. of the other university.

A completely new form of cooperation is the consortium established in 2022 - the Internal Security

Academy or ISA, which is an alliance of several institutions (the Ministry of the Interior, the State Police College, the University of Latvia and Riga Stradins University) to achieve a common goal, i.e., by pooling resources, to train highly qualified specialists to work in Latvian law enforcement institutions. The study process will be implemented at the University of Latvia, Riga Stradiņš University and the State Police College, jointly using the study infrastructure of the partner organisations and pooling the resources of the academic staff of the higher education institutions. As mentioned above, the consortium implements two study programmes on “Pre-Trial Investigation” at the FL from the academic year 2023/2024.

The FL also cooperates with other UL faculties by teaching law-related study courses, such as *Introduction to Law*, *Introduction to Intellectual Property Law*, while academics from other faculties provide professional development training (for example, in pedagogy and foreign languages) to FL academics.

The Faculty of Law is also pleased that several judges and representatives of the Latvian Council of Sworn Advocates have regularly responded to the invitation to participate in the work of the UL FL Final Examinations Board.

The FL also engages with the wider community, not just the legal community. For example, conferences and seminars organised by the FL are open to everyone, and many of them are streamed live on the FL website and posted on the FL *YouTube* channel. The work of the UL FL Legal Clinic is a prominent and positive example of the successful cooperation of the Faculty of Law with the wider community. The UL FL Legal Clinic provides Part B course Providing of Legal Advice I and Providing of Legal Advice II *Pro bono* partners, attorneys-at-law and assistant attorneys-at-law cooperate with the Centre, both by lecturing and by advising students on their cases, and a bailiff, notary, and language specialist introduce students to the latest developments in practice.

The above-mentioned areas of cooperation ensure the achievement of the goals of the study field "Law" and, undoubtedly, the achievement of the learning outcomes, and make an invaluable contribution to the training of young lawyers.

The main criteria for the selection of cooperation partners are the importance of the cooperation results in the implementation of the strategic directions of the UL, namely the impact of the cooperation results on the excellence of science, the development of studies and investment in society, as well as the compliance of the cooperation partner's activities with the study direction, as well as the reputation of the cooperation partners. The mechanism for attracting cooperation partners is organized at the faculty management level, both by initiating cooperation from the faculty and by deciding to support cooperation initiatives from other institutions. For example, during the preparation of the self-assessment report, UL has received a cooperation offer from both the Office of the Ombudsman of the Republic of Latvia and the representative office of the Nordic and Baltic countries of the UN Refugee Agency. If a long-term cooperation is expected, then a cooperation agreement is usually concluded with the cooperation partner. The mechanism for attracting cooperation partners is organized by the faculty's management - the dean, vice-deans and directors of the study programmes.

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

describing the cooperation with employers. In addition, specify the mechanism for the attraction of the cooperation partners.

The Faculty of Law has developed successful international cooperation with a number of professional organisations. The cooperation has been developed both as a result of the initiative of the UL FL and as a result of foreign institutions approaching the FL and making concrete offers of cooperation. The UL FL successfully participates in the European Law Faculties Association. With more than 200 law faculties of higher education institutions in the EU Member States and other countries, the Association is a unique opportunity to share best practices, competences, skills and perspectives in the practical implementation of the Bologna Principles and the sustainable development of law education. The FL is also a member of the European Public Law Organisation. Cooperation with foreign universities includes various summer schools on topical legal issues, as well as the *Erasmus*+ programme.

Cooperation takes place with different types of foreign institutions, including on various aspects of cooperation:

1) Cooperation with universities abroad

Within the *Erasmus*+ exchange, 69 bilateral cooperation agreements have been concluded, and this number is being purposefully increased so that students and staff have the opportunity to travel to more and more foreign universities. This number has increased by 4 since the previous accreditation period. International cooperation agreements provide for extensive cooperation specifically for *Erasmus*+ mobility (student exchanges, internships, lecturers and staff). It should be noted that the University has 224 bilateral cooperation agreements in 51 countries on cooperation in studies, etc.

Bilateral cooperation agreements often result not only in student exchanges, but also in faculty and staff exchanges. Teaching staff go on exchange visits to partner universities to give lectures and exchange experience. Over the reporting period, Brno University, University of Lisbon, University of Rennes, etc. have been frequent destinations for faculty members. Overall, there is close cooperation with partner universities in the Baltic States (University of Tartu, Tallinn University, Vilnius University, Mykolas Romeris University, Kaunas Vytautas Magnus University), as well as with universities in the Czech Republic, Poland, Hungary, France, Portugal and Italy. Such mobility also helps faculty members to attract foreign researchers and universities, with whom they can participate in joint research projects and work on joint publications. This is often also important for attracting specialists who would like to participate in the conferences organised by the Faculty (including in their organising committee or editorial boards) or in the editorial board of the journal "Law"/"Tiesību zinātne". The FL collaborates with universities in many countries in organising joint scientific conferences and publishing proceedings.

During the reporting period, there have been not only faculty mobility but also staff mobility. The FL was represented at the Staff Exchange Week in Ljubljana, Slovenia in 2022, where experiences were exchanged on both the promotion and difficulties of Erasmus+ exchanges and on public relations issues. The FL is also regularly represented in the Rotterdam Law Network, where the network's partner universities discuss cooperation opportunities, Erasmus+ mobility issues and various other topical issues, such as how AI chatbots could impact the higher education process.

The FL regularly informs students about cooperation offers from international partners and foreign universities. For example, in 2020, in cooperation with Humboldt University in Berlin, students from the FL conducted research in Riga and Berlin at the summer school "Projekt Netzwerk Ost-West",

where they analysed legal issues in the digital age. In addition, in spring 2023, the faculty members of the University of Bialystok visited the UL FL to inform about the opportunity to participate in their law school "Polish-European School of Law International Intensive Curriculum", which was also well received among the students of the UL FL. Also JF Assoc. prof. A. Kučs gave a lecture at the Global Digital Human Rights Network Summer School on Human Rights and Artificial Intelligence in Kuressaare, Estonia, in the summer of 2023 - this summer school was also attended by FL bachelor and master students.

During the reporting period, various guest lectures of foreign lecturers were held at the UL FL within the Erasmus+ and Fullbright programmes. For example, in spring 2023, two professors from the USA visited the UL FL. The guest lecturer David Schultz gave a series of lectures on US constitutional law, giving interested students the opportunity to study topics such as the legal aspects of US presidential and national elections, the functioning of the Electoral College, the powers of the US President in foreign policy, human rights issues, etc. D.Schulz came to the FL thanks to the support of the Fulbright Programme. The second guest lecturer, Patrick McKinley, provided a guest lecture course on US criminal law. The professor came to the faculty on his own initiative and his guest lectures at the FL were part of his visit to the Baltic States. As a result of his visit, talks are also ongoing on possible cooperation agreements with the universities he represents in the US to strengthen this cooperation.

2) Cooperation with institutions on research projects

Research projects are also important international collaborations, and the FL collaborates with various international institutions to conduct them. In 2021, the UL signed an agreement with the European Commission to implement the project "Capacity Building and Awareness Raising to Prevent and Combat Intolerance in Latvia - CALDER". In addition, the FL has good cooperation with international courts. For example, the European Court of Human Rights hosts students or recent graduates of the UL FL on Erasmus+ internships, while a conference on "Law and Language" was organised together with the European Court of Justice in autumn 2023.

The UL FL Legal Science Research Institute actively cooperates with Latvian and foreign institutions. The researchers participate in conferences and forums of foreign universities, such as the 8th International Scientific Conference "Innovative Technologies and Management for Sustainability - 2020" organised by the Faculty of Technology and Business of Kaunas University of Technology, Panevėžys in 2020. The researchers from the Legal Science Research Institute participated in the UNESCO International Working Group on Recommendations on the Ethics of Artificial Intelligence, and in an international project with the Nordic Council of Ministers' organisation Nordforsk.

Special mention should be made of the monograph on contract law in Latvia "Contract Law in Latvia" published in 2020 by the internationally recognised academic publisher Wolters Kluwer. International journals publish articles by FL faculty members. For example, in 2022, the Scopus-indexed journal JIPITEC published a paper by assoc. prof. V. Mantrov, prof. J. Kārkliņš, lect. researcher I. Barkāne, dr.iur.cand. Z. Dāvida, S. Kārklis and master’s student K. Silionov's article "Deviation from Objective Requirements for Conformity With a Contract of Digital Content or Digital Service: The Assessment of Its Use”. Web of Science: Emerging Sources Citation Index and Scopus indexed journal "Information Polity" published an article by the UL researcher and lecturer I. Barkāne "Questioning the EU Proposal for an Artificial Intelligence Act: The Need for Prohibitions and a Stricter Approach to Biometric Surveillance”.

In 2023, the FL with I. Auliciema and B. Kiršteina's presentation "The Role of Good Lawmaking in Migration Processes" was represented at the Summer University "Civil Union and the Rule of Law, Reflection on European Values" organised by the University of Paris-Nanterre, the University of Cotdazur and the City of Cannes in Cannes, France.

3) Cooperation with international organisations

Since 2016, the UL FL has been a member of the European Law Faculties Association and has continued its activities in the reporting period. The Association provides an opportunity to share good practice examples and issues on the Bologna Principles in higher legal education, which have been implemented by the UL FL since 2003. The Association brings together law faculties from more than 200 EU Member States and other higher education institutions. The UL FL has also been a member of the European Public Law Organisation since 2012. This organisation aims at research and dissemination of information on public law in its broadest sense, and the UL FL is the only Latvian representative in this organisation.

The FL is a member of the Rotterdam Law Network and is actively involved in its activities. The network brings together European law schools and aims to promote international cooperation by establishing contacts between the law departments of European universities to ensure the transfer of best practices. The network brings together 35 universities, which meet annually at each partner university to discuss the latest developments, and the UL FL also sends representatives to the annual meetings to exchange experience.

The UL FL is also part of the Global Campus of Human Rights, which is a Master's programme that provides students with a six-month study opportunity at a partner university, including at the FL. In the spring semester of the academic year 2022/2023, a student from Greece came to the UL FL to study the courses and write her final thesis in consultation with assoc. prof. A. Kučs and lecturer L. Buka.

Since November 2018, the UL FL has joined the European Law Institute as an institutional observer. The Institute researches and develops practical recommendations in the context of the development and integration of European law, where the UL FL plays the role of an observer, i.e. provides opinions, suggestions in the development of new projects, as well as nominates representatives to the Institute's decision-making bodies and working groups.

Latvia's representation on the European Commission for Democracy through Law (the Venice Commission) is very important. Latvia is currently represented by A. Laviņš, a lecturer at the FL Civil Law Department and a Judge at the Constitutional Court, whose alternate is A. Kučs, an associate professor and a Judge at the Constitutional Court. The Commission was also previously composed of the FL academics A. Laviņš (as a stand-in for I. Ziemele) and G. Kūtris a lecturer at the Department of Criminal Justice (as a stand-in for A. Endziņš).

In 2020, the UL FL became a partner in the COST (European Cooperation in Science and Technology) scientific project "European Digital Human Rights Network", whose main aim is to study the theoretical and practical aspects of online content assessment by private media companies, assessing whether international human rights law is sufficiently accurate in this area.

4) International cooperation for students

During the reporting period, despite the challenges posed by the Covid-19 pandemic, the FL continued to participate in international *moot* courts. In 2021 and 2023, the FL students took part in the Philip C. Jessup International Law Moot Court Competition. In 2019, 2021 and 2022, a team of the FL students participated in the Monroe E Price Media Law Moot Court Competition. Notably, in 2020, the UL FL students won the honourable 1st prize in the European Court of Human Rights Moot Court, beating the Oxford University team in the final. Doctoral programmes in the field of doctoral theses successfully cooperate with partner universities - doctoral students have the opportunity to visit libraries of universities in different countries, to meet with university lecturers and researchers to discuss issues, cooperation also takes place in reviewing doctoral theses, in defence committees, etc.

Overall, during the reporting period, the UL FL international cooperation and its quantitative indicators were undoubtedly affected by the Covid-19 pandemic. This had an impact on study, staff and other mobility, as well as on research projects due to imposed restrictions. However, in many projects, conferences and international competitions, the UL FL was represented in a remote format. Although the effects of the pandemic were felt in the academic year 2021/2022 and are still being felt today, the UL FL is also starting to recover in the field of international cooperation. In view of the above, it is foreseeable that there will be an increasing involvement in projects, international competitions and mobility.

The main criteria for the selection of foreign cooperation partners are the importance of the cooperation results in the implementation of the strategic directions of the UL, namely the impact of the cooperation results on the excellence of science, the development of studies and investment in society, as well as the compliance of the cooperation partner's activities with the study direction, as well as the reputation of the cooperation partners. The mechanism for attracting cooperation partners is organized at the faculty management level, both by initiating cooperation from the faculty and by deciding to support cooperation initiatives from other institutions. The mechanism for attracting cooperation partners is organized by the faculty's management - the dean, vice-deans and the coordinator of international relations. A conceptual decision on cooperation with a foreign institution is made by the dean of the faculty, and various practical cooperation issues are resolved by the international relations coordinator. Cooperation partners in science are attracted in various ways, for example, by organizing the international scientific conference every two years, in which both long-term cooperation partners and new ones are invited to participate, as well as by getting involved in the networks and organizations of various international research groups, for example, the European Law Institute, In the European Public Law Organization, the European Consortium for Church and State Research and other researcher networks. International cooperation is also ensured by the Department of International Cooperation of the UL, informing about various mobility opportunities for students and researchers, as well as organizing the participation of LU in international study and research cooperation forums, such as FORTHEM.

2.5.3. Specify the system or mechanisms, which are used to attract the students and the teaching staff from abroad. Provide the assessment of the incoming and outgoing mobility of the teaching staff in the reporting period, the mobility dynamics, and the issues which the higher education institution/ college faces with regard to the mobility of the teaching staff.

The attraction of foreign students and teaching staff plays an important role in the implementation of the study field "Law", as it is one of the most important mechanisms for ensuring the improvement of the study field content, promoting its development and assessing its quality. The attraction of foreign students and faculty members is performed through the UL centralised instruments and the UL FL activities, which together create a fully functioning mechanism in the context of study quality and study development. This is illustrated by a number of aspects, which are outlined below. Firstly, the Erasmus+ international exchange programme, which offers a wide range of international cooperation opportunities, plays an important role in attracting international students and staff. Bilateral cooperation agreements have been signed between the UL FL and 69 partner universities. The UL FL is also happy to host visiting Fulbright scholars as part of the Fulbright Scholarship Programme administered by the US Government and the US Embassy in Latvia. Each year, the UL FL organises a survey of students on their specific areas of interest for

future legal studies, in order to ask the US Embassy to ensure the specialists in the most sought-after fields come and work in Latvia. The selection and nomination of experts is carried out by the US Embassy. At the same time, it should be noted that the UL FL is closely cooperating with the Center for International Legal Studies, which administers a series of lectures and workshops by US practitioners in the countries and their universities. At the invitation of the Centre, the Faculty of Law annually defines a field of law, a sub-field, in which the Faculty's students, graduates and representatives of professional organisations in the field would like to acquire additional knowledge and competences. The UL FL also cooperates with the German Academic Exchange Service (Deutsches Akademishes Austaschdienst - DAAD), which provides long-term guest lecturers. The FL is becoming increasingly popular among foreign students, as evidenced by the fact that Erasmus+ exchange students still came here during the pandemic. The most popular so far is France (specifically the University of Rennes), which our staff have achieved by strengthening their scientific cooperation. It should be noted that for the academic year 2021/2022 the number of incoming Erasmus exchange students has decreased compared to the previous year, which can be attributed to the ongoing Covid-19 pandemic and the particularly strict anti-pandemic regulations introduced in Latvia in October 2021 (home-stay, distance learning, etc.).

A more detailed overview of foreign cooperation indicators during the reporting period is presented below:

- Student mobility

In the academic year 2018/2019, the BSP "Law " had 7 outgoing students, the PMSP "Law" – 9 outgoing students, and the DPS "Law" – 4 outgoing doctoral students, thus a total of 20 students went on exchange to foreign higher education institutions. In contrast, there were no incoming foreign students during this period.

In the academic year 2019/2020, a total of 11 students from BSP "Law" went on exchange, mostly as part of Erasmus+ exchange studies, while only 3 students from the PMSP "Law" (to Belgium and Germany), and only one doctoral student from the DSP "Law". Erasmus+ and other student mobilities were on an upward trend in the previous reporting period and until 2019, but the Covid-19 pandemic in spring 2020 changed the situation. When the pandemic started, several of the students who had left were forced to return to Latvia before the end of their mobility and finish the semester by studying courses at a distance. The fact that the UL FL became more popular among foreign students before the pandemic is evidenced by the fact that 24 students arrived in the academic year 2019/2020 at the Bachelor's level, and 6 at the Master's level. Doctoral student exchange rates remained stable.

As a result of the pandemic, the 2020/2021 figures were very low because, although 10 students initially applied for the exchange at undergraduate level, no students went on exchange due to strict global restrictions. In the autumn semester of 2020, exchange studies did not gain more interest among PMSP students, because in the autumn semester of 2020/2021, only one PMSP student went from the UL FL to Belgium, where he also successfully completed the study semester. In the spring semester, students applied for study mobility - a total of 7 students went on exchange to partner universities such as the University of Zurich in Switzerland, the University of Lisbon in Portugal, the University of Salzburg in Austria and the University of Rennes in France. The master's students gave good feedback on this period because, as the UL FL master's study classes were held online, the students were able to successfully combine the study courses of the host university with the study of the UL FL Part A courses. The fact that one student extended his Erasmus+ contract from a semester to a year is also proof that the exchange was indeed a success. Likewise, at the doctoral level, 2 students from the UL FL took part in Erasmus+ internships. In 2020/2021, 13 students (mostly from partner universities in the Czech Republic and Germany) came to the UL FL,

despite the pandemic. During the spring semester of 2020/2021, 1 doctoral student from Mykolas Romeris University in Lithuania participated in the exchange programme at the UL FL.

In the academic year 2021/2022, which was also a pandemic period, 3 undergraduate students went on exchange. The number of applications was initially higher, but many countries imposed strict restrictions, so students changed their minds about going on a mobility programme. During this period, only 4 students from PMSP went on Erasmus+ exchange. This drop can be explained by the fact that in the autumn semester of 2021, due to the pandemic, many foreign universities did not accept exchange students at all or offered only online studies, which students did not consider to be a complete exchange learning experience. Two doctoral students also took part in study exchanges and Erasmus+ internships. In contrast, the interest in the UL FL among foreign students did not decrease much. This is reflected in the fact that during this pandemic, 10 bachelor's students and 5 master's students came to us on different types of mobility. At master's level, 2 students came on Erasmus+ placements. The students of the University of Rennes showed great interest in the UL FL, which is the success of the active work of the UL FL in strengthening mutual scientific cooperation and exchange mobility. However, in the spring semester of the academic year 2021/2022, the number of incoming students unfortunately decreased, which is also due to the extremely strict pandemic restrictions.

The interest of foreign students in studying at the UL FL is encouraging, as in the academic year 2022/2023 a total of 22 students arrived at the faculty, the majority of whom (17) were students at the bachelor's level. One PhD student from the University of Palermo also came and, in consultation with the UL FL faculty and using the literature resources provided by the university, developed her research thesis. A student from Poland was also accepted for an Erasmus+ traineeship. Unfortunately, the negative effects of the Covid-19 pandemic were also felt in the 2022/2023, when only 6 students went on exchange. Students tend to apply for an exchange, but most change their minds after a while and decide not to go. It is difficult to explain why, but it could be due to various private reasons.

To summarise, there is no doubt that the Covid-19 pandemic had a negative effect on mobility during the period under review, but it should be noted that the exchange rate in law is not as high as in other fields, because law studies are unique in they are nationally oriented (involving the study of the national law of a particular country). This means that studying abroad can be challenging in itself, both in terms of course alignment and study load on return. Although all Part B courses are aligned on return from Erasmus, Part A courses in study programmes are those without which a student cannot complete a full course of study, so they have to be covered. In addition, the national unified qualification examination for lawyers was introduced during the reporting period, which has created an even higher standard of quality of knowledge among students. It is probably safe to assume that a large number of students are cautious about going on mobility because they are afraid of missing out on a study course. In any case, regardless of the study programme level, students should be prepared for an increased workload in the semester after their return. Consequently, excessively high mobility rates cannot be expected due to the specific nature of this study content.

In order to attract foreign students and faculty members, the faculty and staff disseminate information about the UL FL and the opportunities to study here on exchange through the distribution of representative materials and presentations. There is also active communication with interested parties ensured by the FL International Coordinator and the UL Mobility Unit. Information on international cooperation is also available on the Faculty's website.

- Mobility of teaching staff

The data in Annex 13 of the Field Self-Assessment Report cover the mobility of teaching staff in

various international activities: EC Erasmus, Erasmus+, Erasmus Mundus, Erasmus+ Global Mobility and EEA-NFI programmes, as well as mobility through bilateral cooperation agreements and other funding sources, including the US government-funded *Fulbright* Scholarship Programme.

Outgoing faculty mobility rates are not high – similarly to the previous accreditation period, on average two to three lecturers per year are taking advantage of mobility opportunities offered by mobility programmes. It should be noted that in 2020/2021, such face-to-face mobilities were not used at all due to the Covid-19 pandemic. The most active users of mobility opportunities in the reporting period were assoc. prof. V. Mantrovs, assist.prof. J. Pleps. The outgoing mobility rates of teaching staff cannot be evaluated negatively either, because during the reporting period the UL FL tries to use all the mobility places allocated to the faculty.

Most of the UL FL faculty members work in the legal profession in other main jobs, for example, as judges (for example, the overwhelming majority of Constitutional Court judges are the UL FL faculty members), sworn advocates, MPs, etc., thus the workload of the faculty members does not allow to make full use of mobility opportunities, even if there is interest in it.

It has been acknowledged among the UL FL faculty members and also in discussions with representatives of other partner universities that the Erasmus+ requirements for teaching mobility create problems for their implementation. To meet the criteria for teaching mobility, the lecturer must teach at least 8 hours at the host university. This means finding free time in an existing course on a relevant topic, or setting up guest lectures as a separate series, but bearing in mind that attendance is voluntary and often, as experience has shown, very low. If lectures by foreign lecturers are integrated into existing courses, this creates problems for lecturers in implementing their course plan. However, the faculty members can still go on staff exchange mobility, which is also being used more actively by the UL FL faculty members during the reporting period. The problem with such exchanges is that the number of mobility opportunities granted to the FL is not sufficient, as not only teaching staff, but also administrative staff can go on exchanges, which would also be useful.

Incoming mobility figures are higher than outgoing ones. These indicators are the result of active participation of the UL FL faculty and staff in projects and the promotion of international cooperation. As can be seen from the data, in the academic year 2019/2020 there were a total of 7 inbound faculty mobilities, of which 4 were Erasmus+ teaching mobilities, 1 was a faculty exchange mobility, and the remaining 2 were *Fulbright* visits by US guest lecturers (David Schulz, Sean N. Sullivan). It should be noted that during the reporting period D.Schulz has already visited the UL FL twice (in the academic year 2022/2023) within the Fulbright programme, which allows to evaluate positively the reception of incoming faculty members at the UL FL. In the reporting period, the most active inbound mobility has been the Erasmus+ teaching mobility and the *Fulbright* programme. Foreign guest lecturers have provided courses (e.g. Sean N. Sullivan in the spring semester 2019/2020) for which students can also receive credit, as well as individual lectures or even lecture series on specific topics or areas of law (e.g. in 2018/2019, Maria Garsimartina Montero from the University of Corunna, Spain, gave a series of guest lectures on current developments in family and matrimonial law; in 2022-2023, David Schulz gave a month-long series of lectures on US constitutional law as part of the Fulbright programme). There have also been situations when a guest lecturer, on their own initiative, has approached the UL FL about a visit and has been accepted to give guest lectures (e.g., in 2022/2023, Professor Patrick McKinley from the USA came to the UL FL to give lectures on US criminal law on his own initiative). Therefore, it can be concluded that, despite the challenges of the pandemic, the interest of foreign guest lecturers and partner universities in the UL FL has not disappeared and is expected to increase.

In the academic year 2019/2020, 3 guest lecturers (2 in the autumn semester, 1 in the spring

semester) visited the UL FL. In the spring semester of 2019/2020, the pandemic forced the cancellation of 5 planned faculty mobility trips, while only 1 lecturer was able to travel abroad. The pandemic also affected the number of visiting faculty, as only one visiting professor arrived in the spring semester and was ordered to return to the USA. However, a solution was found and the guest lecturer delivered the planned courses online from the USA, with the additional support of another lecturer. In parallel to the international conference, two guest professors visited the UL FL in the academic year 2019/2020: Jaap de Zwaan from the Netherlands and David Schulz from the USA.

One lecturer travelled abroad for lectures in the academic year 2021/2022.

It can therefore be concluded that the constraints and the organisation of the teaching process related to the pandemic have not contributed to an increase in faculty mobility. At the same time, the FL's contacts with its foreign partners have not been lost. Cooperation has continued in the preparation of scientific papers and participation in scientific conferences, as well as in the study process (e.g. promotion councils). Close and very intensive cooperation with universities in Estonia (University of Tartu and Tallinn University) and Lithuania (Vilnius University, Mykolas Romeris University and Kaunas Vytautas Magnus University) has been maintained. Cooperation and reciprocal mobility of teaching staff with universities in Central Europe (Czech Republic, Poland and Hungary) is strengthened. Cooperation was also developed with universities in other EU countries (e.g. France, Portugal and Italy). It should be noted that lecturers have also undertaken significant international activities without formally being part of mobility programmes, e.g. prof. J. Briede has participated in the sub-committee established by the Ukrainian Parliament to develop the Law on Administrative Procedure of Ukraine, has given her opinions on it, as well as has been a scientific editor of the teaching material on the Law on Administrative Procedure of Ukraine. Similar examples could be given for other lecturers.

The number of partner universities is also increasing with the growing visibility of the UL FL in the international community and the continuous initiation of new bilateral cooperation agreements by the faculty and staff. The number of bilateral cooperation agreements has increased by 4 since the previous reporting period and agreements with more universities are now in the pipeline.

Although the UL FL offers opportunities for students to gain additional knowledge by organising guest lectures by highly qualified foreign specialists, unfortunately, students attend them rather passively. Information about guest lectures is posted on the website, social media and sent out to students in good time, but often the response from students is not very high, and most of the guest lecture visitors are the UL FL faculty members or exchange students.

Teaching mobility is of great importance for the UL FL, as it not only improves the quality of studies and provides students with a broader study experience and vision, but also opens up opportunities for various types of international cooperation in the future. As mentioned above, international cooperation is the backbone for the joint implementation of various other projects, participation in conferences, scientific seminars and collaborations on publications.

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

2.6.1. Assessment of the fulfilment of the plan regarding the implementation of the recommendations provided by the experts during the previous accreditation of the study field, as well as the assessment of the impact of the given recommendations on the study

quality or the improvement of the study process within the study field and the relevant study programmes.

In the previous study field accreditation, the experts had made only a few recommendations for improving the study field. These expert recommendations were discussed at the meetings of the Law Study Programmes Council (subsequently - the Study Field Council) and an implementation plan was prepared.

It can be concluded that during the reporting period, the FL has fulfilled all relevant recommendations identified by the experts by the due date (while continuously working on further improvement of some recommendations), improving various practical aspects of the study process, improving cooperation with, for example, German-speaking lecturers of the German Academic Exchange Service (DAAD), as well as promoting a more targeted approach to professional development of academic staff and raising students' awareness of academic integrity issues.

For an overview of the experts' recommendations, their implementation status, see Annex No.14 "Report on the implementation of the recommendations".

The quality of studies and the improvement of processes have been most influenced by specific recommendations on the improvement of the survey system, as well as the integration of the course "Providing legal assistance" into the bachelor's study program. The survey system at UL has been simplified by reducing the number of questions asked and improving the structure of free-form comments (columns "What did you like most about the course" and "What would you recommend to improve" have been introduced). The survey system helps to provide feedback on course performance both to the lecturer of the specific course, as well as to the director of the study program and the faculty management, following up on the aspects of the study process that need to be improved. Every year, the results of the study surveys are discussed with the student self-government, and the most important issues to be improved are discussed with the lecturers of the respective study courses.

The transfer of the study course "Providing legal assistance" from the master's to the bachelor's study program has encouraged more interest in this study course and, as can be seen from the positive feedback on the course, is a very valuable measure for improving the study process.

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

In 2023, two new study programmes were licensed – the Professional Bachelor's study programme "Pre-trial Investigation" and the Professional Master's study programme "Pre-trial Investigation".

During the licensing process, the licensing experts of the professional bachelor's study programme "Pre-trial Investigation" made recommendations for the improvement of the content of the study programme. The content of the recommendations and the progress of their implementation with respect to the professional bachelor's study programme "Pre-trial Investigation" is presented in

Table 2.6.2.1.

Table 2.6.2.1.

Recommendations for the professional bachelor's study programme "Pre-trial Investigation"

No	Recommendation	Activities	Implementation progress
Short-term recommendations			

No	Recommendation	Activities	Implementation progress
1.	*Introduce specifications to the study agreement*	The UL uses a standardised study agreement that meets all regulatory requirements. Complementary/ clarifying and other modifications shall be made only in cases of extreme necessity, if this is required for specific study programmes by any normative acts or other objective circumstances. Having assessed the recommendations of the experts and taking into account new regulatory requirements, amendments adjusted to the licensed programme have been made to the Study Agreement to include a statement that a full-time student is matriculated for studies on condition that an agreement on financing of studies and employment (service) at the investigating authorities (Financing Agreement) is concluded between the student and the investigating institution. The financing agreement concluded between the Investigating Institution and the full-time student in compliance with Regulations of the Cabinet of Ministers of 23.01.2007 No 70, sections 8, 9, is annexed to the study agreement. Thus, all issues related to the financing of studies, including the conditions for the occurrence and non-occurrence of the obligation to reimburse tuition fees, the amount to be reimbursed, deadlines, etc., in compliance with the Cabinet Regulations, are set out in the Financing Agreement, which is annexed to the study agreement. It is therefore not necessary to duplicate these provisions in the study agreement itself. Consequently, the requirements of the Cabinet of Ministers Regulation No 70 of 23.01.2007, which are now in force, are fulfilled. For part-time studies, Cabinet Regulation No 70 of 23.01.2007 does not provide for a funding agreement to be annexed to the study agreement. In this case, a study and service agreement is also concluded, but in accordance with Cabinet Regulation No 257 of 16.03.2010, which is expected to be replaced by a new regulation in the near future. If changes in the legal framework make it necessary to amend the Study Agreement, this will be done. It is not necessary to include the student's eligibility criteria in the study agreement, as the student's eligibility has already been established at the time the agreement is signed. In other words, groups of part-time students are recruited from the investigating authorities themselves, and thus the criterion of employment (service) there cannot be overlooked. However, before entering into a full-time study agreement, persons certify that they meet the relevant criteria and agree to the State Police verifying their eligibility. The agreements are concluded only with persons who meet the criteria. As for the conditions and how they can be revised depending on the individual student's situation, this is not a matter for the study agreement. Individual circumstances have no bearing on the situation of full-time students, as any obligations only come into play once the student has completed the programme. The Financing Agreement, which is part of the Study Agreement, determines when tuition fees are to be refunded, etc. For part-time students, the general framework of the Study Agreement, which provides for the possibility of changing the source of funding for studies, is sufficient. Should the funding from the state budget be terminated for individual reasons (mainly termination of service/employment with the investigating body), the student will be able to continue their studies at the expense of natural/legal persons. This solution has been agreed with the Ministry of Interior and representatives of potential employers at a meeting organised to discuss the experts' recommendations on 27.07.2023.	Implemented with regard to compliance with the requirements of the Cabinet of Ministers Regulation No 70 of 23.01.2007 (study agreement annexed). Other amendments to the Study Agreement will be made as and when required by external laws and regulations.

No	Recommendation	Activities	Implementation progress
2.	*Update on the document establishing the opportunity to continue education in another study programme or at another higher education institution or college*	In compliance with Cabinet Regulation No 795 (11.12.2018.) The document attached to the Regulation on Licensing of Study Programmes, point 13.3 [Attached to the application: documents confirming that the higher education institution or college will provide opportunities for students to continue their education in another study programme or at another higher education institution or college (agreement with another accredited higher education institution or college) if the implementation of the study programme is discontinued] clearly expresses the commitment of the UL to "take over" students in the accredited bachelor's study programme "Law" by recognising the acquired credits, etc. Provisions on financial obligations are not part of the content of this document, as it relates to the opportunity to continue studies. The financial obligations of the student are established with the Investigating Authority with which the Financing Agreement is concluded. Meanwhile, the investigating authorities conclude an agreement with the University of Latvia on the training of specialists, which, among other things, provides for an obligation to provide the necessary funding for the acquisition of the programme. Thus, financial matters are to be resolved in agreements between the student and the investigating body, and between the UL and the investigating body.	-
3.	*Revise admission requirements for full-time and part-time studies*	The additional admission requirements for the Bachelor's study programme are approved by the decision of the Council of Higher Education (CHE) and cannot be changed in time for the meeting of the Licensing Committee. Furthermore, we see no grounds for the proposed amendments. The additional requirements for full-time students were thoroughly discussed with the partners of the Internal Security Academy consortium and potential employers of graduates before being forwarded to the CHE for approval. The criterion of a 'fit and proper' state of health was deliberately not included, taking into account a number of factors, including the changing nature of the state of health, the complexity of the medical examination, the short validity of the examination results (opinion), possible changes in the requirements for the position of investigator, etc. At this point in time, the representatives of the Ministry of Interior and the State Police have again confirmed (meeting on 27.07.2023 to discuss the recommendation plan) that they do not support the inclusion of such a criterion in the admission requirements. This solution is beneficial for potential students, providing access to education for a wider range of people. The criterion for part-time students - existing employment in investigating institutions - has also been discussed and is in line with the conceptual design of the Internal Security Academy consortium - to build the capacity of investigating institutions through the licensed programme, as well as the way in which the part-time student groups are established –i.e. there is no "open" admission process, but the groups are formed in cooperation with partners – investigating institutions. The criterion – students are nominated – should not be included as an additional requirement for a student, but describes the procedure for selecting students, which is described in the licensing documents as well as in the Cabinet of Ministers Regulation No 257 of 16.03.2010, which is expected to be replaced by a new regulation shortly.	-

No	Recommendation	Activities	Implementation progress
4.	*Provide opportunities for further training of faculty members - practitioners in the field - not only outside the University of Latvia, but also at the University of Latvia*	Already now, all UL teaching staff (elected and visiting lecturers, as well as so-called "hourly-paid lecturers") are regularly informed about the opportunities to improve their qualifications (especially in pedagogical, IT, and other areas) at the UL and the Faculty of Law, and are encouraged to actively take advantage of these opportunities. This approach will be fully extended to lecturers involved in the delivery of the licensed programme.	Accomplished
5.	*Ensure that non-elected/ visiting lecturers have equal access to all UL facilities as elected teaching staff*	All teaching staff at the University – elected, visiting, and so-called "hourly-paid lecturers" – are already provided with equal access to all material and technical resources. In addition, given that the programme is implemented within the ISA consortium, the faculty members involved in the implementation of the licensed programme have equal access not only to the resources of the UL, but also free access to the resources of other consortium partners – RSU and SPC – in compliance with the consortium's founding agreement.	Accomplished
Long-term recommendations			
1.	*Introduce fee-paying study places*	It has been agreed with the Ministry of Interior that if part-time students lose the opportunity to receive funding, they will be able to continue their education in self-financed study places. The consortium partner Ministry of Interior does not support the organisation of admissions to self-financed study places. It should also be noted that enrolment in self-financed study places would not be in line with the founding idea of the consortium – state-funded education with the aim of specifically improving the competences of law enforcement authorities. Furthermore, it should be underscored that full-time students are obliged to take up employment in the investigating authorities only after graduation, with the alternative of tuition fee reimbursement. This means that a student who does not want to be employed later will not be "forced" to do so, but can choose the alternative of repaying the money.	Partially implemented. Discussion with IDA partners on the need to allow students to cover their own tuition fees will be raised.
2.	*The UL, together with the programme developers, should consider measures that could facilitate the involvement of practitioners in the delivery of the study programme.*	The programme currently involves practitioners from the national police, other investigative bodies and the prosecutor's office. To facilitate the involvement of practitioners in the future, potential candidates are being identified and lists will be updated each academic year.	Accomplished
3.	*To ensure the sustainable development of the programme, expand the pool of applicants to include officials from other public investigating authorities and remove the age limit.*	Currently, the programme is "open" to the staff of all institutionalised investigating institutions, whose representatives have signed a contract with the UL for the training of the relevant specialists. If the range of investigating authorities in the country is extended, the programme will be available to any investigating body interested in it. The age limit is already waived for part-time students. For full-time students, this is currently in place, anticipating that the majority of graduates will be employed by the State Police, which, according to external legal requirements, is only open for service until the age of 40. This additional requirement has also been approved by the CHE. Given the high likelihood that the requirements for investigating officers, including the age limit, may be revised in the near future, the admission requirements will be updated in line with the requirements of the laws and regulations, as well as in the light of the interest in the proposed studies.	On accessibility for all investigating authorities – accomplished. On the age limit for full-time students – the issue will be raised in the context of the development of the legal framework for the employment of investigators.

Forthe professional master's study programme "Pre-trial Investigation" licensing experts made recommendations for the improvement of the content of the study programme during the licensing process. The content of the recommendations and the progress of their implementation in relation to the Professional Master's study programme "Pre-trial Investigation" is outlined in Table 2.6.2.2.

Table 2.6.2.2

Recommendations for the Professional Master's Study Programme "Pre-trial Investigation"

No	Recommendation	Activities	Planned implementation timeframe
Short-term recommendations			
1.	*Specify the admission requirements indicating that only those applicants who have been nominated are admitted*	The criterion - students are nominated - should not be included as an additional requirement for a student, but describes the selection procedure for students, which is outlined in the licensing documents as well as in the Cabinet Regulation No 496 of 29.08.2023.	-
2.	*Update the Diploma Annex to specify that the programme is designed and implemented within the ISA Consortium*	The Diploma Annex contains information on the development and implementation of the programme within the Internal Security Academy consortium.	Accomplished
3.	*Make changes to the content of the study agreement*	The UL uses a standardised study agreement that meets all regulatory requirements. Complementary/ clarifying and other modifications shall be made only in cases of extreme necessity, if this is required for specific study programmes by any normative acts or other objective circumstances. As it is rightly indicated in the expert opinion, sections 8, 9 of the Cabinet of Ministers Regulation No 70 of 23.01.2007 are not applicable to the licensed programme, therefore, there are no grounds to recognise that the study agreement does not comply with the requirements of the regulatory enactments. As regards compliance with specific requirements – with the exception of employment in an investigating body or prosecutor's office, no other specific requirements are set. As the student groups are set up in the partner institution, it is probably not appropriate to include in the study agreement a condition that the student certifies that they meet these specific criteria. Paragraph 2.1 of the Study Agreement has been supplemented with the following wording: 'An agreement on the financing of studies and employment (service) in an investigative institution of the Republic of Latvia (hereinafter referred to as the financing agreement) or an agreement on the amount of expenses related to the education of an official (hereinafter referred to as the agreement on educational expenses) has been concluded between the Student and the investigative institution or the Public Prosecutor's Office or the State Fire and Rescue Service of the Republic of Latvia. The financing agreement or on agreement on educational expenses shall be attached as an annex to this Agreement.'. As regards the requirements and their modifications depending on the individual situation of students, the general regulation in the Study Agreement, which provides for the opportunity to change the source of funding for studies, is sufficient for part-time students. Should the funding from the state budget be terminated for individual reasons (mainly termination of service/employment with the investigating body), the student will be able to continue their studies at the expense of natural/legal persons. This solution has been agreed with the Ministry of Interior and representatives of potential employers at a meeting organised to discuss the experts' recommendations on 27.07.2023.	
4.	*Update on the document establishing the opportunity to continue education in another study programme or at another higher education institution or college*	In compliance with Cabinet Regulation No 795 (11.12.2018.) The document attached to the Regulation on Licensing of Study Programmes, point 13.3 [Attached to the application: documents confirming that the higher education institution or college will provide opportunities for students to continue their education in another study programme or at another higher education institution or college (agreement with another accredited higher education institution or college) if the implementation of the study programme is discontinued] clearly expresses the commitment of the UL to "take over" students in the accredited master's study programme "Law" by recognising the acquired credits, etc. Provisions on financial obligations are not part of the content of this document, as it relates to the opportunity to continue studies. Students are financially bound to the investigating authority or prosecutor's office with which the agreement is concluded. Meanwhile, the investigating authorities/ prosecutor's office conclude an agreement with the UL on the training of specialists, which, among other things, provides for an obligation to secure the necessary funding for the acquisition of the programme. Thus, financial matters can be resolved in agreements between the student and the investigating authority/prosecutor's office and between the UL and the investigating authority/prosecutor's office.	Partially accomplished- students can continue their education in the Master's programme "Law".
4.	*Update the licensing documentation to ensure that no investigating authority is missing in accordance with Article 386 of the Criminal Procedure Code*	The licensed study programme is "open" to all investigating authorities and prosecutor's offices in accordance with the Cabinet of Ministers Regulation No 83 (10.02.2022) - text available only in Latvian - (https://likumi.lv/ta/id/329908-par-konceptualo-zinojumu-par-tiesibaizsardzibas-iestazu-amatpersonu-izglitibas-sistemas-pilnveidi), which have concluded an agreement with the UL for the training of specialists in the relevant academic year. Thus, all institutionalised institutions referred to in Article 386 of the CCL, as well as the prosecutor's office, may conclude an agreement with the UL for the training of specialists, ensuring the education of their employees.	Accomplished
Long-term recommendations			

No	Recommendation	Activities	Planned implementation timeframe
1.	*In the future, consideration should be given to the opportunity to use private funding for the acquisition of the licensed programme through external admissions.*	It has been agreed with the Ministry of Interior that if part-time students lose the opportunity to receive funding, they will be able to continue their education in self-financed study places. The possibility of "external" admission will be discussed again with the consortium partners, analysing the current situation, etc.	The issue will be raised at the ISA Programmes Council and strategic steering meetings prior to the development of the 2025/2026 academic year admission requirements, through an assessment of the previous period.
2.	*It would be advisable for the UL to indicate that it is possible that in the future the programme will also include fee-based study places*	See above	
3.	*During the validation period of the study programme, the UL shall monitor the choice of Part B courses and, if necessary, adjust the study plan where necessary following the first results of the lawyer qualification examinations.*	The choice of Part B courses is identified and analysed. Following the first results of the National Unified Professional Qualification Examination for Lawyers for the students of the licensed programme, their performance is analysed, critical gaps are identified in the context of courses taken/not taken, etc. Changes to the study plan are introduced as and when necessary.	Monitoring the Part B selection – from the start of the programme. Evaluation of the results of the National Unified Professional Qualification Examination for Lawyers in the context of the content of the programme and, if necessary, amendments to the study plan – following the first Unified Professional Qualification Examination of the programme's students
4.	*Develop a procedure (or specific guidelines) for the methodological training of visiting faculty members - practitioners in the field - to teach study courses at a level appropriate to the university*	Procedures for methodological guidance of teaching staff - practitioners in the field - for teaching study courses at the university appropriate level	Implementation started.
5.	*Develop positive incentives and instruments for the research activities of the academics involved in the implementation of the programme*	Measures and tools to stimulate the research activities of the teaching staff involved in the implementation of the programme have been developed. The UL Ordinance of 1 June 2022 approves the rules for the implementation of the University of Latvia's Scientific Excellence and Commercialisation Support Programme, which aims to support research collaboration between academic staff and industry and to motivate authors to produce high-quality scientific publications.	Accomplished It is currently planned to consider the implementation of additional incentive measures for the faculty members of the Faculty of Law for their performance which is important for the research direction of the Faculty of Law and/or for the teaching of the study programmes included therein, but which is not covered by the above-mentioned UL Ordinance. The implementation and intensity of these measures will depend on the amount of funding available.

Annexes

I - Information on the Higher Education Institution/ College		
Information on the implementation of the study field in the branches of the higher education institution/ college (if applicable)		
List of the governing regulatory enactments and regulations of the higher education institution/ college	1_ List of the Main Internal Normative Acts and Regulations of the University of Latvia.docx	1.pielikums_Saraksts_ar_galvenajiem_augstskolas_ieksejiem_normativajiem_aktiem_un_regulejumiem_LV_ENG_02.docx
The management structure of the higher education institution/ college	2_Structure of the UL Governance.docx.docx	2 pielikums_LU_parvaldibas_struktura.docx
II - Description of the Study Field - 2.1. Management of the Study Field		
Plan for the development of the study field (if applicable)	3 Development plan and goals_eng.docx	3 pielikums Attistibas plans.docx
The management structure of the study field	4_Study_field_management_structure.docx	4 pielikums Virziena parvaldibas shema.docx
A document certifying that the higher education institution or college will provide students with opportunities to continue their education in another study programme or another higher education institution/ college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.	DECLARATION.ZIP	Apliecinajumi.zip
A document certifying that the higher education institution or college guarantees compensation for losses to students if the study programme is not accredited or the study programme license is revoked due to actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.	Refund and Compensation Policy__EN.docx	03.05.2024 - 71-61_11 - Rektora apliecinājums par kompensāciju SV_TZ.edoc
Standard sample of study agreement	Examples of agreement..zip	Tipveida ligumi.zip
II - Description of the Study Field - 2.2. Efficiency of the Internal Quality Assurance System		
Analysis of the results of surveys of students, graduates and employers	5_Analysis_survey_results.zip	5_Aptauju rezultātu analīze.zip
II - Description of the Study Field - 2.3. Resources and Provision of the Study Field		
Basic information on the teaching staff involved in the implementation of the study field	6 Teaching staff 2024.xlsx	6 pielikums Macibspeku saraksts.xlsx
Biographies of the teaching staff members (Curriculum Vitae in Europass format)	7 CV study field Law 2024.docx	7 pielikums_CV-LV_AKREDIT_stud-virz-Ties-zin_28.01.2024.docx.docx
A statement signed by the rector, director, head of the study programme or field that the knowledge of the state language of the teaching staff involved in the implementation of the study programmes within the study field complies with the regulations on the state language knowledge and state language proficiency test for professional and official duties.	24.04.2024 - 20-13_46 - Declaration - Latvian language of the academic.edoc	24.04.2024 - 20-13_48 - Apliecinājums - akadēm. personāla valsts valoda.edoc
A statement of the higher education institution/ college on the respective foreign language skills of the teaching staff involved in the implementation of the study programme at least at B2 level according to the European Language Proficiency Assessment levels (level distribution is available on the website www.europass.lv, if the study programme or part thereof is implemented)	24.04.2024 - 20-13_45 - Declaration - English language of the academic.edoc	24.04.2024 - 20-13_47 - Apliecinājums - akadēm. personāla angļu valoda.edoc
II - Description of the Study Field - 2.4. Scientific Research and Artistic Creation		
Summary of quantitative data on scientific and/ or applied research and / or artistic creation activities corresponding to the study field in the reporting period.	8_Scientific_research_Artistic_creation.docx	8 pielikums Petnieciba un jaunrade_28.01.2024.docx
List of the publications, patents, and artistic creations of the teaching staff over the reporting period.	9 publications Study field Law 2024.docx	9 pielikums publikaciju saraksts_28.01.2024.docx
II - Description of the Study Field - 2.5. Cooperation and Internationalisation		
List of cooperation agreements, including the agreements for providing internship	10_Partnership_cooperation_agreements.docx	10 Pielikums Sadarbibas partneri.docx
Statistical data on the teaching staff and the students from abroad	11_Foreign_students.docx	11 pielikums arvalstu studejosie programma NA.docx
Statistical data on the incoming and outgoing mobility of students (by specifying the study programmes)	12_Mobility_of_students.docx	12 pielikums studejoso mobilitate.docx
Statistical data on the incoming and outgoing mobility of the teaching staff	13_Mobility_of_Teaching_staff.docx	13 pielikums Macibspeku mobilitate.docx
II - Description of the Study Field - 2.6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Report on the implementation of the recommendations received both in the previous accreditation and in the licensing and/ or change assessment procedures and/ or the procedures for the inclusion of the study programme on the accreditation form of the study field.	14 report_recommendations_previous accreditation.docx	14 pielikums rekomendaciju izpilde virzienam un programmam(10.05.2024).docx
An application for the evaluation of the study field signed with a secure electronic signature	Application_study field Law_2024.docx	Iesniegums AIC studiju virziena "Tiesību zinātne" novērtēšanai.edoc
III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme		
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period		
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		
The curriculum of the study programme (for each type and form of the implementation of the study programme)		
Descriptions of the study courses/ modules		
Description of the organisation of the internship of the students (if applicable)		
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		

Other annexes

Name of document	Document
Latvijas Universitātes Kvalitātes vadības rokasgrāmata	v12_LV_LU_KVS_rokasgramata_03.01.2024..pdf
University of Latvia Quality Management Handbook	v12_ENG_LU_QMS_Manual_03.01.2024.pdf
Kārtība par nevēlēto mācībspēku un zinātnieku pieņemšanu darbā Latvijas Universitātē	Kartiba_par_neveleto_macibspeku_un_zinatnieku_pienemsanu_darba_LU.pdf
Latvijas Universitātes profesoru padomes nolikums.pdf	latvijas_universitates_profesoru_padomes_nolikums.pdf
Vienosanas par promocijas darba izstrades organizesanu un zinatnisko vadisanu/Agreement for organizing and scientific leading of doctor_s dissertation_LV_EN	Vienosanas_Agreement_LV_EN.doc
2024_LU Quality Management Manual	V15_ENG_LU_QMS_Manual.pdf
2024_ LU Kvalitātes vadības rokasgramata	V15_LV_LU_KVS_rokasgramata.pdf
Annex with data graphs and tables.pdf (atsauces dokuments no ekspertu atzinuma)	Annex with data graphs and tables.pdf

Law (47380)

Study field	*Law*
ProcedureStudyProgram.Name	*Law*
Education classification code	*47380*
Type of the study programme	*Professional master study programme*
Name of the study programme director	*Vadims*
Surname of the study programme director	*Mantrovs*
E-mail of the study programme director	*vadims.mantrovs@lu.lv*
Title of the study programme director	*Asociētais profesors, Dr.iur.*
Phone of the study programme director	
Goal of the study programme	*The aim of the study programme is to provide the opportunity to acquire high-quality internationally recognised professional higher education in law in compliance with level 7 of the Latvian Qualification Framework, by providing professional studies in law relevant to national and labour market's needs, rooted in firm and profoundly acquired theoretical fundamentals of the field, corresponding to the occupational standard of lawyer, practically applicable and enabling programme graduates to perform activities of a qualified legal professional independently.*
Tasks of the study programme	*1) to ensure a study process that provides knowledge in law and its sub-fields, ensuring the consecutive acquisition of high-quality study courses;* *2) to provide for the acquisition of in-depth knowledge in the field of law, which provides an opportunity to qualitatively use the existing legal science resources, create new ones and enhance the existing ones, as well as to prepare students for creative and research work in the field of law;* *3) to develop students' responsibility, initiative, conscientiousness, punctuality and to promote their comprehensive personal development in the course of their ongoing studies;* *4) in addition to the acquisition of theoretical study courses, to ensure the mastery of practical skills under the guidance of academic staff;* *5) to foster students' self-learning and develop their ability and skills to acquire, critically process and use information;* *6) to prepare students for taking the national lawyer examination;* *7) to motivate students for continuous professional development.*

Results of the study programme	*Knowledge:* *1) Demonstrate knowledge of legal issues and the latest developments in legal science;* *2) Independently identify legal problems, plan solutions and provide reasoned and qualitative solutions to legal problems;* *3) Organise and assess the quality of legal analysis, and discuss legal problems with specialists in law and other fields;* *Skills:* *4) Independently apply theory, methods and problem-solving skills to conduct research and provide highly qualified legal assistance;* *5) Explain and discuss complex or systemic aspects of law in a reasoned manner, with professionals and with clients and other professional interlocutors who do not have legal expertise;* *6) Demonstrate the skills to make decisions and find creative solutions in changing or uncertain circumstances and, where necessary, to modify them using new approaches;* *7) Independently direct the development and specialisation of their competences;* *Competence:* *8) Integrate knowledge from different fields, contribute to the creation of new knowledge, research or the development of professional practices, thereby contributing to the advancement of legal science;* *9) Demonstrate an understanding of, and ethical responsibility for, the potential impact of the results of science or their professional activities on society.*
Final examination upon the completion of the study programme	*Master thesis* *National Unified Professional Qualification Examination for Lawyers*

Study programme forms

Full time studies - 2 years - latvian

Study type and form	*Full time studies*
Duration in full years	*2*
Duration in month	*0*
Language	*latvian*
Amount (CP)	*120*
Admission requirements (in English)	*First cycle professional higher education in law or first cycle academic higher education in law, if the academic programmes include law courses of at least 120 ECTS credits . Applicants who apply for a state-funded study place must pass an entrance test.*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Professional Master's degree in Law*
Qualification to be obtained (in english)	*Lawyer*

Places of implementation

Place name	City	Address

University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

3.1. Indicators Describing the Study Programme

3.1.1. Description and analysis of changes in the parameters of the study programme made since the issuance of the previous accreditation form of the study field or issuance of the study programme license, if the study programme is not included on the accreditation form of the study field, including changes planned within the evaluation procedure of the study field evaluation procedure.

During the reporting period, one change was implemented - an entrance examination was introduced in the study programme. It was introduced in 2019/2020, when the entrance exam for state-funded places was held for the first time under the new admission regulations.

In connection with the transition to the ECTS credit system, the number of credits will be changed (to a whole number) for some study courses, as well as Part C will be included in the programme in accordance with the new regulatory requirements, and the offer of Part B courses will be updated.

To ensure the transfer of the UL accounting unit of studies, i.e., transfer of credit point to the European Credit Transfer and Accumulation System (ECTS), corresponding with the transitional provisions of Paragraph 93 of the Law on Higher Education Institutions, by the order “On Changes in the Study Credit Point Accounting System in the University of Latvia” (the UL 31.01.2024. Order No. 1-4/45), beginning with the Autumn semester of 2024, it is determined that for higher-level (second-cycle) study programmes 1 ECTS credit point corresponds to 25 hours of study work, including: 8-12 contact hours for full-time intramural studies.

The transition to ECTS credit points in the study program was ensured by evaluating whether the number of credit points for a specific study course should be increased or, on the contrary, reduced as a result of such a transition, based on the purpose, tasks and achievable study results of the study program. For study courses, for which credits were expressed as whole numbers as a result of the transition to ECTS credit points, changes in the study course directly related to the number of credit points were not made, as the content of these courses fully corresponded with the assigned number of credit points. On the other hand, in the case of those study courses for which credit points were expressed as a fraction after the transition, it was decided whether to increase or decrease the number of credit points. Such a decision was made taking into account both the scope of the study program and the scope of the specific study course. The following courses for which a credit change decision had to be made were 5 (mainly from Part A):

- In Part A, the number of credit points for the course "Civil Law Internship" has been reduced to 13 (from 13.5), and for the course "Criminal Law Internship" has been increased to 14 (from 13.5), which does not affect the study of both courses in the amount intended for them (at the same time providing the required number of credit points for internship in general, in order to meet the requirements of the national professional higher education standard); the number of credit points for the course "Theory of Legal Methods" was reduced to 4 (from 4.5), and for the course "Commercial Law" - increased to 5 (from 4.5), the reason being that the sub-branch of commercial law is one of the fields in which the uniform state professional qualification examination has been taken, but this course is studied for the first time in this study program;

- for the "Civil Protection" course, the number of credit points has been increased to 2 (from 1.5) in order to ensure that this course is delivered according to its contents.

3.1.2. Analysis and assessment of the study programme compliance with the study field. Analysis of the interrelation between the code of the study programme, the degree, professional qualification/professional qualification requirements or the degree and professional qualification to be acquired, the aims, objectives, learning outcomes, and the admission requirements. Description of the duration and scope of the implementation of the study programme (including different options of the study programme implementation) and evaluation of its usefulness.

The Professional Master's study programme "Law" is implemented within the study field "Law", as the content of the study courses included therein reflects the content and issues of law.

The first two digits of the programme code (47) correspond to the second cycle of professional higher education (professional master's degree or level 7 professional qualification) to be pursued after obtaining a bachelor's degree, professional bachelor's degree or professional qualification at level 6. Duration of full-time studies: at least one year. Total duration of full-time study: five years. The last three digits of the code (380) correspond to the thematic area of education "Law".

The name of the study programme "Law" reflects the aim of the study programme - to provide the opportunity to acquire high-quality internationally recognised professional higher education in law in compliance with level 7 of the Latvian Qualification Framework, by providing professional studies in law relevant to national and labour market’s needs, rooted in firm and profoundly acquired theoretical fundamentals of the field, corresponding to the occupational standard of lawyer, practically applicable and enabling programme graduates to perform activities of a qualified legal professional independently.

The aim of the study programme also implies the objectives of the programme necessary for the achievement of this aim, for example, to ensure a study process that provides knowledge in the field of law and its subfields, ensuring the consecutive acquisition of high-quality study courses alongside the acquisition of theoretical study courses, to ensure the acquisition of practical skills under the guidance of academic staff, to motivate students for continuous improvement of their professional skills.

The study courses and their teaching methodology are aimed at acquiring in-depth knowledge, skills and competences in the field of law, which ensure the opportunity to qualitatively use the existing capacity of science, create new opportunities and improve the existing ones, as well as to prepare students for creative and research work in the field of law.

Given that the graduation from the study programme leads not only to a professional master's degree in law, but also to the qualification of a lawyer, and for its acquisition it is necessary to pass the National Uniform Professional Qualification Examination for Lawyers, the content of the study programme and the study courses included therein is also developed in compliance with the requirements of the Cabinet of Ministers Regulation No 46 of 15.01.2019 "Procedures for the Uniform State Professional Qualification Examination of a Lawyer".

As this programme is a higher-level programme within the so-called Bologna system and requires prior knowledge of law, the matriculation requirements are first cycle professional higher education in law or first cycle academic higher education in law with at least 80 credits (120 ECTS credits) of law courses in the academic programmes. The programme requires an entrance examination to ensure that the allocation of state-funded budget places takes into account not only the grades obtained in previous studies, but also the uniform requirements for all applicants in terms of the prior knowledge needed to complete the programme. The entrance examination is a theoretical

test covering basic knowledge of legal theory, state law, criminal law, civil law, European law and international law. The examination is scored anonymously on a 10-point scale.

The study programme is implemented in a full-time, intramural mode – the duration is 4 semesters. Thus, the admission conditions ensure that the total duration of studies in this study programme and in previously completed study programmes is at least five years (Article 57 of the Law on Higher Education Institutions).

The study program in the field of study implemented by the Faculty of Law of the University of Latvia fully corresponds to the study field "Law", as it provides both the goals of the study field in the direction of the development of the basic activities of the University of Latvia, as well as in the direction of institutional development. Professional studies in law are implemented within the study program, deepening previously acquired knowledge at the bachelor's level in law and allowing one to obtain an internationally recognized master's degree in law together with the qualification of a lawyer. The study courses included in the study program are essentially related to the topic of legal science.

The duration of studies (4 semesters), form (full-time studies) and volume (120 ECTS credit points) are designed to achieve the study program's aim, tasks and achievable study results, including passing the intended final examination, i.e. successfully defend the Master's Thesis and pass the uniform state professional qualification exam for a lawyer.

The indicated study program’s parameters, aim, tasks and results are interconnected, allowing one to acquire the necessary knowledge, skills and competencies for successful studies within the study program.

3.1.3. Economic and/ or social substantiation of the study programme, analysis of graduates' employment.

One of the main objectives of the study programme is to contribute to the competitiveness of students in the changing socio-economic conditions of the national and international labour market. As indicated in the Ministry of the Economy Information Report of 2022 on medium- and long-term labour market projections (available at: https://www.em.gov.lv/lv/media/14720/download?attachment) (information in Latvian), "the number of high-skilled jobs has increased substantially in the past few years, reflecting the reorientation of the economy towards higher value-added activities. [...] The most significant increase in the number of people employed in high-skilled occupations has been in the business services sectors, by almost 28 000. This accounts for around two-thirds of the total increase in high-skilled occupations. According to the Ministry of Economics, in 2021, the total number of people employed in high-skilled occupations was around 386 000. or 45% of all employees. The majority (36%) of those employed in high-skilled occupations were employed in public services (public administration, health, education)" (p.22). "In the medium and long term, demand will grow mainly for high-skilled occupations. This will be driven by an increase in demand for labour in commercial services, trade and construction. In the long term, demand growth is expected to be strongest in business services and trade, as well as in manufacturing and construction." (p.65)

One of the ways to boost the productivity of high-skilled workers in areas such as public administration, business services, education, etc., is to deepen their knowledge, skills and competences.

The general trend of an ageing society must also be taken into account, which means that the workforce in the legal professions is also ageing. This will open up jobs for young, well-educated graduates. Graduates of this programme obtain a qualification as a lawyer by passing the National Unified Qualification Examination for Lawyers, which opens the door to a very diversified career in the private and public sectors, and in the national and international arenas. Employers also regularly note that knowledgeable young lawyers are in high demand on the labour market, and every year, after the results of the national uniform examination are announced, the representatives of courts and prosecutors' offices also highlight this in the media.

The graduate surveys reflect the high employment rate of the programme, e.g. 86% of graduates in the spring semester 2023 indicated that they were employed in the last year of their studies (77.59% worked full-time, 8.62% part-time). Employment rates have been similar in previous years. Although this survey indicates a positive trend in the employment of FL students, on the other hand, it depicts a less positive situation, i.e. that so many students (full-time intramural mode students) are working at the same time, and this consequently takes time away from their studies. A clear majority of students - 93% - indicated that they work in a field relevant to their field of education and 88% of respondents indicated that they plan to work in a field relevant to their field of education in the future (some respondents to this question indicated that it is difficult to say at the moment, while only 1% of respondents indicated that they disagreed with the statement that they plan to work in this field in the future). It follows that graduates of the programme will make a significant contribution to the legal profession and the economy at large.

3.1.4. Statistical data on the students of the respective study programme, the dynamics of the number of the students, and the factors affecting the changes to the number of the students. The analysis shall be broken down into different study forms, types, and languages.

The statistics on the number of students enrolled in the programme (see Annex) show that the number of students enrolled in the programme is stable and has remained at the same level as in previous years. For several years, this study programme has been the most popular higher-level study programme at the University of Latvia.

In 2019/2020, for the first time, an entrance examination for state-funded study places was organised in line with the new admission requirements (previously, the ranking of applicants was determined by the weighted average grade of the previous level of study and the grade of the bachelor's thesis).

From the academic year 2020/2021, the number of budget-funded study places in the programme has decreased from 50 to 37 compared to the academic year 2019/2020.

During the reporting period (i.e. since 2019), 503 students have been matriculated in the programme.

It should be stressed that the relatively high drop-out rate (151 in the reporting period) shown in Annex 16 does not mean that all these students have left the FL. Most often, a student is exmatriculated for one reason or another, but then soon resumes their studies. This option is usually used by students who have accumulated academic failures during the semester (because they are unable to combine work and studies) and therefore ask to be ex-matriculated in order to resume their studies after a certain period of time. A large part of the drop-out statistics are also

students who do not pass the national unified qualification examination for lawyers. It should be clarified that if a student has even one fail mark in the national unified qualification examination for lawyers (a total of 20 marks), the student will be exmatriculated as having failed the programme and may only resume to take the examination again in the following semester.

Failure to pay tuition fees on time is also a common reason for exmatriculation.

It should be clarified that the number of 2nd year students studying on personal funding includes those who are renewing for the final examinations by re-sitting the National Uniform Professional Qualification Examination for Lawyers.

The strict rules of the National Uniform Examination also explain the decrease in the number of graduates in 2021, i.e., from 1 January 2021, in accordance with the Cabinet of Ministers Regulation No 46 of 15.01.2019 "Procedure of the National Uniform Examination for Professional Qualification of Lawyer", all students of professional master's programmes in law (incl, those who started their studies earlier and renewed their studies) shall take the uniform examination for the qualification of lawyer, and if they have had even one failing mark in this examination, they may take the examination again only in the following semester. Until 2021, while the qualifying exam was organised by the UL FL, students who had obtained only one failing grade were given the opportunity to take an additional exam in the same semester. According to the analysis of the results of the National Uniform Professional Qualification Examination for Lawyers, many of the candidates from the UL FL have obtained only one or two failing grades, which prevents them from graduating from the programme in that semester, but they successfully pass these areas of the examination on subsequent occasions. In 2020, the programme had an atypically high number of graduates due to the transitional period for the qualifying examination, when many students who had previously dropped out took the qualifying examination and in 2020 resumed to take the final examination for the last time under the previous arrangements (i.e. the five cases or practical assignments).

3.1.5. Substantiation of the development of the joint study programme and description and evaluation of the choice of partner universities, including information on the development and implementation of the joint study programme (if applicable).

Not applicable.

3.2. The Content of Studies and Implementation Thereof

3.2.1. Analysis of the content of the study programme. Assessment of the interrelation between the information included in the study courses/ modules, the intended learning outcomes, the set aims and other indicators with the aims of the study course/ module and the aims and intended outcomes of the study programme. Assessment of the relevance of the content of the study courses/ modules and compliance with the needs of the relevant industry, labour market and with the trends in science on how and whether the content of the study courses/ modules is updated in line with the development trends of the relevant industry, labour market, and science.

The study programme is designed in compliance with the obligations laid down in external laws and regulations, which are duly coordinated with the needs of employers and the recommendations of graduates. The study programme is organised in compliance with the Cabinet of Ministers Regulation of 13 June 2023 No 305 "Regulations on the State Standard of Professional Higher Education", as well as with the requirements of the standard of the legal profession). The content and organisation of the programme are also determined in compliance with the Cabinet of Ministers Regulation No 46 of 15 January 2019 "Procedures for the Uniform State Professional Qualification Examination of a Lawyer".

The study programme includes courses designed to address the aim and outcomes of the study programme. The objectives of the study programme are aimed at ensuring a study process that provides knowledge in the field of law and its sub-fields, ensuring consecutive high quality study courses, providing in-depth knowledge in the field of law, preparing students for creative and research work in the field of law, and ensuring the acquisition of practical skills. The courses are also designed to fulfil the programme's objective of promoting students' self-education, developing their ability to acquire, critically process and use information, preparing students for the Uniform Law Examination and motivating students to continuously improve their professional skills.

The study programme comprises mandatory part (A), restricted elective part (B) and free elective part (C) courses. As mentioned above, the content of the Programme is strongly influenced by external regulatory requirements.

The compulsory (A) part, in accordance with the laws and regulations, includes study courses that provide in-depth study of the most recent developments in theory and practice in various subfields of law. The compulsory part includes: Current Problems of Administrative Law, Trending developments of the international and the EU law, International private law and international civil procedure in the European Union, European contract and tort law, Theory of Legal Methods, Commercial Law, Constitutional Law. Process, Current Issues in Qualification of Criminal Offences, Problematic Issues in Legal Theory, Legal Philosophy and Latvian Legal History, Market, Law of market, competition and management of economic activity. Three internships are also included as Part A courses to the extent required by law: Administrative and Legal Practice, Civil law internship and Praxis of Criminal Law. The programme concludes with a final examination, consisting of a Master's thesis and the National Unified Professional Qualification Examination for Lawyers.

The courses in the restricted elective (B) part are designed to offer students a wide choice of courses in different subfields of law. The wide range of Part B courses offers student choice (choose from 24 courses) and, to some extent, the opportunity to specialise in an area of interest. Some of the elective courses are taught in English, giving students the opportunity to improve their knowledge of legal terminology in English. The Part B catalogue includes: Banking Law, Aspects of Civil Procedure, Topical tendencies in intellectual property law, Law firm organisation and management, Current Issues in Criminal Law, Methodology and Grounds for Adjudications, Organization of Criminal Offence's Investigation, Proof, argumentation and justification of decisions in criminal proceedings, Public Procurement Law, Cross-Border Cooperation in Criminal Cases, The Procedure of the Constitutional Court, Practical Issues on Private International Law, International Justice I (language of instruction - English).International Justice II (language of instruction - English), International Justice III (language of instruction - English), International (European) Labour Law (language of instruction - English), International Media Law (language of instruction - English), International Trade Law, International Environmental Law (language of instruction - English), Theory and practice trends in family and inheritance law, Legal Aspects of Spatial Planning, Proceedings in the Court of Justice of the EU and in the European Court of Human Rights (language of instruction -

English), Sociology of Law, Business and Criminal Law, Problems with the Implementation of Property Rights.

In addition, students can take courses in the free elective (C) part, where students can choose courses from other study programmes at other faculties.

If students have not completed Civil Protection and Environmental Protection courses at previous levels of study, then, in accordance with the requirements of the Cabinet of Ministers, they are provided with these courses in addition to their study plan.

An integral part of the study programme is the acquisition of practical experience, which mainly takes place in three internship courses (described in subsection 3.2.4). Courses are also designed and taught to provide not only theoretical knowledge but also practical skills. One of the most widely practised methods for learning practical skills involves solving practical situations (legal cases), which take place in most courses - usually in practical sessions, i.e. seminars.

The content of the study courses is regularly updated to keep up with current developments in law and the needs of the labour market, as well as scientific trends. This programme implements internships and the national uniform examination, within the framework of which the programme lecturers have close cooperation with the leading ministry in the field - the Ministry of Justice, professional organisations, various state institutions, employers, thus in these forms of cooperation, working groups, examination committees, valuable ideas for the improvement of the study programme and the content of its study courses are generated. The FL has a long-standing and effective cooperation with these organisations and public and private legal entities for the provision of internships to students in the study programme, which enables students to successfully complete these internships each year. Undergoing an internship means that students get to know practical work and are able to validate the knowledge they have acquired during their studies, as well as to identify issues and areas where this knowledge needs to be further developed. At the same time, doing an internship alongside one's studies allows for synergies between studies and the acquisition of practical work skills during the internship. This also explains why trainees are often offered a job in the internship site after their internship. Cooperation with these organisations in the organisation of the national uniform examination also makes it possible to know the relevance of the content of the study programme and how prepared students are to take the examination, which allows for immediate changes in the content and teaching of study courses.

The labour market success and employability of graduates is described in the subsection 3.1.3.

3.2.2. In the case of master’s and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation. In the case of a doctoral study programme, provide a description of the main research roadmaps and the impact of the study programme on research and other education levels (if applicable).

All Part A and Part B courses included in the study programme cover the study of current issues in law and its sub-fields at an advanced level. It should be noted that an integral part of the study programme is the acquisition of practical experience, which mainly takes place in three internship courses (described in subsection 3.2.4).

Most of the teaching staff involved in the programme have doctoral degrees in law and qualifications as lawyers, and are the authors of the most significant publications and research in

the relevant subfield of law, thus their pedagogical, scientific and practical activities fully correspond to the thematic area of the study field and the programme, as well as ensure the acquisition of the most up-to-date theoretical knowledge.

The final examination - the defence of the Master's thesis - requires the student, for example, to demonstrate in-depth knowledge of the methods of scientific research applicable in law and to strengthen the skills of their application, the ability to identify legal problems and to provide reasoned solutions to them, the ability to demonstrate in-depth understanding of the latest developments in law on the chosen legal concept studied in the Master's thesis, to analyse systematically the regularities of theory and practice, applying previously acquired theoretical knowledge and being aware of contemporary issues in the aspect of the studied concept, to explain own opinion and discuss complex and/or systemic aspects of legal science in an argumentative manner, to advance the skills of polemics with other legal specialists, to demonstrate the ability to justify own conclusions and to make proposals for improving the legal regulation or the legal environment.

3.2.3. Assessment of the study programme including the study course/ module implementation methods by indicating what the methods are, and how they contribute to the achievement of the learning outcomes of the study courses and the aims of the study programme. In the case of a joint study programme, or in case the study programme is implemented in a foreign language or in the form of distance learning, describe in detail the methods used to deliver such a study programme. Provide an explanation of how the student-centred principles are taken into account in the implementation of the study process.

Oral, written and combined methods of study delivery and assessment are used during the study courses and examinations. Various methods for the acquisition and consolidation of knowledge are used in the study process, for example, introductory lectures, interactive lectures, summative consolidation lectures, problem-oriented lectures, discussions (incl. Socratic) method. For students to achieve the learning outcomes - to acquire and consolidate knowledge, skills and develop competence, the study process is dominated by methods in which students' active participation is important, i.e., methods are used that promote students' communication in performing study tasks, solving real field problems, modelling situations, preparing procedural documents. Teaching staff mainly use methods that encourage students' active participation, critical thinking and reflection. As a specific and interactive method of acquiring this programme, moot courts are included in many courses, and in particular in the Part B courses International Justice (I-III), as these courses focus on international moot courts, where teams of FL students participate in various internationally recognised moot courts.

Practitioners from various institutions (who are not lecturers in the programme) are additionally invited to lecture in certain courses. Classroom activities make extensive use of practical exercises, seminars, individual, pair and group work, discussions and project development, and study trips to sector organisations. Employers are involved in the implementation and development of study courses (they are invited to facilitate individual seminar sessions, often as part of exchange visits to workplaces, courts, prisons, etc.).

The e-learning environment is used in the study process and to promote independent studies. Each study course has an e-learning environment (Moodle) where students have access to lesson

materials, task descriptions in addition to course-related learning materials, as well as study tasks (tests, forums, seminars, etc.). All interim and final assessment grades in the study courses are recorded, explicated and made available to students in the e-learning environment.

The student-centred approach is observed in updating the study programmes and the respective study courses, paying special attention to meaningful formulation of learning outcomes, thus promoting the dialogue between teaching staff and students on the content of studies, forms and methods of organization. Well-formulated learning outcomes, on the other hand, promote students' understanding and co-responsibility for their own learning, self-evaluation, and understanding of the assessment they receive. In the study process, lecturers use methods, forms of assessment and evaluation criteria that are consistent with the study aim and the planned learning outcomes.

Students receive support and feedback from the teaching staff during the study process. Assessment criteria for marking are made public in advance. Assessment gives students the opportunity to demonstrate the extent to which they have achieved the planned learning outcomes.

Following the principles of student-centred studies, student mobility (recognition of learning outcomes) is promoted, students engage in academic research and social activities initiated by the academic staff, thereby gaining significant experience through testing gained knowledge and skills in practice. By implementing internal quality assurance policies, the study programme is implemented to encourage students to actively participate in the improvement of the study process. The FL has policies and procedures in place to address student suggestions and complaints. The results of student surveys are evaluated and taken into account for the improvement of the study process. Students willingly express their suggestions for the improvement of study programmes and the study process in discussions with their teaching staff and programme directors.

The amount of hours corresponding to each study course is determined based on the total number of credit points to meet the requirements of the national professional higher education standard, the total amount of the study program, and the amount of the specific sub-branch of law.

The number of contact hours is regulated by the Order of the Rector of the University of Latvia ‘On changing the study credit accounting system at the University of Latvia’ of 31 January 2024. According to this Order, 8-12 contact hours in PLK studies, 5-12 contact hours in NLK studies, and 3-10 contact hours in NLN studies correspond to 1 ECTS credit point in higher-level (second cycle) programs. In the development of the study course outlines for the study programs of the Faculty of Law of the University of Latvia, the principle was observed that 1 credit point corresponds to 12 contact hours in full-time face-to-face studies (except for 5 credit point courses for which the total amount of contact hours is 50).

An equivalent approach (equivalent amount of work) within the framework of different courses is provided depending on the study part (A or B) and the scope of the course. The amount of courses in Part A is determined depending on the scope of the specific sub-branch of law, but the amount of courses in Part B is the same for all courses. In all study courses, an equivalent amount of work is ensured by the minimum requirements for the number of mid-term exams and requirements for obtaining credit points set by the ‘Regulations on the requirements for successful completion of study courses at the Faculty of Law of the University of Latvia’ [only available in Latvian] of the Faculty of Law.

3.2.4. If the study programme envisages an internship, describe the internship opportunities offered to students, provision and work organization, including whether the

higher education institution/ college helps students to find an internship place. If the study programme is implemented in a foreign language, provide information on how internship opportunities are provided in a foreign language, including for foreign students. To provide analysis and evaluation of the connection of the tasks set for students during the internship included in the study programme with the learning outcomes of the study programme (if applicable).

The programme includes internships totalling 39 ECTS, as stipulated in Paragraph 33.3 of the Cabinet of Ministers Regulation No 305 "Regulations on the State Standard for Professional Higher Education". The programme includes three types of internships to equip students with practical skills in different sub-fields and to be competitive: Civil law internship (1st semester); Praxis of Criminal Law (2nd semester); Administrative and Legal Practice (3rd semester)

The aim of *a Civil law internship* is to gain an understanding of the specifics of a lawyer's work and to acquire practical skills in the field of civil law. The main tasks of the internship are to ensure that the student is familiar with and understands the laws and regulations governing legal protection activities specific to the place of internship, acquires the working skills of a lawyer, is able to independently draft legal documents relevant to the specifics (functions) of the internship site, and acquires the skills necessary for the work of a lawyer in the civil law area.

The main aim of *the Criminal Law internship* is to gain knowledge of the work of the judiciary and related institutions (courts, prosecutors' offices, investigating authorities, etc.) in the field of criminal law and to acquire practical skills as a lawyer. The main tasks of the internship are to ensure that the student is familiar with and understands the regulatory enactments regulating the activities of the internship in the field of criminal law, acquires the working skills of a lawyer, can independently draft documents in the legal sphere that are relevant to the specifics (functions) of the internship, acquires the skills of a lawyer working with persons in the field of criminal law.

Whereas *the Administrative Law Internship* is a stage of consolidation, deepening and approbation of the previously acquired theoretical knowledge in the field of administrative law, an integral part of the study process. The main aim of this internship is to give the student an opportunity to get acquainted with the work of state administration institutions and administrative courts, to acquire practical legal skills in the field of administrative law. The main tasks of the internship are to ensure that the student is familiar with and understands the normative acts in the field of administrative law that regulate the activities of the internship, acquires practical legal work skills, can independently draft legal acts and other legal documents appropriate to the specifics (functions) of the internship, as well as qualify forms of public administration activities. As part of this internship, students also learn how to solve individual practical tasks, which will be useful for the lawyer's qualification examination and for future work in the legal profession.

In order to successfully complete the internship, students must complete the internship within the set deadlines, prepare and successfully defend the internship report, and solve a practical task (legal case). Detailed criteria for the assessment of study internships are specified in the programme and course description of each study internship. In addition, internships are regulated by the Regulations on Student Internships approved by the FL Council. Each internship course description and programme specifies the aims and objectives of the specific internship, the procedures for preparing, presenting and defending the internship report, and the principles of assessment.

The tasks of internships allow to achieve the overall outcomes of the study programme, i.e. in

internships students acquire the knowledge to independently identify legal problems, plan their solution options and provide reasoned and qualitative solutions to legal problems, as well as to organise legal analysis, discuss legal problems with specialists in law and other fields (for example, employees of the internship placement, who are not necessarily lawyers). During their internships, students have developed the skills to apply theory independently to solve specific problems, to explain and discuss complex aspects of law reasonably, to take responsibility and initiative when working individually or in a team, and to make decisions and find creative solutions. Interns also strengthen their ability to integrate knowledge from different fields, contributing to the creation of new knowledge and understanding their ethical responsibility for the potential impact of their professional activities on society.

The internship is implemented in compliance with Paragraph 26 of this Regulation, i.e. the internship is implemented under an internship agreement for the provision of an internship placement. The higher education institution enters an internship agreement with the employer. The Faculty provides students with internships - the Faculty has a long-standing cooperation with various employers, within the framework of which students are also provided with internships. The range of internships is wide - in addition to the most common long-standing internships - courts, prosecutor's offices, public administrations, students also have the opportunity to conclude internship agreements with other institutions suitable for the specific type of internship, such as law firms, notary offices, trade unions, credit institutions and various merchants. In such cases, the Head of the relevant Department shall give their approval as to the suitability of the placement for the objectives of the placement. An agreement between the University of Latvia and the internship placement site is concluded for the implementation of the internship. A tripartite agreement is concluded if the student chooses the placement independently

In order to fulfil the tasks of the internships most efficiently, each internship has two internship supervisors, i.e. the internship supervisor at the department and the internship supervisor at the internship institution. The internship supervisor at the internship site is determined by the head of the relevant internship site, and the internship supervisor at the department is approved by the Dean of the Faculty on the recommendation of the relevant department. The internship supervisor at the department is responsible for the internship to be conducted in compliance with the internship programme, assigns individual internship tasks to the student, controls the placement of student-interns in internship workplaces and controls the work of interns during the internship, requests information from the intern about the course of the internship, sets the deadline for defending the internship report, advises the student on all internship issues. Each student has the opportunity to attend weekly tutorials to discuss theoretical or practical issues with their supervisor, and to discuss solutions to practice problems after they have been solved.

3.2.5. Evaluation and description of the promotion opportunities and the promotion process provided to the students of the doctoral study programme (if applicable).

Not applicable.

3.2.6. Analysis and assessment of the topics of the final theses of the students, their relevance in the respective field, including the labour market, and the marks of the final theses.

Students choose the topics of their Master's theses individually, but sometimes the idea comes from research topics recommended by FL cooperation institutions, such as the Ministry of Justice, Supreme Court, Ombudsman, Prison Administration, Ministry of Welfare, etc. These institutions provide suggestions for the topic of the final thesis each year or every other year, proposing an extended list of under-researched issues related to the institution's activities, which is uploaded to the e-studies in the Master's Thesis section of the course. Often, students also get ideas for their Master's thesis during their internships.

The biggest share of Master's theses is in civil and criminal law. Students, individually or in consultation with a potential supervisor, prepare a Master's thesis proposal, which also outlines the planned research directions and describes the expected results of the research. The topics are approved by the relevant department and the supervisor of the Master's thesis is appointed. When assessing the topics submitted by students, considerable attention is paid to the relevance of the topic from theoretical and practical perspectives. Particular emphasis is placed on research on fundamental issues, which require more in-depth knowledge and skills than in the academic Bachelor's programme. The processes taking place in Latvia and the world have also determined the choice of topics for Master's theses in a given year.

The topics chosen for the Master's thesis in the field of civil law cover commercial law, tort law, private international law, competition law, insolvency, credit institutions, etc., which is relevant for every business operator. This is illustrated by the following examples of the best-defended Master's thesis topics: Degrees of fault and legal consequences in tort law relations, Dominant position in the context of exclusive contracts, Problems of employment of a member of the board of a capital company, Modern forms of employment, Problems of legal regulation of mutual lending platforms in Latvia and the European Union, 3D printing and intellectual property rights in Latvia, Price signalling as a concerted activity, Problematic aspects of limitation period as a legal institute in Latvian civil law; State aid for the preservation of culture and cultural heritage in the framework of Article 107(3)(D) TFEU; Electronic evidence in civil proceedings; Mandatory share buy-back offer; Determination of the centre of main interests in cross-border insolvency proceedings; Problems of heirless property in theory and practice; The principle of fair and reasonable compensation in copyright contracts; Legal aspects and problems of remote working.

Master's theses developed in the Department of Criminal Justice address current trends in the field of criminal justice. Some of the graduate students have focused on types of criminal offences, such as murder, fraud, etc., directing their research towards the current issue of the qualification of these offences. Attention was also drawn to the completion of criminal proceedings within reasonable time limits, the problems of criminally acquired property and its disposal, the peculiarities of criminal proceedings against legal persons, the problems of initiating criminal proceedings, the problems of amending charges in court, simplified criminal proceedings, including forms of criminal proceedings based on settlement, as well as topical issues of evidence, in particular the use of information obtained as a result of operational activities in evidence. All these issues are undeniably topical, as evidenced by both legislative developments in this area and the problems identified in practice (amendment of charges during trial, prejudice to property interests in criminal proceedings, use of technical means in criminal proceedings, cryptocurrency in criminal proceedings, the European Arrest Warrant as an instrument of cooperation in the EU, etc.)

In the field of national law, Master's students choose to develop their final theses in various subfields, such as constitutional law, administrative law, administrative procedure, municipal law, civil servants' law. When assessing the themes of master's theses in the field of national law developed since 2019, it can be concluded that many master's students have chosen to develop

theses on issues of the Constitutional process (for example, the influence of the Constitutional Court on the legal regulation of taxation in Latvia; theoretical and practical aspects of the execution of the Constitutional Court's judgment; Constitutional courts: between politics and law; Obiter dictum in the Constitutional Court - theory and practice; Protection of municipal rights in the Constitutional Court). Various environmental law issues are also studied, e.g., Current problems of legal regulation of wind power plants in Latvia; Legal aspects of location and construction of line infrastructure objects; Problems of implementation of Article 6 of the Habitats Directive in Latvia. The issue of Suspicious Transaction Reporting in the context of the Law on Prevention of Money Laundering, Terrorism and Proliferation Financing has also been studied as a specific but currently relevant issue in practice.

In the field of the theory and history of law, students have worked on master's theses in the philosophy of law, the study of legal methods and the sociology of law, as well as in the history of law and legal ethics. Master's theses are developed on the fundamental values of society (human dignity, justice, life, national language). Master's theses explore the legal consciousness of society and the influence of society on the functioning of certain legal institutions in legal reality (e.g. the understanding of marriage and family). The legal methods are addressed in master's theses, which study the methodology of applying legal norms and certain types of legal sources. Several Master's theses are devoted to the analysis of ancillary sources of law - case law and preparatory materials. These works make extensive use of the practice of law and assess the application and effectiveness of legal methodologies in the real world of law. The following topics received high evaluation marks: The legality of the use and disclosure of documents of the former State Security Committee in Latvia; Understanding the General Clause and the *praeter legam* method; Artificial Intelligence in Law; Logic in the Application of Law: legal methods and reasoning; Problems of the implementation of the principle of openness of judgement under the impact of the Covid-19 pandemic; The role of good repute in the work of judicial officials; Social Solidarity; Citizens' obligation to perform National Defence Service from the perspective of equality.

The choice of topics in international and European Union law is largely related to the issues covered in the relevant courses of study, which have been highlighted by the teaching staff as topical and worthy of further study. During the reporting period, the following themes were highly commended: The concept of a national court in the context of Article 267 TFEU; Adaptation of the contract in case of change of circumstances under the UN Convention on Contracts for the International Sale of Goods; Experts called by the parties in international arbitration proceedings; The *erga omnes* nature of obligations under international environmental law; The legal status of powers of attorney of notaries certified by EU Member States in Latvia; Limitations on the right to a fair trial and effective remedy in the interests of the protection of national security; Interim remedies before the European Court of Human Rights and the Constitutional Court; Protection of inherent human rights of the undertaking in the process of investigation of competition law infringements; Protection of human rights in the framework of algorithmic profiling; Problems of application of the consensus principle contained in Article 9 of the Marrakesh Agreement Establishing the World Trade Organisation in the WTO system; Prevention of climate change through national courts and the European Court of Human Rights; Application of the European Union sanctions framework in the case law of the European Union.

It can be concluded that all the chosen topics of the Master's theses are in line with the current trends in the field and are mainly aimed at the improvement of the legal system. The FL is pleased that the Master's theses defended at the Faculty are also of interest to institutions and professional organisations working in the field of justice, which would like to get acquainted with the theses in order to possibly use the ideas expressed in the theses in further practical work (naturally, respecting the copyright of the authors of the theses). This confirms that the defended Master's

theses are qualitatively elaborated, their topics are topical in practice, and the scientific knowledge presented in the Master's theses is applied in the improvement of the Latvian legal regulation and practice.

The defence of the Master's thesis takes place in an open final examination defence session, where the board consists of the faculty teaching staff and invited representatives of professional organisations (judges of various courts, delegated representatives of the Latvian Council of Sworn Advocates, etc.). The Board is approved by the UL Rector's Order on the proposal of the FL Council. Following the defence of the theses, the evaluation decision is taken by the Board in closed session.

The FL faculty members are objective and demanding in their evaluations, and therefore the final thesis evaluations vary according to each student's contribution to the Master's thesis and performance at the Master's thesis defence. The final papers are no exception to the grading in te regular study process, with grades ranging from 1 to 10. It is not frequent, but there are cases when the supervisor does not recommend the thesis for defence because they consider it unsatisfactory for the Master's level, and in such cases, most often the students decide to develop and defend the thesis in the next semester. There have been occasional cases of failing grades, but these are relatively few. The FL has high standards of academic integrity, which include strict plagiarism control in final theses and sanctions for breaches of academic integrity.

The average mark for Master's theses in the reporting period ranges from 7-8 points. For example, 64 Master's theses have been defended in the field of State Law since 2019-2023, with an average grade of 7.56 (three papers scored 10); 118 Master's theses have been defended in the field of Criminal Law (average grade 7.17, two papers scored 10); 179 Master's theses have been defended in Civil Law (average grade 7.56, 10 papers scored 10). In International and EU Law, 50 theses (average grade 8.0, eight theses scored 10); also in Theory of Law and History of Law, 50 Master's theses (average grade 8.04, ten theses scored 10).

Several Master's theses have also had significant scientific value - they have been the basis for scientific articles published in various law journals in Latvia and abroad. The high level of Master's theses at the Faculty of Law is confirmed by the fact that every year several graduates of the Faculty of Law win prizes for their Master's theses in the "Jurista Vārds" student research competition (information about the winners of the competition and sections is also available in the "Jurista Vārds" journal, including in the electronic version of the journal www.juristavards.lv (information in Latvian).

3.3. Resources and Provision of the Study Programme

3.3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples.

The study programme does not require specific resources – specific study and research facilities. However, the information resources of the library, including books and databases, are essential for the programme. The resources and base available to teaching staff and students are widely

discussed in the information indicated in II. part 3, chapter 2.3.1.- 2.3.3. in points.

In connection with this study program, it is important to note that the library resources are regularly supplemented with the newest books. In order to supplement the library with new books, each teaching staff member has the opportunity to submit a request for the purchase of a specific book, which is processed in a timely manner and the specific book is purchased or an explanation is given that the specific book is freely available online. Also, subscribed online databases are an important tool for teaching staff in teaching courses and for students in learning them. From the point of view of subscribed databases, two types of databases can be distinguished. The first type is those databases that are available to every university's teaching staff member and student, for example, an important database in this study program is the *VLeBooks* database with electronically accessible books, such as the world-renowned book *European Tort Law*, which is used in private law courses. The second type is those databases that are available only to teaching staff and students of the Faculty , such as the practical legal journal *Jurista vārds* (in Latvian) or databases in English such as *Heinonline* (a database of full-access journal articles); *Kluwer* databases; or the *Thomson Reuters Westlaw* and *Westlaw UK* databases, where both court practice materials and journals are available, such as leading journals in certain sub-branches of law such as intellectual property law.

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

Not applicable.

3.3.3. Indicate data on the available funding for the corresponding study programme, its funding sources and their use for the development of the study programme. Provide information on the costs per one student within this study programme, indicating the items included in the cost calculation and the percentage distribution of funding between the specified items. The minimum number of students in the study programme in order to ensure the profitability of the study programme (indicating separately the information on each language, type and form of the study programme implementation).

Programme revenue

For the implementation of the study programme "Law", the UL uses the state budget subsidy from the Ministry of Education and Science and tuition fees. An outline of the (planned) breakdown of students by type of study and annual revenue is presented in Table 4.3.3.1.

Table 4.3.3.1

Number of students and annual revenue

Study mode	state-funded places	fee-paying places	EU/EEA/S* fees	Other** fees	Total	State subsidy	Fees for LV and EU/EEA/EU citizens	Fees for nationals of other countries	Annual revenue

	number	number	number	number	number	EUR	EUR	EUR	EUR
	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*1*6+(2+3)*7+4*8*
Full-time studies	74	228			302	2801	3100		914104
Total					**302**				**914104**

* EU/EEA/S - European Union/European Economic Area/Swiss Confederation
** Other - outside EU/EEA/Swiss Confederation

Programme costs

In order to estimate the amount of funds required for financial support, the UL calculates the costs of study programmes according to a self-developed methodology, which takes into account the costs of providing the study process as described in the section "Study Field Funding" and information on the study programme plan, the teaching staff involved, the planned number of students, etc., thus ensuring the reliability of the forecasts.

Programme costs for full-time intramural studies

For the calculations of the study programme "Law", the implementers of the full-time intarmural mode use the data for the academic year 2023/2024 - the number of students as of 01.03.2024, the study plan/norms and the structure of the academic staff involved. Based on these data, the total annual cost of the programme is EUR 914 104 and the breakdown (percentage) is shown in Table 4.3.3.2.

Table 4.3.3.2

Percentage breakdown of costs in the study programme

Cost item	**% of the total**
Teaching staff costs	53%
General staff costs	8%
Other costs	3%
Infrastructure costs	8%
Property and services	2%
Indirect costs	26%
TOTAL COSTS	**100 %**

Figure 4.3.3.1 depicts the cost of the study programme (vertical axis) as a function of the number of students (horizontal axis) with a red line, and the weighted average tuition fee (green line).

Figure 4.3.3.1. ***Prime cost per number of students enrolled in the study programme "Law"***

Based on the cost structure and the total number of students 302, the cost of the programme per student (prime cost) is €3000 per year.

To be cost-effective, the minimum number of fee-paying and state-funded students must be at least 300 (midway between the green and blue lines on the red line).

Programme's revenues and costs

Table 4.3.3.3 aggregates the projected number of students, programme revenue, expenditure, output and profitability (output to revenue, %) across all modes of delivery.

Table 4.3.3.3

Programme output

Study mode	Total	Annual revenue	Annual costs	Result/output	Profitability
	number	EUR	EUR	EUR	%
Full-time studies	302	914104	906000	8104	*1%*
Total	**302**	**914104**	**906000**	**8104**	***1%***

Conclusion:

Study programmes were cost-effective in all modes of study in the period up to 2023. In 2023, the soaring cost of inflation led to a significant increase in energy costs, resulting in student fees that could not cover the costs, as the revenue from the state subsidy has long been below the cost of the programme. Moreover, in September 2023, the national salary for academic staff increased, so from 2024 onwards, the study programmes plan to increase tuition fees in line with the real cost price, as shown in Figure 4.3.3.1 and Tables 4.3.3.1 , 4.3.3.2 and 4.3.3.3.

Thus, it can be concluded that the study programme is profitable, as the income of fee-paying students covers the costs of state-funded places, generating a small but positive surplus.

3.4. Teaching Staff

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

The teaching staff involved in the implementation of the study programme are the most prominent and recognised experts in their field in Latvia, as evidenced by their scientific contributions, a number of scientific monographs and high-level publications.

Given that the programme is a professional programme, a strong emphasis is placed on the involvement of practitioners in teaching the programme. Most of the lecturers are also active in practice - many of them are judges, sworn advocates and other practitioners.

All lecturers involved in the implementation of the study courses have significant practical experience in the relevant areas of law, as well as a wealth of teaching experience, having taught at the UL or in various seminars for practitioners in the relevant areas. Several study courses are taught by several lecturers, and hourly-paid contract lecturers are also engaged to teach study courses as needed.

As shown in Table 4.4.2.1 (see next section), 28 teaching staff members (as far as the academic year 2023/2024 is concerned) are involved in the implementation of the study programme. Involved teaching staff members are mainly with a doctoral degree in law (Dr.iur.) - the vast majority are professors (11 teaching staff members), associate professors (6 teaching staff members) and assistant professors (8 teaching staff members). At the same time, these highly qualified scientists are also active practitioners - judges of the Constitutional Court and courts of general jurisdiction, sworn advocates, advisors to the Saeima Legal Bureau, etc. The composition of the teaching staff fully complies with the requirements set out in Article 55(1)(3) of the Law on Higher Education Institutions. Therefore, the qualifications of the teaching staff involved in the implementation of the study program meet the conditions of the implementation of the study program, while the theoretical knowledge and practical skills of the teaching staff assist to achieve the study results.

For more information on the qualifications of the teaching staff, see the annex on the teaching staff and CVs of the teaching staff (*Annex 6: 6 Teaching staff 2024.xlsx*).

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

As one may see from the table below, the number of teaching staff has slightly decreased from 32 to 28 during the review period, but this fact has not hindered ensuring the quality of studies in the study program. During the review period, the number of professors has slightly decreased, which is related either to the fact that some professors passed away (Professor K. Torgāns, Professor J. Rozenfelds) or retired from work at the University (Professor U. Krastiņš). However, these professors have been replaced by other teaching staff who have been able to ensure constant quality of studies. So, for example, Professor J. Kārkliņš (he was an associate professor at the beginning of the review period and was elected as a professor) took over the teaching of the courses previously taught by Professor K. Torgāns, while Associate Professor V. Mantrovs (he was an assistant professor at the beginning of the review period and was elected as an associate professor) – took over the courses taught by Professor J.Rozenfelds. Also some associate professors have been elected as professors (Kaspars Balodis, Annija Kārkliņa). It is expected that the number of teaching staff could increase slightly both in connection with new doctors as teaching staff and doctoral students.

Table 4.4.2.1

Changes in the composition and number of academic staff in the PMSP "Law"

No	Indicator	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
	Number of teaching staff, incl:	**32**	**32**	**31**	**29**	**28**
1.1.	Professors	13	13	12	12	11
1.2.	Associate Professors	7	7	6	6	6
1.3.	Assistant Professors	9	9	9	8	8
1.4.	Lecturers	2	2	2	1	2
1.5.	Elected teaching staff - foreign nationals	0	0	0	0	0
1.6.	Other teaching staff, incl:	1	1	2	2	1
1.6.1.	*doctoral students*	*1*	*1*	*2*	*2*	*2*
2.	**Number of academic staff with doctoral degrees**	**31**	**31**	**29**	**27**	**26**
3.	**Student/staff ratio**	**11**	**11**	**11**	**12**	**12**

The composition of the teaching staff is stable, with no particular changes during the reporting period. The overwhelming majority of the teaching staff in this programme have a doctorate in law or are doctoral candidates in the process of obtaining a doctorate.

The quality of teaching staff is regularly monitored by analysing data from anonymous student surveys (both on course lecturers and on the programme as a whole).

3.4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals or peer-reviewed monographs may be additionally specified. Information on the teaching staff included in the database of experts of the Latvian Council of Science in the relevant field of science (total number, name of the lecturer, field of science in which the teaching staff has the status of an expert and expiration date of the Latvian Council of Science expert) (if applicable).

Not applicable.

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

Not applicable.

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

At the beginning of each academic year, the study programme director and the dean inform the staff involved in the study programme at a staff meeting about the number of students enrolled, their previous education, as well as remind them of the principles common to the implementation of the study programme in the choice of teaching methods:

- to organise discussions and other practical tasks appropriate to the Master's programme, where possible;
- to equip students with theoretical and practical skills in the study process, thus preparing them to pass the national uniform qualification examination for lawyers with maximum proficiency;
- to focus on course content appropriate to the level of the Master's programme, minimising repetition with course content covered in the Bachelor's programme to the extent possible.

Several study courses involve several teaching staff who work together successfully to ensure common requirements and approaches to study. Each study course has a responsible teaching staff member who ensures that the organisational requirements (timetables, e-learning materials,

deadline for posting grades) are met. For several study courses, the course description is developed by one lecturer (the teaching staff member responsible for the course), but other lecturers are also involved in teaching the study course. In such cases, the course lecturers shall cooperate with the course developer to update the course description, when and as necessary.

In the implementation of the study program and ensuring the interconnection of study courses, cooperation is ensured and promoted in several ways: 1) the director of the study program follows the content of the study course, communicating with teaching staff in the case of necessity; 2) the communication of the teaching staff member responsible for a particular course with other teaching staff members involved in the teaching of that course to ensure uniform teaching of the course; 3) through mutual communication between teaching staff members, in order to promote a uniform approach to teaching the study course, including the grading of tests. The director of the study program carries out supervision on a regular basis, while the teaching staff responsible for the course and teaching staff members - continuously during the teaching of the study course.

Among the mechanisms for promoting cooperation in the implementation of the study program, one should first mention the mutual discussions of the teaching staff - before the lessons, agreeing on uniform requirements both in terms of content and form, for example, requirements in seminars and tests and guidelines for grading tests. Despite the academic freedom of teaching staff members, uniform teaching methods are applied in different groups as much as possible. The teaching staff member responsible for a particular course, approved by the Dean, is directly responsible for ensuring that uniform requirements are met in the teaching of the study courses themselves.

Lecturers also collaborate with each other in joint projects, working groups, publications and research. Faculty members discuss among themselves various examples of good practice, issues (e.g. academic integrity), course content issues, ensuring that there is no overlap in course content and that legal topics are not left uncovered outside the study programme content.

The student-staff ratio of the study programme at the time of submission of the self-assessment report is 12, which can be assessed as stable also in relation to the previous reporting period.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	15_2_DIPLOMA_PMSP_LAW.zip	15_2_Diploms_diplomapielikums_MSP_Tiesību_zinatne.zip
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	16 2 statistics students PMSP Law.docx	16 2 studejo skaits prof mag ties.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	17 2 Compliance-State Education Standard PMSP.docx	17 2 pielikums atbilstība standartam prof mag ties.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)	18 1 Compliance with the professional standard PMSP Law.docx	18 1 pielikums prof mag atbilstība jurista profesijas standartam.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	Compliance with the study program with the specific regulatory framework of the relevant science branch.docx	Studiju programmas atbilstība atbilstošās nozares specifiskajam normatīvajam regulējumam.docx
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	20 2 Mapping learning outcomes of the PMSP Law.xlsx	20 2 Kursu_kartejums_PMSP_Tiesibu_zinatne.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	21 2 curriculum of the study programme PMSP Law ECTS.docx	21 2 pielikums studiju plans prof mag Tiesibu zinatne ECTS.docx
Descriptions of the study courses/ modules	22 2 Descriptions study courses PMSP Law 2024.docx	22 2 kursu apraksti prof mag Tiesibu zinatne 2024.docx
Description of the organisation of the internship of the students (if applicable)	23 1 Description organisation internship_PMSP Law.docx	23_1_Prakses nolikums_PMSP Ties-zinatne_23.04.2024).docx
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		

Law (43380)

Study field	*Law*
ProcedureStudyProgram.Name	*Law*
Education classification code	*43380*
Type of the study programme	*Academic bachelor study programme*
Name of the study programme director	*Edvīns*
Surname of the study programme director	*Danovskis*
E-mail of the study programme director	*edvins.danovskis@lu.lv*
Title of the study programme director	*Asociētais profesors, Dr.iur.*
Phone of the study programme director	
Goal of the study programme	*The aim of the study programme is to provide students with high-quality acquisition of theoretical knowledge and research skills in law, theoretical and practical training corresponding to the needs of the state, which provides opportunities to successfully engage in solving economic problems.*
Tasks of the study programme	*1) to ensure a study process that provides basic and specialised knowledge of law and its sub-fields, including the opportunity to demonstrate a critical understanding of this knowledge;* *2) to raise awareness of the diversity of sources of law, the requirements and rules for the realisation thereof;* *3) to develop practical work skills in law that ensure the competitiveness of graduates in the labour market;* *4) to facilitate the acquisition of the skills, knowledge and competences required in law, which are essential in today's labour market;* *5) to develop the critical thinking skills essential in law;* *6) to develop research skills in the field of Law;* *7) to motivate students to study for a Master's degree to qualify as a lawyer.*

Results of the study programme	*Knowledge:* *1) Understand the most important concepts and regularities of legal science in all sub-fields of legal science and know how to apply them in practice;* *2) Demonstrate knowledge of the application of legal norms and regularities of legal science institutes, as well as current trends in legal science;* *Skills:* *3) Solve tasks and problem issues using the methodology for solving legal issues, including debates, argumentation, are able to discuss problems in the field of law and their solutions both with specialists and with the public at large;* *4) Select the necessary information, formulate and analytically describe problems, recommend solutions in law and its sub-fields, including demonstrating skills in preparing legislation;* *5) Independently conduct research activities in legal science and its sub-fields, demonstrate a scientific approach to solving problems, including uses technologies;* *6) Independently structure their studies, direct their further study and professional development, as well as take responsibility and initiative by performing work individually and working in a team or managing the work of other people, as well as are able to make decisions and find creative solutions in changing or uncertain circumstances;* *Competence:* *7) Independently are able to obtain, select and analyse the necessary information, sources of law in theoretical and practical analysis and research of a particular legal issue;* *8) Use the most significant, up-to-date theoretical frameworks and scientific research results, gaining new insights into legal problems;* *9) Understand professional ethics, as well as evaluate and assess the impact of their professional activity on society.*
Final examination upon the completion of the study programme	*Bachelor's thesis*

Study programme forms

Full time studies - 3 years - latvian

Study type and form	*Full time studies*
Duration in full years	*3*
Duration in month	*0*
Language	*latvian*
Amount (CP)	*180*
Admission requirements (in English)	*Secondary education*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Bachelor's Degree in Law*
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

Part time studies - 3 years, 5 months - latvian

Study type and form	*Part time studies*
Duration in full years	*3*
Duration in month	*5*
Language	*latvian*
Amount (CP)	*180*
Admission requirements (in English)	*Secondary education*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Bachelor’s Degree in Law*
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

Part time extramural studies - 4 years - latvian

Study type and form	*Part time extramural studies*
Duration in full years	*4*
Duration in month	*0*
Language	*latvian*
Amount (CP)	*180*
Admission requirements (in English)	*Secondary education*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Bachelor’s Degree in Law*
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

3.1. Indicators Describing the Study Programme

3.1.1. Description and analysis of changes in the parameters of the study programme made since the issuance of the previous accreditation form of the study field or issuance of the study programme license, if the study programme is not included on the accreditation form of the study field, including changes planned within the evaluation procedure of the study field evaluation procedure.

During the accreditation period, no significant changes were made to the parameters of the study programme. The number of learning outcomes and their wording have been streamlined in the study programme, without changing their substance. In particular, the number of learning outcomes has been reduced from 14 to 9. However, it should be stressed that these changes are editorial (several outcome components have been merged into one) and do not affect the implementation of the study programme. Editorial changes have also been made to the objectives of the study programme, without substantive changes, but indicating their relevance to the study of law. Name of the awarded degree has been clarified ("Bachelor's Degree in Law").

Taking into account the conclusions of the accreditation process, the internship as a separate study course was excluded from the programme structure from the academic year 2019/2020. The main thrust of the changes is to ensure that all students in the Professional Master's degree programme, regardless of the higher education institution from which they obtained their Bachelor's degree, complete the 26 CPs of internship. Accordingly, in order to ensure the balance of the study plan and compliance with external normative acts, the amount of CP for three study courses has been increased ("Civil Procedure", "Criminal Procedure", "Bachelor Thesis"). The changes are not substantive, given the fact that the internship as such was not implemented in this study programme during the previous accreditation period. Only 6 CPs have been subject to real change. During the reporting period, changes have been made by transferring the study course "Providing of Legal Advice" from Part B of the Professional Master's study programme "Law" to the Bachelor's study programme (Part B), thus ensuring greater involvement of students in providing legal assistance to the clients of the Legal Clinic. It has been concluded that in the Professional Master's programme "Law", due to the heavy workload of students in the study courses, compulsory internships and also the parallel working lives of master’s students, the interest of master’s students in studying *Providing of Legal Advice* courses has decreased, However, undergraduate students who wish to undertake internships can do so as part of this course, under the guidance of faculty and practitioners, thereby also increasing the benefits for vulnerable groups in society in need of legal aid.

There were no other changes during the reporting period. When applying for accreditation, a number of study courses have undergone minor changes in the amount of credits related to the transition to ECTS.

In order to ensure that the amount of credit points per semester in full-time studies is 30 credit points, and without changing the arrangement of study courses by semester, those study courses that had 3 credit points (4.5 ECTS) before the transition to the ECTS system had their credit points changed either to 4 ECTS credits or 5 ECTS credits. The number of contact hours of the 4-credit course is identical to the volume of the previous courses, but two contact hours have been added to the 5-credit course. In order to determine which courses to round up or down, the opinion of the lecturers of the respective courses was taken into account, as well as the need to ensure that in

full-time face-to-face form there are 30 credit points per semester, and 60 credit points per year. Rounding to 4 credit points was made for the compulsory part of the study courses "Administrative process law", "Labor law", "Writing and analysis of documents", "Substantive EU law". Rounding to 5 credit points was made to study courses "Criminal Law. General part", "Criminal law. Separate part" and "Latvian legal history".

To ensure the transfer of the UL accounting unit of studies, i.e., transfer of credit point to the European Credit Transfer and Accumulation System (ECTS), corresponding with the transitional provisions of Paragraph 93 of the Law on Higher Education Institutions, by the order “On Changes in the Study Credit Point Accounting System in the University of Latvia” (the UL 31.01.2024. Order No. 1-4/45), beginning with the Autumn semester of 2024, it is determined that for undergraduate (short-cycle and first-cycle) study programmes 1 ECTS credit point corresponds to 25 hours of study work, including:

1. 10-12 contact hours for full-time intramural studies,
2. 3-10 contact hours for part-time extramural studies.

3.1.2. Analysis and assessment of the study programme compliance with the study field. Analysis of the interrelation between the code of the study programme, the degree, professional qualification/professional qualification requirements or the degree and professional qualification to be acquired, the aims, objectives, learning outcomes, and the admission requirements. Description of the duration and scope of the implementation of the study programme (including different options of the study programme implementation) and evaluation of its usefulness.

The study programme is implemented within the study field "Law", as the content of the study courses reflects the topics of law. The study program corresponds to the study field "Law", as 55 of the 58 study courses included in the study program plan are legal science courses. The study program "Law" provides the necessary basic knowledge in law in order to successfully continue studies in the professional master's study program "Law" and obtain the qualification of a lawyer. The content of the compulsory part of the study program is made up of courses in five classical sub-branches of legal science: civil law sub-branch, criminal law sub-branch, state law sub-branch, legal theory and history, as well as international and European Union law sub-branch. On the other hand, all limited elective study courses provide the opportunity to learn in-depth one of the aspects of the mentioned sub-sectors.

The first two digits of the programme code (43) correspond to the first cycle of higher education following general or vocational secondary education. Duration of full-time studies: at least 3 years. The last three digits of the code (380) correspond to the thematic area of education "Law".The name of the study programme - academic bachelor's study programme "Law" - indicates the level of the programme as well as its content. It also reflects the aim of the study programme – to provide students with high-quality acquisition of theoretical knowledge and research skills in law, theoretical and practical training corresponding to the needs of the state, which provides opportunities to successfully engage in solving economic problems. The objectives of the study programme are closely linked to the name and aim of the study programme. The objectives of the study programme, such as ensuring a study process that provides basic and specialised knowledge of law and its sub-fields, including the opportunity to demonstrate a critical understanding of this knowledge, to develop skills needed in the labour market, and to motivate students to study for a

Master's degree in order to qualify as a lawyer, are fully coherent.

The study programme is designed to offer study courses in a wide range of sub-fields of law, thus enabling the training of graduates whose knowledge covers not only individual sub-fields of law, but also a broad range of law, which forms the basis of the future lawyer's knowledge. Particular attention is paid to fundamental study courses, which cover the most important state and legal issues, such as constitutional law, issues relevant to the economy - the law of obligations, the law on property, topics and issues that cover an important part of public law - administrative law, criminal law and criminal procedure, as well as European Union and international law as well as private law. The restricted elective or Part B courses also allow specialisation in specific areas.

Considering both the national policy planning documents and the framework set out in the education standards and the legal profession occupational standard, it can be concluded that a bachelor graduate is also expected to be able to perform profession-specific duties. Although this study programme does not lead to a professional qualification, a survey of graduates shows that even during their studies, students start working careers that continue after graduation. The content of the courses and the methods used to implement them show that graduates demonstrate the ability to attain the aim of the study programme.

The programme leads to the award of the academic Bachelor's degree. The Bachelor’s Degree in Law indicates the programme's affiliation with the social sciences, as well as with their integral part – law science.

In order to achieve the aim of the study programme, it is also essential to clearly define the admission (matriculation) criteria and requirements. Given that the programme in question is a foundation programme, the general requirement for matriculation is secondary education. The University's admission rules for this study programme set two types of requirements, based on the year in which the person completed secondary education: either before 2004 or after 2004, when the centralised examinations (CE) were introduced. Given the qualities required of a law student, attention is paid to knowledge of Latvian, a foreign language, as well as mathematics and history. Additional benefits are also provided to ensure that highly motivated students are admitted to the programme. There are no entrance examinations for this programme. The principle of openness and accessibility of studies is applied, which ensures that everyone can study at the FL. However, whether a student is able to meet the requirements depends on the work they put in.

The programme duration of 3 years full-time, 3 and a half years part-time intramural studies and 4 years part-time extramural studies is the optimal time to complete the programme content of 180 ECTS.

The scope of the study program is closely related to the scope of the professional master's study program, namely that the higher education of the first and second cycle should be at least 300 credit points, as determined by the fourth part of Article 57 of the Law on Higher Education. The study program has three forms of study: full-time attendance, part-time attendance and limited part-time attendance. The full-time form is intended mainly for high school graduates, in order to ensure the possibility of obtaining a bachelor's degree as soon as possible with the help of a larger number of contact hours. Part-time forms are intended mainly for applicants who need to combine studies with employment. Part-time attendance is intended for a more intensive study process (also with classes on weekdays), while part-time absenteeism is for studies on Saturdays. In these forms of study, the number of contact hours and the number of credit points per semester are smaller, therefore the total study time is also longer.

3.1.3. Economic and/ or social substantiation of the study programme, analysis of graduates' employment.

In the context of the analysis of the added value of the UL FL graduates, the statistics published on the website of the Ministry of Education and Science for the period 2019-2021 (inclusive) on the employment of graduates of higher education institutions should be taken into account.

For example, as the statistics for 2019 show, graduates with a "law" orientation rank second in the ranking of the "most lucrative" thematic groups, while being part of a thematic group that already ranked first in terms of total number of graduates in 2017 and 2018 (https://www.izm.gov.lv/lv/media/11040/download?attachment, p.19 [available in Latvian only]). At the same time, as follows from the Ministry of Education and Science's report on the employment prospects of graduates of higher education institutions in 2019 (information in Latvian), the overall employment structure of UL graduates is 86%. It should also be noted that, according to the Ministry of Education and Science, almost one in five law-related students is employed alongside their studies. At the same time, according to the 2019 statistics, graduates from engineering, manufacturing and construction and social, business and law subject groups are the most active in entrepreneurship, with higher rates among 2018 graduates (i.e. in the first year after graduation).

As is evident from the Ministry of Education and Science' s monitoring tool _https://www.izm.gov.lv/lv/media/11040/download (information in Latvian) on the employment rate of graduates in 2019, it is acknowledged that the educational programmes of the UL FL that fall under the thematic group "Social Sciences, Business and Law" (i.e. both academic bachelor's study programme and professional master's study programme) result in employment at the bachelor's study level - 79%, while at the master's study level - 89.5%. At the same time, according to a report by the Ministry of Education and Science on the employment paths of graduates of higher education institutions in 2020 (information in Latvian) and the records ofthe monitoring tool for graduates on the employment rate of 2019 graduates in 2020, it can be concluded that the education programmes of the Faculty of Law, which belong to the thematic group "social sciences, business studies and law", result in employment at the bachelor's study level - 80.2%, while at the master's study level - 88.1%. However, as follows from the Ministry of Education and Science report on the employment prospects of graduates of higher education institutions in 2021 (information in Latvian) and the records ofthe monitoring tool for graduates , it can be concluded that compared to the monitoring years 2018, 2019, 2020, the number of graduates in 2021 (the so-called COVID impact year), compared to the 2018, 2019, 2020 monitoring years, the income of graduates of agricultural, social, commercial and law thematic groups, some of whom are graduates of academic bachelor's and professional master's study programmes at the UL FL, has "fallen". However, despite the above, it can be reasonably acknowledged that the UL FL education programmes, which belong to the thematic group "social sciences, business studies and law", have resulted in an overall employment rate of 81.5% at the Bachelor's level and 88,7% at the Master's level. From the above statistics for this thematic group, it can be concluded that employment has maintained similar for Bachelor's graduates (from 80,2% to 81.5%) during the reference period 2019-2021, and for Master's graduates (from 88.1% to 88,7%). A monitoring tool for graduates of higher education programs. Available in Latvian only: https://www.viis.gov.lv/dati/augstakas-izglitibas-programmu-absolventu-monitoringa-riks; data in the thematic area about the University of Latvia in the field of social sciences, commercial sciences and law for graduates of 2019 (reporting year 2020) and graduates of 2021 (reporting year 2022))

A survey of graduates of a particular study programme also indicates high employability. E.g.

68.57% of the graduates of the spring semester 2023 are employed (42.14% of them in full-time employment). The 75% of employed respondents indicated that they work in a sector relevant to their field of education.

3.1.4. Statistical data on the students of the respective study programme, the dynamics of the number of the students, and the factors affecting the changes to the number of the students. The analysis shall be broken down into different study forms, types, and languages.

The number of matriculated students has not changed much overall. The number of students enrolled in the 2023 intake has slightly decreased, but this is due to the fact that in the autumn semester of 2023 a new study programme – Pre-trial Investigation (implemented by the consortium "Internal Security Academy") was launched, and therefore some of those interested in the specifics of the work of an investigator applied to study in the newly established study programme.

The number of students is stable. It is optimal for the FL's infrastructure capacity. There is no admission to the part-time intramural studies from 2019/2020, as it has been outcompeted by the part-time extramural studies.

The dropout rate is relatively high, but the FL management is already taking this into account in its budget planning. When a student discontinues their studies, the reasons for doing so are always ascertained.

The highest drop-out rates are in full-time intramural studies from the first to the second year (most common reasons: inability to meet commitments, lack of motivation, interested in other things) and in part-time extramural studies from the first to the second year (most common reasons: surprised by the demands of extramural study compared to other experiences, inability to meet commitments, lack of motivation). Often, students decide to pursue job opportunities rather than studies, as a result of social realities.

In order to ensure greater motivation to continue studies, in addition to the already existing activities (introductory lecture, various informative materials), it is planned to expand the scope of the introductory lecture for first-year students, emphasising the importance of independent studies, their organisation at the FL, its traditions and the importance of the legal profession in society. In addition to these measures, more attention should be paid to the analysis of the results of interim assessments in the first year of study, in particular for part-time studies.

Some of the students who have been disenrolled, retake the required courses during this period and then resume their studies. Some students take the opportunity to change their study form (from full-time to part-time or vice versa) in order to meet the programme requirements within the planned timeframe, i.e. students switch from one study form to another.

It should be stressed that the FL has strict course requirements. These requirements must not be changed, as the FL graduates have to pass the National Uniform Professional Qualification Examination for Lawyers and it is in the national interest to produce knowledgeable legal professionals. Therefore, reducing drop-out is only possible if students find the motivation to study. Experience shows that it is impossible to persuade or impose a desire to study. In addition, the FL is quite liberal, allowing all those who agree to a plan to settle their academic failures to register for studies.

Graduation rates are generally stable, but this is directly influenced by students' ability to meet course and programme requirements. The number of planned graduates is also influenced by the fact that students can take the opportunity to take an academic leave and decide for themselves when to graduate.

See Annex for statistics on students - *16_1_Student_statistics_BSP_Law.docx .*

3.1.5. Substantiation of the development of the joint study programme and description and evaluation of the choice of partner universities, including information on the development and implementation of the joint study programme (if applicable).

Not applicable.

3.2. The Content of Studies and Implementation Thereof

3.2.1. Analysis of the content of the study programme. Assessment of the interrelation between the information included in the study courses/ modules, the intended learning outcomes, the set aims and other indicators with the aims of the study course/ module and the aims and intended outcomes of the study programme. Assessment of the relevance of the content of the study courses/ modules and compliance with the needs of the relevant industry, labour market and with the trends in science on how and whether the content of the study courses/ modules is updated in line with the development trends of the relevant industry, labour market, and science.

The study programme is designed with due regard to the interrelationship of the study courses, thus enabling the study programme to achieve its aim. The compulsory part of the study programme content consists of study courses, the mastering of the content of which is a prerequisite for successful activity in the legal profession – these study courses also reflect the fundamentals of the legal system. In the first year of studies, students learn the basic concepts and principles of the legal system: the study courses "Theory of Law", "Introduction to Civil Law", "Constitutional Law", "Legal writing and analysis". The compulsory part of the study programme also includes courses necessary for the acquisition of the foundations of the legal system, such as "Obligations Law", "Property Law", "Administrative Law", " Administrative Procedure Law", "Criminal Law", "Criminal Procedure", "Civil Procedure", "EU Institutional Law", "Environmental protection and legal aspects", "International Public Law", etc. In other words, without the completion of these study courses, it is impossible to successfully continue studies in the professional master's study programme in order to obtain the qualification of a lawyer and to work in the legal profession. The restricted elective part includes a wide range of courses for in-depth study of legal problems in practically relevant areas of law. Popular restricted elective courses are "Insurance Law", "Alternative dispute resolution for civil disputes", "Data Protection Law", "Basics of Criminalistics", "Tax Law", "Consumer Protection Law", "Penalty Enforcement Law", "General Theory of State", "Law Enforcement Institutions in Latvia and Abroad". The number of credits for each study course must

also be taken into account in the context of achieving the programme's aim, which means that the appropriate amount of study time is devoted to a particular course of study. The content of each course is designed to achieve the aim of the study programme.

The teaching staff in charge of the specific study course is responsible for updating the content of the study course according to the development trends of the industry, labor market and science, if necessary, by making changes to the description of the study course before the beginning of each semester. Compliance of the study content with the development trends of the industry, labor market and science is also controlled by the director of the study program and the study direction council, which also includes representatives of employers. For example, taking into account the fact that the majority of students in the professional master's study program "Law" are already employed, the study course "Providing legal assistance" was transferred from this study program to the bachelor's study program. On the other hand, in response to the need to deepen students' knowledge of the Administrative Liability Law adopted in 2020, the expected number of contact hours for this topic has been increased in the "Administrative Law" study course.

Taking into account the learning outcomes set for the study programme, the following conclusions can be drawn from the content analysis of the study courses, based on the mapping (see Annex 20 1 Mapping learning outcomes of the BSP Law.xlsx).

Knowledge

The coverage of the learning outcomes in the course descriptions shows that almost all study courses achieve all of the specified knowledge components of the study programme. This is because all study courses must provide and equip the student with a basic knowledge of the relevant field, including the critical thinking skills that can be gained from working with legal sources. The peculiarity of studying is that a student only studies a specific course at a specific point in time, which means that it is necessary to acquire knowledge in a specific field during the course. In further studies, prior knowledge serves as one component of the subject matter, but specific topics are covered more in-depth in specific study courses. For example, the course Constitutional Law provides an in-depth study of the scheme of fundamental human rights limitations, which is of further use for the study of other courses. Advanced knowledge is developed in the Master's programme. As each study course deals with sources of law, the student also acquires knowledge of the more important concepts, patterns, understanding of the system and meaning of sources of law. Working with sources is an essential part of a lawyer's job and a prerequisite for a successful career. This means that during their studies, students learn to understand, evaluate and criticise scientific research. A lawyer's work, and therefore a student's work, in almost every course involves the application of the law. It is not possible to train competitive graduates without providing and achieving knowledge of current trends and developments in the field of law.

Skills

Taking into account the methods used in lectures and seminars to teach the courses, the mapping shows that almost all courses equip the graduate [future lawyer] with the necessary skills. Only in some cases the ability to implement legal norms and principles by applying the acquired theoretical knowledge and methods is not achieved, which can be explained by the specificity of a particular study course, for example, in comparative law and history of law study courses. Every student has to be able to solve tasks and problems using legal problem-solving methodologies, including debate and argumentation. Graduates have to be able to discuss legal problems and solutions with professionals and the public at large. This skill cannot be acquired without the relevant skills in gathering and selecting information. Almost all courses train in drafting legislation in the broad sense of the term. To a lesser but sufficient extent, the study courses teach the ability to

independently carry out research activities in law and its subfields, demonstrating a scientific approach to problem solving, including the use of technology. Course outcomes are less likely to cover the skills “Independently structure their studies, direct their further study and professional development, as well as take responsibility and initiative by performing work individually and working in a team or managing the work of other people, as well as are able to make decisions and find creative solutions in changing or uncertain circumstances.” It should be made clear that this component of the outcome, taking responsibility and initiative, is learnt through participation in workshops, group work, case studies, debates.

Competence

The coverage of the indicated competence in the course descriptions shows that almost all courses teach the competence to independently acquire, select and analyse the necessary information, legal sources in the theoretical and practical analysis and research of a given legal issue and to use the most important, up-to-date theoretical frameworks and findings of scientific research, gaining new insights into legal problems. This conclusion is reasonably logical, as otherwise the study output of the FL could not be considered to be of high quality and relevant to the needs of the market. There is less indication of competence in the development of research in the chosen field of law, contributing to the development of legal scholarship, which doesn't imply that research is not being conducted. Finally, the assessment of professional ethics as well as the impact of one's own actions is achieved through courses such as Legal Ethics, Research report I, Research report II, etc.

The mapping of study courses should be viewed as assessing the achievable programme learning outcomes not only in terms of the explicitly stated learning outcomes (knowledge, skills, competences) of each study course, but also in terms of the description of the study course, its aim and specified credit requirements. It is often in the latter component that the defined sets of programme learning outcomes can be seen. For example, the description of the study course "Theory of Law" does not explicitly identify the skill - "Solve tasks and problem issues using the methodology for solving legal issues, including debates, argumentation, are able to discuss problems in the field of law and their solutions both with specialists and with the public at large." However, the credit requirements for this course make it clear that students will be dealing with case studies and debates. This means that such skills will be acquired and achieved. Or in the study courses "Research report I" and "Research report II", "Bachelor Thesis" independent research is undertaken, which means that the student will solve problems using the methodology of solving legal issues because research in law cannot be carried out otherwise. It follows from the descriptions of the courses "Research report I" and "Research report II", and "Bachelor Thesis" that by doing these studies, the student learns to structure their studies independently, to direct their further study and professional development, although this is not directly reflected in the course descriptions. Course descriptions often do not explicitly address the competence "Develop research in a chosen field of law, contributing to the development of legal scholarship". However, when it comes to the development of study papers and bachelor's theses, it is the completion of these courses that indirectly motivates and drives the development of research in specific fields. In addition, each study course requires the use of sources from relevant databases. Although individual course descriptions do not explicitly address the achievement of the objective - "[...] including the use of technology", the course descriptions imply that it is not possible to complete a study course without technology, which consequently enables the achievement of this specific programme objective.

Overall, the assessment of the programme's aim and outcomes shows that the content of the programme, the content of the study courses fully achieves the programme's aim and outcomes, and that the programme is oriented to the needs of the labour market and the legal science.

3.2.2. In the case of master's and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation. In the case of a doctoral study programme, provide a description of the main research roadmaps and the impact of the study programme on research and other education levels (if applicable).

Not applicable.

3.2.3. Assessment of the study programme including the study course/ module implementation methods by indicating what the methods are, and how they contribute to the achievement of the learning outcomes of the study courses and the aims of the study programme. In the case of a joint study programme, or in case the study programme is implemented in a foreign language or in the form of distance learning, describe in detail the methods used to deliver such a study programme. Provide an explanation of how the student-centred principles are taken into account in the implementation of the study process.

Oral, written and combined methods of study delivery and assessment are used during the study courses and examinations.

Various methods for the acquisition and consolidation of knowledge are used in the study process, for example, introductory lectures, interactive lectures, summative consolidation lectures, and problem-oriented lectures. Practitioners and professionals from different institutions are invited to deliver individual lectures in study courses in order to promote the coherence of theory and practice. Practical assignments, seminars, individual, pair and group work, discussions and presentations are used extensively. Employers are involved in the implementation and development of study courses (invited to facilitate individual seminar sessions, sometimes organised as field trips, etc.).

In order to promote the development of students' research competence, students have an opportunity to analyse and deepen their research on the issues of interest in the given field in successive courses.

Seminars in the courses promote students' speaking, presentation and discussion skills. Reasoning skills are essential in the field of law, which is why many courses include impromptu moot trials. A unique course of the programme is "Providing of Legal Advice" (included in the Bachelor's programme from the autumn semester of 2023), during which students, under the guidance of faculty members, provide advice to clients of the UL FL Legal Clinic. In this course, students prepare various procedural documents, participate in court proceedings, and use video training and analysis for training purposes.

To aid students in achieving learning outcomes – in acquiring and consolidating knowledge, skills and competence – the study process is dominated by the methods focusing on student activity. The study process is supported by methods that facilitate students' communication in the implementation of study tasks, solving real issues pertaining to the field, modelling situations.

Teaching staff mainly use methods that encourage students' active participation, critical thinking

and reflection. The e-learning environment is used in the study process and to promote independent studies. Each study course has an e-learning environment (Moodle) where students have access to lecture materials, task descriptions in addition to course-related learning materials, as well as study tasks (tests, video/ audio materials, etc.). All interim and final assessment grades in the study courses are recorded, explicated and made available to students in the e-learning environment.

The student-centred approach is observed in updating the study programmes and the respective study courses, paying special attention to meaningful formulation of learning outcomes, thus promoting the dialogue between teaching staff and students on the content of studies, forms and methods of organization. Well-formulated learning outcomes, on the other hand, promote students' understanding and co-responsibility for their own learning, self-evaluation, and understanding of the assessment they receive. In the study process, lecturers use methods, forms of assessment and evaluation criteria that are consistent with the study aim and the planned learning outcomes.

Students receive support and feedback from the teaching staff during the study process. The assessment criteria for marking are explained in advance. Assessment gives students the opportunity to demonstrate the extent to which they have achieved the planned learning outcomes.

Following the principles of student-centred studies, student mobility (recognition of learning outcomes) is promoted, students engage in academic research and social activities initiated by the academic staff, thereby gaining significant experience through testing gained knowledge and skills in practice. By implementing internal quality assurance policies, study programmes are implemented to encourage students to actively participate in the improvement of the study process. Policies and procedures are in place for the submission of student suggestions and complaints and for the handling of student appeals. The results of student surveys are evaluated and taken into account for the improvement of the study process. Students willingly express their suggestions for the improvement of study programmes and the study process in discussions with their teaching staff and programme directors.

During the reporting period, the use of various technologies in the study process has significantly developed as a result of the pandemic - lecturers are more actively using the opportunities of e-study tests (both self-check and interim tests), in several study courses some lectures are delivered remotely (in MS Teams environment), in compliance with the proportion of remote studies stipulated by the legislation. Lecturers are also available for remote weekly tutorials, which is particularly convenient for students from the regions.

The study program is planned to be implemented in full time intramural, part time intramural and part time extramural studies. The difference between these forms of study is mainly in the number of contact hours and the amount of students' independent work. Part time intramural classes are planned in the amount of 50% of the full time studies, and in part time exrtamural studies - 25% of the amount of full time studies. Taking into account the fact that a larger number of contact hours is also possible in the part-time form, the number of contact hours has been increased in some courses for reasons of efficiency, taking into account the scope and complexity of the course (for example, Law of Obligations. General part, Law of Administrative Process, Tax Law, etc.). In the part-time form, the requirements for successful completion of the study course with regard to intermediate tests and the exam are identical to the full-time form. In several study courses of the compulsory part, it is stipulated that the seminars are replaced by compulsory homework or other tasks, which provide an equivalent amount of work to the full time seminar classes.

The number of contact hours is regulated by the 31.01.2024 decision of the Rector of the UL "On changing the study credit accounting system at the University of Latvia". According to this decision, in basic studies (short cycle and first cycle) programs, 1 ECTS credit point corresponds to 25 hours

of study work, including 10-12 contact hours in full time intramural studies, 5-12 contact hours in part-time intramural studies and 3-10 contact hours in part-time extramural studies. In the development of study course descriptions for the FL study programs, the principle was observed that in full-time studies 1 credit point corresponds to 12 contact hours (except for 5 credit point courses, for which the total amount of contact hours is 50), in part-time intrmural studies - 16 contact hours for a 3 CP course, 4 CP courses 24 contact hours, 5 CP course 26 contact hours, 6 CP course 32 contact hours, 9 CP course 48 contact hours; in part-time extramural studies - 10 contact hours for the 3 CP course, 12 contact hours for the 4 CP course, 16 contact hours for the 5 CP course, 18 contact hours for the 6 CP course, 28 contact hours for the 9 CP course.

In all study courses, an equivalent amount of work is ensured by the minimum requirements for the number of mid-term exams and requirements for obtaining credit points set out in the FL Regulations on requirements for successful completion of study courses in JF [only available in Latvian].

3.2.4. If the study programme envisages an internship, describe the internship opportunities offered to students, provision and work organization, including whether the higher education institution/ college helps students to find an internship place. If the study programme is implemented in a foreign language, provide information on how internship opportunities are provided in a foreign language, including for foreign students. To provide analysis and evaluation of the connection of the tasks set for students during the internship included in the study programme with the learning outcomes of the study programme (if applicable).

Not applicable.

3.2.5. Evaluation and description of the promotion opportunities and the promotion process provided to the students of the doctoral study programme (if applicable).

Not applicable.

3.2.6. Analysis and assessment of the topics of the final theses of the students, their relevance in the respective field, including the labour market, and the marks of the final theses.

Bachelor's theses are written on topics that are topical and relevant to practice. Experience shows that the choice of themes for bachelor's theses is well advised by the cooperation partners, e.g. the Ministry of Justice Supreme Court, the Ombudsman, the Prison Administration, etc. The responsiveness of these cooperation institutions in providing students with information support (in the form of materials and advice) is commendable.

In response to an incentive from the Ministry of Justice, the FL sends the Ministry a list of the best

defended final theses (7-10 grades) each year, and several state institutions have expressed interest in reading the theses on topics relevant to its practice. The research carried out as part of the final thesis thus also has practical applications.

During the reporting period, the largest number of bachelor's theses was in the field of criminal law. Since 2019, up to the time of writing this report, 254 bachelor's theses have been defended in Criminal Law, 246 in Civil Law, 98 in State Law, 81 in International and EU Law; 49 in Theory and History of Law.

The analysis of the topics shows that the theses cover both fundamental legal issues and topical issues of the time. During the reporting period, especially in 2020 and 2021, topics related to the Covid-19 pandemic were quite popular - these issues were studied from various perspectives, including the right to health, freedom of movement, privacy, vaccination, implementation of remote working, etc.

In the area of national law, the largest share of research is in administrative procedural law and administrative law. As in the previous reporting period, the students' interest in various legal aspects related to the civil service has remained steady, for example, they have studied issues such as restrictions on combining positions, types of disciplinary liability, termination of employment, liability of public officials, etc. This choice is often driven by the fact that a number of students already work in public administration (especially part-time extramural students). Students of constitutional law have chosen to study fundamental and constantly topical subjects, such as, for example, the content of various fundamental human rights and the challenges of ensuring such rights (constitutional guarantees of the right to a fair trial, the right to education, expropriation of property for state or public purposes, legal protection of same-sex couples, ensuring the interests of the child, protection of private life, the rights of minors in the medical treatment process, etc.).

In the field of legal theory and history, many theses have been written on legal theory, professional ethics of lawyers, liability of judicial officials, various aspects of the judiciary, legal principles, various aspects of the concept of human dignity, etc.

When assessing the themes of bachelor's theses in the field of civil law, it can be concluded that topics that are important for legal subjects from a practical point of view are quite popular. Many studies are developed on labour law, family law, contract law and case law.

In the field of criminal law, the topics are also chosen in line with the topical issues in the field. Topics on the particular part of criminal law were popular, especially on economic offences, corruption offences, fraud, human trafficking. In the area of procedural law, popular topics have included victims of crime and their protection, coercive measures, evidence, the institution of conciliation, the specific features of criminal proceedings for minors, etc.

In the field of international and European Union law, the choice of topics is very often closely linked to events that have come to the attention of the international community, pointing to research as typical of the social sciences. Such as: Applicability of European Union sanctions to persons under the control of sanctioned entities; Affirmative action as a means of promoting gender equality in the European Union; Methods of calculating compensation for environmental damage in public international law; Consequences of climate change as a basis for proceedings in the European Court of Human Rights and the Court of Justice of the European Union; Aspects of the establishment of an international tribunal in the context of the Russia-Ukraine war; Framework of the right to freedom of expression in relation to disclosure of disinformation on Covid-19; Acquisition of sovereignty over islands in the context of emerging islands.

The assessments of the Bachelor's theses show that excellent (10 points) and outstanding (9 points) grades can only be obtained in a few cases, because the examination boards have set high

standards. A high positive rating at the FL must be earned by demonstrating a high level of expertise, especially given that the assessors are the most recognised experts in their field. The aggregated information shows that the predominant ratings are 8 (very good), 7 (good) and 6 (almost good). Every year, the bachelor’s theses defended at the FL also win many awards in the research competition of the newspaper "Jurista Vārds".

3.3. Resources and Provision of the Study Programme

3.3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples.

The study programme does not require specific resources – specific study and research facilities. The information base, i.e. the library with its various sources, including databases, is essential for the programme, and is discussed at length in the section on the Library and its resources.

Detailed information about the information resources available for the implementation of the study program is given in section 2.3.3 of the self-assessment report. in the section. The description of the available resources described in the mentioned chapter allows us to conclude that they create all the necessary prerequisites for the implementation of the study program, including the students' independent studies and research. The study base is regularly improved and supplemented with the most current information resources, in accordance with the needs of academic staff and students. The amount of academic literature required for undergraduate level studies is considered to be fully sufficient, while continuing to expand the stock in current research topics. The resources of the UL Library and its structural units are regularly replenished according to the suggestions of FL teaching staff. For example, new books are purchased every year for research as well as studies (textbooks, law commentaries). Every year, FL organizes an introductory lesson for first-year students, where information about library resources and their use is provided by representatives of the UL library. In addition to the mentioned resources, students also have the opportunity to familiarize themselves with publicly available court rulings (manas.tiesas.lv; at.gov.lv; satv.tiesa.gov.lv), and if necessary, FL management cooperates with public administration institutions, asking to ensure data necessary for conducting a specific study (for example, decisions of authorities). The study base is fully suited to the needs of students and teaching staff of the study program.

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

Not applicable.

3.3.3. Indicate data on the available funding for the corresponding study programme, its funding sources and their use for the development of the study programme. Provide information on the costs per one student within this study programme, indicating the items included in the cost calculation and the percentage distribution of funding between the specified items. The minimum number of students in the study programme in order to ensure the profitability of the study programme (indicating separately the information on each language, type and form of the study programme implementation).

Programme revenue

For the implementation of the study programme "Law", the UL uses the state budget subsidy from the Ministry of Education and Science and tuition fees. An outline of the (planned) breakdown of students by type of study and annual revenue is presented in Table 3.3.3.1.

Table 3.3.3.1

Number of students and annual revenue

Study mode	LV budget-funded	LV tuition fee-based	EU/EEA/S* fees	Other** fees	Total	State subsidy	Fees for LV and EU/EEA/EU citizens	Fees for nationals of other countries	Annual revenue
	number	number	number	number	number	EUR	EUR	EUR	EUR
	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*1*6+(2+3)*7+4*8*
Full-time studies	114	300			414	1868	2 850		1067952
Part-time intramural studies		200			200		2500		500000
Part-time extramural studies		184			184		2000		368000
Total	**114**	**684**			**798**				**1 935952**

* EU/EEA/S - European Union/European Economic Area/Swiss Confederation
** Other - outside EU/EEA/Swiss Confederation

Programme costs

In order to estimate the amount of funds required for financial support, the UL calculates the costs of study programmes according to a self-developed methodology, which takes into account the costs of providing the study process as described in the section "Study Field Funding" and information on the study programme plan, the teaching staff involved, the planned number of students, etc., thus ensuring the reliability of the forecasts.

Study programmes were cost-effective in all forms of study in the period up to 2023. In 2023, the soaring cost of inflation led to a significant increase in energy costs, resulting in student fees that could not cover the costs, as the revenue from the state subsidy has long been below the cost of the programme. The national salary for academic staff also increased in September 2023. From

2024, tuition fees for study programmes will be increased in line with real costs. Further calculations are made with the new tuition fees and real costs.

Programme costs for full-time intramural studies

For the calculations of the study programme "Law", the implementers of the full-time intramural mode use the data for the academic year 2024/2025 - the number of students as of 01.03.2024, the study plan/norms and the structure of the academic staff involved, the planned tuition fees with the autumn semester of the academic year 2024/2025. Based on these data, the total annual cost of the programme is EUR 1067952 and the breakdown (percentage) is shown in Table 3.3.3.2.

Table 3.3.3.2

Percentage breakdown of costs in the study programme

Cost item	**% of the total**
Teaching staff costs	53%
General staff costs	7%
Other costs (incl. business/ academic trips)	3%
Infrastructure costs	9%
Property and services	2%
Indirect costs	26%
TOTAL COSTS	**100 %**

Figure 3.3.3.1 visually shows in red line the prime cost of the study programme (vertical axis) depending on the number of students (horizontal axis), the weighted average tuition fee (green line).

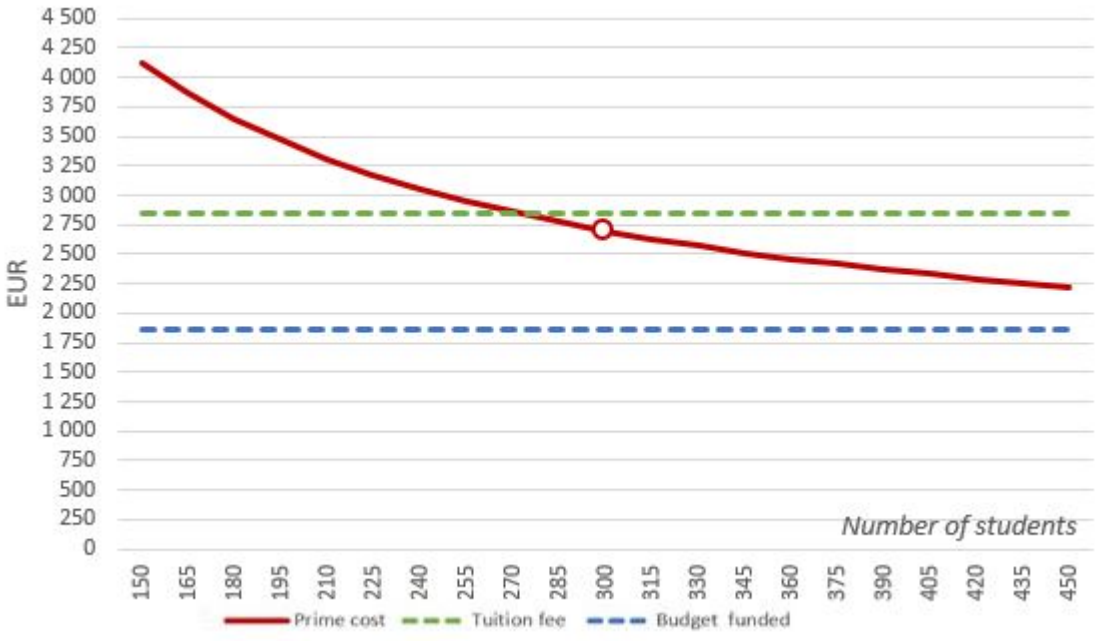


Figure 3.3.3.1. ***Prime cost per number of students enrolled in the study programme "Law"***

Based on the cost structure and the total number of students, the cost of the programme per student (prime cost) is €2,700 per year.

To be cost-effective, the minimum number of fee-paying students should be at least 270 (intersection of the red and green lines). However, given the high percentage of state-funded students, the total number of full-time students would have to be close to 1 000 for the revenues from fee-paying students to cover the loss in fees for state-funded places. A comprehensive evaluation of the Law programme will be presented in a summary for all Bachelor's of Law programmes as a whole.

Programme costs for **part-time intramural studies**

For the calculations, the part-time intramural studies implementers of the study programme "Law" use the projected minimum number of students, the study plan/norms and the structure of the academic staff involved. Based on these data, the total annual cost of the programme would be EUR 500 000 and the breakdown (percentage) is shown in Table 3.3.3.3

Table 3.3.3.3.

Percentage breakdown of costs in the study programme

Cost item	**% of the total**
Teaching staff costs	54%
General staff costs	7%
Other costs	3%
Infrastructure costs	8%
Property and services	2%
Indirect costs	26%
TOTAL COSTS	**100 %**

Figure 3.3.3.2 depicts visually the cost of the study programme (vertical axis) as a function of the number of students (horizontal axis) with a red line, and the weighted average tuition fee (green line)

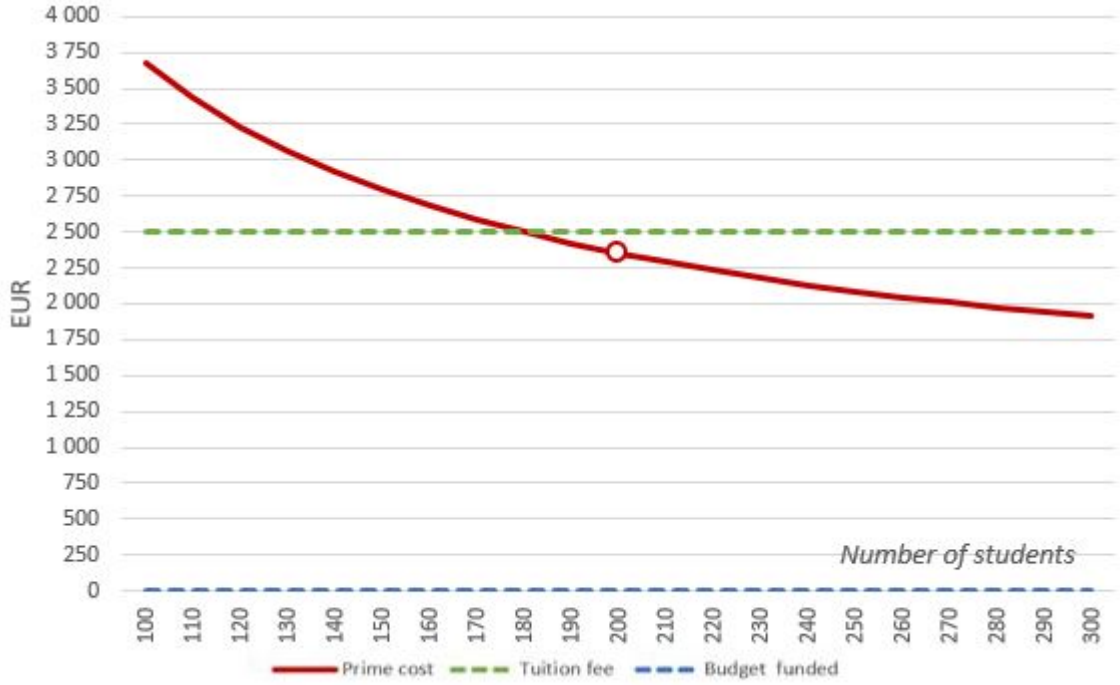


Figure 3.3.3.2 ***Prime cost per number of students enrolled in the study programme "Law"***

Based on the cost structure and the planned number of students, the cost of the programme per student (prime cost) is € 2350 per year.

To be cost-effective, the minimum number of fee-paying students must be at least 180 (intersection of the red and green lines).

Programme costs **Part-time extramural studies**

For the calculations of the study programme "Law", the implementers of the part-time extramural mode use the data for the academic year 2024/2025 - the number of students as of 01.03.2024, the study plan/norms and the structure of the academic staff involved, the planned tuition fees with the autumn semester of the academic year 2024/2025. Based on these data, the total annual cost of the programme is EUR 368 000 and the breakdown (percentage) is shown in Table 3.3.3.4

Table 3.3.3.4

Percentage breakdown of costs in the study programme

Cost item	% of the total
Teaching staff costs	54%
General staff costs	7%
Other costs	3%
Infrastructure costs	8%
Property and services	2%
Indirect costs	26%

TOTAL COSTS	**100 %**

Figure 3.3.3.3 depicts visually the cost of the study programme (vertical axis) as a function of the number of students (horizontal axis) with a red line, and the weighted average tuition fee (green line)

Figure 3.3.3.3 ***Prime cost per number of students enrolled in the study programme "Law"***

Based on the cost structure and the total number of students, the cost of the programme per student (prime cost) is €1850 per year.

To be cost-effective, the minimum number of fee-paying students must be at least 150 (intersection of the red and green lines).

Programme's revenues and costs

Table 3.3.3.5 aggregates the projected number of students, programme revenue, expenditure, output and profitability (output to revenue, %) across all modes of delivery.

Table 3.3.3.5

Programme output

Study mode	Total	Annual revenue	Annual costs	Result/output	Profitability
	number	EUR	EUR	EUR	%
Full-time studies	414	1067952	1117800	-49848	
Part-time intramural studies	200	500000	470000	30000	

Part-time extramural studies	184	368000	340400	27600	
Total	**798**	**1935952**	**1928200**	**7752**	***0,4 %***

Conclusion:

Despite the fact that the full-time intramural mode is generally unprofitable, as the revenue from the state subsidy does not cover its costs, the total revenue of the Bachelor's programme in Law, in all modes of study, covers the losses of the state-funded places and even has a slightly positive balance. Thus, the Bachelor's study programme "Law" can be considered cost-effective in all its modes.

3.4. Teaching Staff

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

The qualifications of the teaching staff involved in the study programme meet the requirements of Section 55 (1) (3) of the Law on Higher Education Institutions that "A total of not less than five professors and associate professors elected to the relevant higher education institution shall participate in the implementation of the mandatory part and the restricted elective part of academic study programmes." 52 teaching staff are involved in the implementation of the program, including 11 professors, 6 associate professors, 12 assistant professors, 14 lecturers and 9 university teachers (see also section 3.4.2.).

Continuous improvement of the qualitative and quantitative indicators of the academic staff involved in the implementation of the programme is a priority for the FL in the long term, as the importance of the competence of the academic staff in the context of the quality of studies is the most important prerequisite for quality studies.

The allocation and recruitment of academic positions, qualification requirements, terms of reference and election procedures are regulated by the "*Regulations on Academic and Administrative Positions at the University of Latvia*" (UL Senate Decision No 2-3/11 of 31.01.2022). This Regulation is adopted on the basis of the Law on Higher Education, the Law on Scientific Activity, the Law on Education, the Labour Law and other relevant external regulatory enactments. The academic positions are filled by open competition. The qualifications of the teaching staff of this programme meet all the requirements set out in the regulatory enactments. All faculty members who teach courses in law are qualified lawyers who have obtained a Master's or Doctoral degree.

The role of academic staff is essential in ensuring the coherence of studies and research and a student-centred study process, and thus the UL offers opportunities and encourages academic staff to enhance their professionalism, promote scientific activity, thereby strengthening the link between studies and scientific research, promoting innovation in teaching methods and use of new technologies in the study process.

The qualifications of the teaching staff contribute to the successful achievement of the study results, as the lecturers are knowledgeable experts in their field – legal scholars and actively practicing legal practitioners (judges, sworn advocates, prosecutors). For specific non-legal courses, lecturers from the relevant field are engaged, e.g. legal foreign language courses are taught by lecturers with a degree in philology (Dr.philol.), civil protection courses by lecturers with a degree in the relevant field (Mg. chem.).

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

Table 3.4.2.1

Changes in the composition and number of academic staff for the BSP "Law"

No	Indicator	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
1.	**Number of teaching staff, incl:**	**56**	**56**	**52**	**52**	**52**
1.1.	Professors	13	13	12	12	11
1.2.	Associate Professors	7	7	6	6	6
1.3.	Assistant Professors	14	14	13	13	12
1.4.	Lecturers	17	17	15	14	14
1.5.	Elected teaching staff - foreign nationals	0	0	0	0	0
1.6.	other teaching staff *(hourly-paid contract faculty)*	5	5	6	7	9
1.6.1.	*incl. doctoral students*	*1*	*1*	*2*	*2*	*3*
2.	**Number of academic staff with doctoral degrees**	**37**	**37**	**34**	**34**	**32**
3.	**Student/staff ratio**	**16**	**16**	**17**	**17**	**16**

During the reporting period, there were no significant changes in the overall structure of the academic staff. Unfortunately, in the academic year 2021/2022, there was a slight decrease in the number of teaching staff due to objective events beyond the faculty's control (death, retirement, or desire to terminate employment due to private reasons). However, in the following years, there has

already been a renewal of teaching staff, i.e. a number of doctoral students (initially as hourly-paid lecturers), as well as other highly qualified and experienced lawyers have taken up teaching positions.

Changes in teaching staff have not significantly affected the quality of the study process. According to student survey data, the work of new lecturers is mostly appreciated, thus the changes and growth of the teaching staff have had a positive effect on the study process.

One of the FL's priorities is to promote the professional growth of the faculty member by giving them the opportunity to develop their career if they have demonstrated the appropriate qualities. Of course, at the same time, such activities have to be coordinated with the financial capacity of the faculty.

The strength of the programme is that it is delivered by a highly respected faculty, including all professors and associate professors, which on the one hand makes the programme more expensive, but also ensures the highest quality of studies, with invaluable long-term benefits.

The Faculty ensures mutual exchange of experience and transfer of knowledge and skills among academic staff, as frequently the more experienced colleagues teach study courses together with relatively recently recruited young specialists.

3.4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals or peer-reviewed monographs may be additionally specified. Information on the teaching staff included in the database of experts of the Latvian Council of Science in the relevant field of science (total number, name of the lecturer, field of science in which the teaching staff has the status of an expert and expiration date of the Latvian Council of Science expert) (if applicable).

Not applicable.

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

Not applicable.

3.4.5. Assessment of the cooperation between the teaching staff members by specifying the mechanisms used to promote the cooperation and ensure the interrelation between

the study programme and study courses/ modules. Specify also the proportion of the number of the students and the teaching staff within the study programme (at the moment of the submission of the Self-Assessment Report).

The development and implementation of study courses is a collaborative process involving all the academic staff teaching the course. Most study courses are delivered by more than one faculty member (especially for higher-credit courses, more faculty members are involved). For several study courses, the course description is developed by one lecturer (the teaching staff member responsible for the course), but other lecturers are also involved in teaching the study course. In such cases, the course lecturers shall cooperate with the course developer to update the course description, when and as necessary.

Teaching staff work well together in teaching courses, agreeing requirements before classes, e.g. in seminars, tests. Despite the academic freedom of lecturers, uniform teaching methods are used wherever possible in the different groups. The responsibility for ensuring that uniform requirements are met in the teaching of study courses rests with the study course supervisor appointed by the Head of Department.

Meetings of heads of departments and study programme directors are held with regularity to discuss various issues related to the organisation of the study process. An important mechanism for promoting cooperation in the implementation of the study program and ensuring the interconnection of courses is the study direction council, which discusses the necessary changes in the arrangement of study courses by semesters, as well as discusses the aspects of course teaching that need to be improved (for example, good practice in choosing the form and content of intermediate tests and exams).

Faculty staff meetings are held at least twice a year to discuss various issues related to the study process and programme implementation. Often, these meetings also include training (e.g. on psychological factors in the work of lecturers, on the most recent methods in teaching, etc.).

The FL is characterised by collegiality, which manifests itself in the daily study process. Despite the challenges of working in a fully remote study and work mode during the pandemic, the work was organised successfully even in these exceptional circumstances, and this was also appreciated by the students (e.g. regular meetings of the Heads of Departments, meetings of the Study Field Council, WhatsApp group for the Dean and Heads of Departments ensured prompt transfer of information and solving of acute problems).

In accordance with the UL regulations, regular classroom observation/ hospitality (peer attendance) and discussion of the resulting conclusions is conducted individually and within the department. The remote study process in the MS Teams environment since the spring semester of 2020 has also made the lecturers' teaching even more transparent, with the opportunity to learn from each other good examples of pedagogical practice.

The student-teaching staff ratio of the study programme at the time of submission of the self-assessment report is 16, which can be assessed as optimal and stable also in relation to the previous reporting period.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	15_1_DIPLOMA_BSP_LAW.zip	15_1_BSP_Tiesību zinatne_diploms_diploma_pielikums.zip
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	16_1_Student_statistics_BSP_Law.docx	16 1 studejo skaits akad bak.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	17_1_Compliance_of_BSP_Law_with_standard.docx	17 1 pielikums atbilstība standartam akad bak.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	20 1 Mapping learning outcomes of the BSP Law.xlsx	20 1 Kursu_kartejums_akad bakal SP Tiesibu zinatne 2024.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	21 1 curriculum of the study programme BSP Law ECTS.docx	21 1 pielikums studiju plans akad bakal Tiesibu zinatne ECTS.docx
Descriptions of the study courses/ modules	22 1 Descriptions study courses BSP Law 2024.docx	22 1 kursu apraksti akad bak Tiesibu zinatne 2024.docx
Description of the organisation of the internship of the students (if applicable)		
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)	24.04.2024 - 20-13_43 - Declaration - requirements in Section 55. 3 of on.edoc	30.09.2024 - 22-9_10 - Apliecinājums - akadēm. personāla atbilstība AL.edoc

Law (51380)

Study field	*Law*
ProcedureStudyProgram.Name	*Law*
Education classification code	*51380*
Type of the study programme	*Doctoral study programme*
Name of the study programme director	*Jānis*
Surname of the study programme director	*Lazdiņš*
E-mail of the study programme director	*janis.lazdins@lu.lv*
Title of the study programme director	*Profesors, Dr.iur.*
Phone of the study programme director	
Goal of the study programme	*1. To implement doctoral studies in law at the advanced level, relevant to scientific, economic, cultural and social needs, ensuring:* *● a thorough acquisition of theoretical knowledge, refinement and development of research competences in law (especially in the chosen subfield),* *● and the opportunity to produce a doctoral thesis of high quality;* *2. To train qualified legal scholars for academic work in higher education institutions, for scientific and organisational work in public and private institutions, and for high complexity work in practical jurisprudence.*
Tasks of the study programme	*The objectives of the study programme are set to provide doctoral students with the opportunity to:* *1. to master the state of the art research and scientific analysis methods, data processing and presentation techniques in law, using the most recent information technologies, as well as to hone personal knowledge, skills and competences at other higher educational institutions abroad;* *2. to integrate theoretical studies with the acquisition of pedagogical and methodological skills;* *3. to receive qualified scientific and methodological assistance in the preparation of scientific publications and teaching materials, as well as in the development of study programmes;* *4. to receive methodological assistance in the research on the selected doctoral thesis topic during the course of elaborating the scientific qualification thesis and in preparing for its defence leading to the award of the doctoral degree.*

Results of the study programme	*Knowledge* *1. know current legal theory, research and scientific analysis methods, as well as data processing and presentation techniques using the most up to date information technologies;* *2. recognise the relationship between law and other social sciences, its specific role and significance in the overall system of sciences and in the effective functioning of society;* *3. assess the possibilities of integrating the results of scientific research into the practice and development of justice, as well as into the content of legal studies;* *Skills* *4. can independently develop the scientific methods necessary for research and apply them in the conduct of legal research, addressing issues of theoretical and practical relevance, and can critically analyse the research of other scholars in law;* *5. can produce scientific publications of an appropriate standard that can be included in internationally cited (indexed) and peer-reviewed journals;* *6. can manage research and development projects in the field of justice, present the results of scientific work to the public and in academic work with students, independently raising the level of their scientific qualifications;* *Competence* *7. independently identify, propose and justify the need for new research directions (ideas) and organise research work in law;* *8. plan, implement and supervise research projects in law at any level;* *9. ensure the transfer of legal knowledge to the practical application and teaching of justice in higher education institutions by addressing research-based justice issues at all levels.*
Final examination upon the completion of the study programme	*At the end of the study programme, doctoral examinations are required.* *To obtain a research degree, the doctoral candidate must successfully defend their doctoral thesis.*

Study programme forms

Full time studies - 3 years - latvian

Study type and form	*Full time studies*
Duration in full years	*3*
Duration in month	*0*
Language	*latvian*
Amount (CP)	*216*
Admission requirements (in English)	*1. Second cycle higher education in law or equivalent 2. Entrance examination*

Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Doctor of Science (Ph.D.) in Law*
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

Part time studies - 4 years - latvian

Study type and form	*Part time studies*
Duration in full years	*4*
Duration in month	*0*
Language	*latvian*
Amount (CP)	*216*
Admission requirements (in English)	*1. Second cycle higher education in law or equivalent 2. Entrance examination*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Doctoral Degree of Science, Doctor of Science (Ph. D.) in Social Sciences*
Qualification to be obtained (in english)	*-*

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

3.1. Indicators Describing the Study Programme

3.1.1. Description and analysis of changes in the parameters of the study programme made since the issuance of the previous accreditation form of the study field or issuance of the study programme license, if the study programme is not included on the accreditation form of the study field, including changes planned within the evaluation procedure of the study field evaluation procedure.

Since the previous accreditation, the degree to be awarded is changed. In accordance with the amendments to the Law on Scientific Activity that entered into force on 29.07.2022, the degree of Doctor of Science (philosophiae doctor, abbreviated - Ph. D.) (Article 10) in social sciences is awarded, in compliance with the Cabinet of Ministers Regulation No.595 of 27.09.2022 "Regulations on Latvian Science Clusters, Science Fields and Sub-Fields", Paragraph 5.5. This degree is awarded for the defence of a doctoral thesis in the field of law, developed in one of the subfields of law (Table 8.1.1.1):

Table 8.1.1.1.

Law subfields and responsible Departments

Subfield of Law	***Responsible Department at the UL Faculty of Law***
State law	Department of State Law
Police law	Department of State Law
Criminal Law (also includes Criminology and Penitentiary Law)	Department of Criminal Law
Forensic science and operational theory	Department of Criminal Law
Civil law	Department of Civil Law
International law	Department of International and European Law
Theory and history of law	Department of Theory and History of Law

In accordance with the common goals and objectives of the study field for the period 2019 - 2025, the aims and objectives of the DSP programme have not been changed, i.e. to provide higher level studies for graduates of the Master's study programme with the aim to implement the DSP in law that meets the scientific, economic, cultural and social needs and to prepare highly qualified scholars in law for academic work at universities, scientific and organisational work in public and private institutions, as well as for high complexity work in practical jurisprudence.

In order to achieve the identified goals and objectives more efficiently, the learning outcomes have been revised downwards. The learning outcomes to be achieved in the programme have been revised to highlight only the main outcomes to be achieved during the programme and to avoid

fragmentation or repetition of learning outcomes.

To ensure the transfer of the UL accounting unit of studies, i.e., transfer of credit point to the European Credit Transfer and Accumulation System (ECTS), corresponding with the transitional provisions of Paragraph 93 of the Law on Higher Education Institutions, by the order “On Changes in the Study Credit Point Accounting System in the University of Latvia” (the UL 31.01.2024. Order No. 1-4/45), beginning with the Autumn semester of 2024, it is determined that for doctoral (third-cycle) study programmes 1 ECTS credit point corresponds to 25-27 hours of study work, determining the number of contact hours according to the achievable learning outcomes.

No other significant changes have been made to the DSP parameters.

3.1.2. Analysis and assessment of the study programme compliance with the study field. Analysis of the interrelation between the code of the study programme, the degree, professional qualification/professional qualification requirements or the degree and professional qualification to be acquired, the aims, objectives, learning outcomes, and the admission requirements. Description of the duration and scope of the implementation of the study programme (including different options of the study programme implementation) and evaluation of its usefulness.

The title of the doctoral study programme "Law" (hereinafter referred to as "DSP") corresponds to the framework of the study field "Law". It is established in compliance with the Cabinet of Ministers Regulation of 27 September 2022 No 595 "On Latvian Science Clusters, Science Fields and Subfields", where in the Annex to the Regulation, Law is indicated as one of the social sciences with the number 5. 5, the requirements of the Cabinet of Ministers Regulation No 322 of 13 June 2017 "On the Classification of Latvian Education", Table 1, code No 51, on the implementation of doctoral studies after master's or professional master's studies and according to the requirements of the thematic group of education "Social sciences, business and law" in Annex 2, thematic area of education No 380 – Law

The title of the DSP "Law" fully corresponds to the content offer of the programme, which is basically designed as an in-depth study of law and its sub-fields with result-oriented research in this direction.

Admission to the DSP in Law is in accordance with the Rules and Regulations of the University of Latvia "Doctoral Studies at the University of Latvia" of 26 May 2003, as well as the Rules and Regulations of the University of Latvia "Admission to the University of Latvia" of 31 May 2021, following interviews organised by the UL Doctoral Council in the field of Law, evaluating the criteria for admission to the doctoral programme - for details see *https://www.lu.lv/fileadmin/user_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti_LV/3._STUDIJU_UN_ZINATNES_PROCESU_REGLAMENTEJOSIE_DOKUMENTI/SL_2-3-68-2021_kons_28.03.pdf* (this document is only in latvian).

In order to enrol ambitious students with an understanding of law at the advanced level, the DSP admits students with a Master's degree in law or equivalent. Students must take an entrance examination, which takes the form of an entrance interview. Matriculation takes place after the presentation of the topic of the doctoral thesis in the Doctoral Study Programme Council, assessing the quality of the planned scientific research and its compliance with the priority research directions of the University and Latvian science. In addition, the applicant's qualifications are

assessed in relation to their contribution to the chosen research area. The decision of the UL Doctoral Council for Law sets the minimum number of points to be obtained in the entrance examinations pursuant to the criteria set by the UL, i.e. 15 points for a state funded study place and 12 points for a self-funded study place.

Doctoral studies in Latvia are seen as a specific type of study that does not fit into the general system of graduating with a degree and/or professional qualification. In Latvia, the doctoral promotion process, i.e. the acquisition of a scientific degree, is separate from the completion of the DSP and takes place within a specifically regulated doctoral promotion process (see Cabinet Regulation No 1001 of 27 December 2005 "Procedures and Criteria for the Award of a Scientific Doctoral Degree (Doctoral Promotion)"). Completion of the DSP in accordance with these rules is one of the prerequisites for the initiation of the promotion process. However, the elaboration and defence of a doctoral thesis is considered a key component of the study programme leading to the award of a doctoral degree.

The aim, objectives and study outcomes of the DSP are set in conformity with the title and level of the study programme. Its aim is defined as the training of qualified legal scholars to work in various fields of law requiring in-depth research skills in law. Whereas the objectives of the programme are related to providing doctoral students with the opportunity to become qualified legal scholars and to prepare their doctoral theses for defence. The content of the programme is designed to meet the objectives of the study programme, to achieve the aim and the planned study outcomes. The cohesiveness of learning outcomes is assessed by mapping learning outcomes.

In addition, it should be noted that each of the objectives of the study programme is aimed at achieving the programme's goal of providing DSP results in law that meet the needs of the country and the requirements of the labour market. The DSP provides quality education at the highest level in law, which corresponds to level 7 of the Latvian Framework of Qualifications for Education.

According to the UL Regulations on Study Programmes and Continuing Education Programmes, the DSP in Law is 216 ECTS. Full-time intramural studies require students to complete 36 credits of study in each of the six semesters, according to the doctoral student's individual work plan, which is approved by the Doctoral Council for each study year.. Part-time intramural studies take eight semesters, each of which requires students to study 26 or 28 credits per semester respectively, totalling 54 credits over the course of an academic year.

The distinction between full-time and part-time study is based on a number of considerations. Part-time full-time studies have a lower study load with the aim of facilitating the compatibility of studies and work for DSP students. As the workload increases, full-time students also have the option to continue their studies in the form of part-time face-to-face studies. This ensures flexibility in the study process. The duration and scope of studies are balanced with the objectives and targets set for the study programme in order to achieve them in the shortest possible time. The implementation of the study process is therefore also based on expediency considerations.

The Regulations stipulate that the compulsory part of the doctoral study programme consists of studies and the elaboration of a doctoral thesis (literature analysis, research, conferences, publications), a general skills module, doctoral examinations, as well as participation in doctoral schools or equivalent experience at higher education institutions abroad.

The implementation of the PhD in full-time and part-time studies is regulated by the relevant laws and regulations of the University of Latvia, but in the case of doctoral studies the UL Order No 1/100 "On the Status of Doctoral Students and the Organisation of Doctoral Studies at the University of Latvia" dated 13.10.2000. Doctoral studies in full-time and part-time modes of study differ in their duration (3 and 4 years respectively), which increases the chances of producing a

high-quality doctoral thesis if the doctoral student's direct work responsibilities also include other work tasks not related to the elaboration of the thesis. The aim of the full-time and part-time implementation of the DSP is to offer doctoral students a flexible study approach, reducing student attrition. Therefore, DSP students study courses according to an individual study plan, according to a set amount of credits for each semester of study.

3.1.3. Economic and/ or social substantiation of the study programme, analysis of graduates' employment.

In line with the aim of the DSP in Law, to prepare qualified legal scholars for academic work at universities, for scientific and organisational work in public and private institutions, as well as for work of high complexity in practical jurisprudence, the analysis of the economic and/or social rationale for the study programme can be viewed from three perspectives:

1) to train qualified legal scholars for academic work at universities and for scientific pursuits. All professors, associate professors and assistant professors of the Faculty of Law of the University of Latvia have a doctorate in law from the Faculty of Law of the University of Latvia (except for Prof. Kaspars Balode, University of Münster, Germany). Graduates of the University of Latvia Faculty of Law doctoral study programme also work at other higher education institutions. The quality of academic and scientific work is evidenced by the indexing of international scientific conference papers in *Web of Science* , as well as the inclusion of the *"Journal of the University of Latvia. Law"* in such databases as *ERIH PLUS* and *SCOPUS.* The links between scientific work and the quality of academic work are evidenced by the fact that graduates of the Faculty of Law of the University of Latvia are mostly able to pass the National Uniform Examination of Lawyers (hereinafter - NUE);

2) to train qualified legal scholars capable of solving tasks of high complexity in practical jurisprudence for the needs of the state. In this regard, the composition of the judges of the Constitutional Court of the Republic of Latvia must be showcased. For example, at present, four out of seven Constitutional Court judges have a doctorate in law from the Faculty of Law of the University of Latvia. During the period under review, prof. Ineta Ziemele and prof. Sanita Osipova, holding a doctorate in law, have served as President of the Constitutional Court of the Republic of Latvia. The Senate of the Republic of Latvia (Supreme Court) is also traditionally staffed with holders of doctoral degrees in law from the Faculty of Law of the University of Latvia.

3) the objective to train qualified legal scholars for the private sector who are able to deal with highly complex tasks in practical jurisprudence is the most difficult issue to analyse, as there has been no national study on the employment of PhDs in the private sector. However, a positive trend can also be identified here, based on the example of sworn advocates. Jānis Rozenbergs, who has defended his doctoral thesis at the Faculty of Law of the University of Latvia, has become the Chair of the Latvian Council of Sworn Advocates during the accreditation period under review.

3.1.4. Statistical data on the students of the respective study programme, the dynamics of the number of the students, and the factors affecting the changes to the number of the students. The analysis shall be broken down into different study forms, types, and languages.

Following the accreditation of the DSP in 2019 (12 students matriculated) and in 2020 (15 students matriculated), there was an increase in the number of students enrolled in the study programme at the students' personal expense (currently 33 students are enrolled in the study programme with a total of 50 students including students on academic leave). The decline in student numbers started in 2021. This negative trend was not so much due to the decrease in direct communication between potential thesis supervisors and DSP applicants caused by the Covid-19 pandemic as to the launch of the State unified lawyer qualification exam (NUE) in 2021. The summer session of the NUE takes place in June and the NUE results are announced in mid-July. This means that after qualifying as a lawyer, a student has less than one month to consider applying for higher-level studies (i.e. DSP), prepare the necessary documents to qualify for the DSP, and discuss the thesis topic and development plan with the potential thesis supervisor. It should also be taken into account that the UL FL faculty members are on vacation in July-August and their availability to potential students is limited. In addition, the appeals process (challenging the results of the NUE) is in some cases only finalised at the beginning of September. Candidates for the lawyer qualification who apply for a revision of the results of the NUE and whose appeal is upheld have already missed the deadline for submitting the documents to apply for the DSP.

In order to address this problem with the aim of increasing the number of students in the programme, it is necessary to extend the deadline for DSP applicants to at least 1 October. As this problem is only identified after the NUE summer session of the 2023, it is planned to ask the leadership of the UL to set the deadline for DSP applications to 1 October, starting with the academic year 2024/2025 (at the latest with the academic year 2025/2026).

Dynamics of the number of graduates;

Over the period under review, there has been a notable trend in the number of defended doctoral theses. While in 2020, seven doctoral theses were defended, in the following reporting years only two doctoral theses were defended each year. This is in many ways due to the restrictions imposed by Covid-19, which made it more difficult for students to be mobile, i.e. to take up internships abroad, even for short periods of time, and limited access to foreign library resources. The material available electronically is often not sufficient. Three theses have been defended since the end of the Covid-19 pandemic in 2023. This shows some positive dynamics. This, together with the four doctoral thesis defences already planned for 2024, allows us to be optimistic about an increase in the number of defended doctoral theses.

Student attrition (by years and courses), indicating the reasons for attrition

Over the period under review (2019-2024), more than two thirds of students withdrew from the doctoral programme as a result of failing to complete the programme requirements on time or of their own volition (see table below). Thus, only less than one third of the students had successfully completed the programme requirements. The reason for such statistics is obvious. This is a consequence of the constraints caused by COVID-19. As we see in 2023, the situation improves substantially. While the number of students withdrawing as a result of failure to meet programme requirements on time or of their own volition remains high, there has been a significant increase in the number of students successfully completing their programme.

Distribution of the number of students by funding sources (state-funded places, private funding);

Between 2019 and 2021, the number of students studying with public and private funding was roughly similar. Firstly, this was due to the intense competition for state funded places, and secondly, there was little likelihood that the number of applicants to the programme would decrease in any of the subsequent academic years. As a result, a significant number of applicants opted to study the programme with private funding. The situation has been radically altered by the

NUE (see above). *See Annex for details - 16 6 statistics students DoctSP Law.docx.*

3.1.5. Substantiation of the development of the joint study programme and description and evaluation of the choice of partner universities, including information on the development and implementation of the joint study programme (if applicable).

Not applicable.

3.2. The Content of Studies and Implementation Thereof

3.2.1. Analysis of the content of the study programme. Assessment of the interrelation between the information included in the study courses/ modules, the intended learning outcomes, the set aims and other indicators with the aims of the study course/ module and the aims and intended outcomes of the study programme. Assessment of the relevance of the content of the study courses/ modules and compliance with the needs of the relevant industry, labour market and with the trends in science on how and whether the content of the study courses/ modules is updated in line with the development trends of the relevant industry, labour market, and science.

The DSP is designed to take into account the cohesiveness of the study courses, thus enabling the study programme to achieve its aim. Each study course requires the acquisition of knowledge, skills and competences (see *Annex 22 6 Descriptions study courses DoctSP Law 2024.docx*). However, the share of knowledge, skills and competences among the study courses varies depending on the aims and objectives of the DSP. .

Knowledge

The course descriptions show that the DSP study courses require the acquisition of the knowledge components set out in the study programme. In this context, foreign language skills and the ability to make full use of the newest information technologies, which provide up-to-date knowledge of legal theories, research, methods of scientific analysis, data processing and teaching, should be emphasised. This allows the student to see the connections between law and other social sciences, understanding its specific role and importance in the overall system of sciences and in the effective functioning of society, being able to assess the possibilities of implementation of the results of scientific research and the need for improvement in the practical activities of the justice sector and in the content of law studies. This knowledge is emphasised in courses such as Contemporary Application Of European Legal Tradition, Methodology Of Scientific Research In Legal Science and Participation in Doctoral School.

Skills

The course descriptions show that the DSP courses require the acquisition of the skills components set out in the study programme. These skills allow to independently choose the scientific methods necessary for research and use them in conducting legal research, solving problems of theoretical

and practical significance, critically analysing the research of other scholars and developing high-level scientific publications based on the results of scientific research, as well as presenting the results of scientific research to the public and students in academic work. These skills are evidenced by the significant number of publications by DSP students in peer-reviewed journals, among those listed in the SCOPUS database, and their participation in scientific projects. The acquisition of such skills is emphasised in courses such as Publication of the result of research activities I, II and III, Scientific Publication and Conference Presentation.

Competence

The descriptions of the study courses show that the DSP study courses provide for the acquisition of the components of competences defined in the study programme, which are formed on the basis of the development, improvement and practical application of knowledge and skills by independently identifying, proposing and justifying the need for new research directions (ideas) and organising research work in legal science. The end result of this process is the competence to ensure the transfer of legal discoveries (innovations) to the practical application and teaching of law in higher education institutions, addressing research-based issues in the field of law at any level. The existence of such competences is evidenced by all defended doctoral theses, which have been recognised as complete original research and the results of which are of significant importance for the development of legal science. The defended theses also use modern methods of analysis and data processing. Conforming to the specifics of legal science, theses advocate the need to amend or supplement the existing legislation or to justify the need to develop a new legal framework; within the framework of the existing legal framework, the opportunities for more effective and efficient use of this legal framework are demonstrated; case law and legal doctrine are criticized, etc.

The DSP meets the requirements of the Law on Scientific Activities (https://likumi.lv/ta/en/en/id/107337) and the Procedures and Criteria for the Conferral of a Doctoral Degree in Science (Promotion) (https://likumi.lv/ta/id/124787-zinatniska-doktora-grada-pieskirsanas-promocijas-kartiba-un-kriteriji) ((this document is only in latvian, has not been officially translated by the State Language Centre) (see *Annex 19 - Compliance with the specific regulatory framework DSP Law*).

The DSP courses are divided into three parts: acompulsory part (Part A) of 192 credits,a restricted part (Part B) of 18 credits and afree elective part (Part C) of 6 credits (see *Annex 22 6 Descriptions study courses DoctSP Law 2024)*. The overall programme volume remains unchanged from the previous DSP accreditation at 216 credits (see *Annex 21 6 curriculum of the study programme DoctSP Law ECTS)*, but the DSP includes a free elective component (Part C) of 6 credits as required by legislation. Consequently, the restricted elective component of (Part B) has been reduced by 6 credits.

Part A comprises:

1) the main part of the programme – preparing the thesis for defence, starting with elaboration of the plan, publication of the results achieved during the preparation of the doctoral thesis, etc. up to the discussion of the draft of the doctoral thesis in the relevant science department, as well as passing of the examinations (examinations) included in the compulsory part of the study courses - in the amount of 156 credit points;

2) General Skills Module - 27 credits, including courses such as Methodology Of Scientific Research In Legal Science, Study of learning methods, lesson observation, preparation of methodical instructions, Introduction to teach in higher education and Participation in study and study methodological work.

3) Participation in PhD schools or equivalent experience in research institutions abroad for 9 credits.

Part B is designed to respect doctoral students' preferences and opportunities to acquire in-depth knowledge, skills and competences in scientific and academic activities. The student is required to take a Part B course of 18 credits in each of the four semesters of study, according to their choice, aptitude, interest and need. A course can be a scientific publication, a presentation at a conference, participation in the study process (development of a course, supervision of a study or bachelor thesis, partial teaching of a course of study), participation in research work (preparation of a report/study, participation in the implementation of a research project). The design and content of the restricted elective part of the programme makes it more flexible and attractive to students.

The proportion of Part A and Part B study courses included in the DSP is determined by the specific features of the Doctor in Law study programme with the aim to develop students' knowledge, abilities and competences in scientific and research work, i.e.: for example, the development of a study course and participation in the implementation of the study course help to develop knowledge, abilities and competences in academic work, while the development of a scientific publication and participation in the implementation of a scientific project help to develop skills in scientific (see Annex *20 6 Mapping learning outcomes of the DSP Law*).

DSP students, in consultation with their thesis supervisor, independently plan the courses to be taken each academic year, which are 68-76 credits (preferably 72 credits) for full-time intramural studies and 50-56 credits (preferably 54 credits) for part-time intramural studies. In accordance with the principle of freedom of study, there is no specific division of the courses to be studied by semesters or academic years. However, a recommended semester-by-semester study plan is offered (see *Annex 21 6 curriculum of the study programme DoctSP Law ECTS*). In addition, DSP students who have not taken courses in Civil and Environmental Protection at the lower stages of their studies will be provided with the opportunity to take these courses outside the study plan.

The relevance of the study course content to the trends of the industry, labour market and scientific development is monitored by the teaching staff responsible for the course, as well as by the study programme director. Courses requiring theoretical examinations focus on the most recent scientific findings and trends, while courses related to the development of a thesis already require the study and approbation of the most recent findings as stated in the course descriptions. The study programme includes courses that ensure the transferability of research results to higher education or the practical application of law. For example, the doctoral student's "practice" in the field of higher education is ensured by the study courses Participation in study and study methodological work I and II in Part A, as well as the opportunity to choose the study courses Development of a study course or Participation in the implementation of a study course in Part B. Whereas the " practice" in preparing research-based opinions can be chosen as an elective course Preparing a research/review, which can take the form of preparation of a practically applicable opinion on an issue of practical relevance, preparation of an opinion on a draft law, summary of case-law, etc. Theoretical knowledge can also be put into practice in the course Participation in the execution of a research project.

This provides doctoral students with full opportunities to apply their knowledge and research results in practical research and university pedagogy, thus achieving the programme's outcomes and aim.

The DSP does not include internships in their traditional sense, i.e. the acquisition of practical skills outside an educational establishment. However, there is an activity equivalent to this component, or courses which ensure the transfer of research results to the field of practical application in higher education or law, and which have already been discussed in detail above. For example, the doctoral student's "practice" in the field of higher education is ensured by the study courses Participation in study and study methodological work I and II in Part A, as well as the opportunity to choose the

study courses Development of a study course or Participation in the implementation of a study course in Part B. Whereas the " practice" in preparing research-based opinions can be chosen as an elective course Preparing a research/review, which can take the form of preparation of a practically applicable opinion on an issue of practical relevance, preparation of an opinion on a draft law, summary of case-law, etc. Theoretical knowledge can also be put into practice in the course Participation in the execution of a research project.

This provides doctoral students with full opportunities to apply their knowledge and research results in practical research and university pedagogy, thus achieving the programme's outcomes and aim.

3.2.2. In the case of master’s and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation. In the case of a doctoral study programme, provide a description of the main research roadmaps and the impact of the study programme on research and other education levels (if applicable).

All Part A and Part B courses included in the study programme cover the study of current issues in law and its sub-fields at an advanced level. There are two exceptions, two courses related to pedagogy and a foreign language – "Introduction to teach in higher education" and "Foreign Languages for Law". However, the academic and scientific activity of a legal researcher is unthinkable without these courses.

In defending the doctoral thesis, the doctoral graduate demonstrates profound knowledge of the scientifically substantiated research topic, scientific research methods applicable in law science, skills to identify problems in law science and provide reasoned solutions, systematically analyse the regularities of theory and legal practice, applying previously acquired theoretical knowledge and being aware of contemporary issues in the aspect of the concept under study, to explain and discuss argumentatively complex and/or systemic aspects of legal science, demonstrating high competence in discussions with experienced legal experts, demonstrating in the presence of these experts the ability to reasonably justify their conclusions and proposals for improving the legal framework or legal culture.

The experts (implementers) involved in the DSP in Law are all holders of doctoral degrees in law and at least two thirds of them are independently qualified as LCS experts. It is significant that the supervisors of the doctoral theses are high-level experts in the relevant subfield of law, for example, in state and police law - prof. Annija Kārkliņa, prof. Jautrīte Briede, prof. Ringolds Balodis; in criminal law - prof. Ārija Meikališa, prof. Kristīne Strada-Rozenberga, prof. Valentija Liholaja; in civil law - prof. Jānis Kārkliņš, prof. Prof. Kaspars Balodis, Assoc. prof. Vadims Mantrovs; in International Law - prof. Arturs Kučs, assoc. prof. Inga Kačevska, assc. prof. Irēna Kucina; in theory of law - prof. Sanita Osipova, prof. Daiga Rezevska, prof. Jānis Lazdiņš. The scientific quality of the programme implementers is also evidenced by the fact that the University of Latvia Faculty of Law journal "Juridiskā zinātne" / "Law" was included in the SCOPUS database in October 2023.

A large part of the DSP faculty collaborates with international institutions and universities (see also sections 2.5.2 - 2.5.3, pp. 86-93). In addition to what is described in these sections, the participation of DSP faculty and students in scholarly academic organisations (scholar networks), e.g. prof. Kristīne Strada-Rozenberga - European Criminal Law academic network (ECLAN) ; prof. Sanita Osipova - Research Committee on Sociology of Law (RCSL); prof. Sanita Osipova, prof. Jānis Lazdiņš - European Society for Comparative Legal History; assoc. prof. Anita Rodiņa - Interdisciplinary

constitutional studies (Jagiellnian University in Krakow) and CEE Constitutional Heritage Research Group; assoc. prof. Vadims Mantrovs - within the European law institute - Insurance Law SIG and Intellectual Property SIG; assist.prof. Jānis Pleps - Central and Eastern European Network of Legal Scholars and Central and Eastern European Network of Jurisprudence, assist.prof. Lauris Rasnačs Baltic States-Swedish IFIM-Baltic IP Research Council Network on Intellectual Property Law , etc. Unfortunately, after the COVID-19 epidemic, the Baltic Sea Region Scholars' Collaboration, Rechtshistorikertag im Ostseeraum, has not yet resumed its activities, where in addition to scholars, PhD students also participated, especially when the Baltic Sea Law Historians' Days were organised in Latvia or Estonia. Thus, DSP students are given the opportunity to participate in international research networks.

In the field of scientific research, DSP students also independently participate in scientific projects. For example, "*Critical Understanding of Predictive Policing*" coordinated by Lolita Buka Copenhagen IT University (Denmark) with the participation of the Institute of Legal Science of the University of Latvia (2021-2024); NRP Signe Skutele and Daira Sergejeva National Research Project "Vectors of Societal Cohesion: From Cohesion around the Nation-State (2012-2018) to Cohesive Civic Community for the Security of the State, Society and Individuals" (project LZP registration number VPP-KM-SPASA-2023/1-0002, LU registration no. VPP2022/40) (2024-2025), Zanda Dāvida within the framework of the Fundamental and Applied Research Project (FLPP) of the Latvian Council of Science (LCS) (No. lzp-2020/2-0265) "Strengthening Consumer Protection in the Digital and Data Age: Implementation of the New Consumer Purchase Directives in the Latvian Legal System", etc. One of the good examples in the field of research for DSP students is within the framework of the project "Strengthening the Capacity of the Doctoral Studies of the University of Latvia in the Framework of the New Doctoral Model" No.8.2.2.0/20/I/006 funded by the European Social Fund in the period from 15 October 2021 to 31 October 2023 (L. Kadile, O. Kulmanis, I. Miļūna, E. Vīnkalna, P. Zeņķis, G. Kūtris, Ē. Gribonika). It can therefore be concluded that the DSP contributes sufficiently to the implementation of scientific projects.

The DSP covers all areas of legal research - state law, police law, criminal law (including criminology and penitentiary law), forensic and operational science, civil law, international law, theory and history of law. The DSP fosters innovation and creativity in all sub-fields of law. This is evidenced by the acceptance of doctoral theses developed and defended in the framework of the DSP for publication as scientific monographs in law-related publishing houses. The findings of the scientific monographs published by the new PhDs are used in the reasoning of court decisions and in the work of other legal practitioners.

The DSP also has implications for other levels of education. Students participate in the implementation of the BSP and MSP in law by giving lectures, conducting seminars and supervising the elaboration of Bachelor's theses, reviewing Bachelor's and Master's theses, etc.

3.2.3. Assessment of the study programme including the study course/ module implementation methods by indicating what the methods are, and how they contribute to the achievement of the learning outcomes of the study courses and the aims of the study programme. In the case of a joint study programme, or in case the study programme is implemented in a foreign language or in the form of distance learning, describe in detail the methods used to deliver such a study programme. Provide an explanation of how the student-centred principles are taken into account in the implementation of the study process.

The number of hours is determined according to the aim, objectives and expected outcomes of the DSP. This means that not all study courses will have the same number of hours. In order to ensure an equal amount of work between courses of study, courses of study with more hours will have more intermediate examinations (control work) than courses of study with fewer hours. The number of contact hours is regulated in detail by the Order of the Rector of the Faculty of Law of 31.01.2024 "On the change of the study credit accounting system at the University of Latvia" and the minimum requirements for the number of midterm examinations and requirements for obtaining credit points (equivalent workload) are determined by the "Regulations on the requirements for successful completion of study courses at the Faculty of Law" [available only in Latvian] of the Faculty of Law of the University of Latvia.

Oral, written and combined methods of study delivery and assessment are used during the study courses and examinations.

Various methods for the acquisition and consolidation of knowledge are used in the study process, for example, introductory lectures, interactive lectures, summative consolidation lectures, and problem-oriented lectures. Foreign professors (experts) and professors (experts) from other fields of science are invited to lecture in certain study courses, for example, "Contemporary Application Of European Legal Tradition", in order to promote and improve students' knowledge, skills and competences not only in law, but also in other academic and scientific work in social sciences (especially economics) and humanities (especially history, philosophy and foreign languages). It also provides an understanding of the unity of the social sciences and the humanities. Practical assignments, seminars, individual, pair and group work, discussions and projects are used extensively.

In order to promote the development of students' research competence, students have an opportunity to analyse and deepen their research on the issues of interest in the given field in successive courses. Seminars in the courses promote students' speaking, presentation and discussion skills.

To aid students in achieving learning outcomes – in acquiring and consolidating knowledge, skills and competence – the study process is dominated by the methods focusing on student activity.

The physical environment of the study is also gradually changing: classrooms can be easily converted for group work and individual work, and students can use digital technologies. Teaching staff mainly use methods that encourage students' active participation, critical thinking and reflection. The e-learning environment is used in the study process and to promote independent studies. Each study course has an e-learning environment (Moodle) where students have access to lesson materials, task descriptions in addition to course-related learning materials, as well as study tasks (tests, forums, seminars, conferences, etc.). All interim and final assessment grades in the study courses are recorded, explicated and made available to students in the e-learning environment.

The student-centred approach is observed in updating the study programmes and the respective study courses, paying special attention to meaningful formulation of learning outcomes, thus promoting the dialogue between teaching staff and students on the content of studies, forms and methods of organization. Well-formulated learning outcomes, on the other hand, promote students' understanding and co-responsibility for their own learning, self-evaluation, and understanding of the assessment they receive. In the study process, lecturers use methods, forms of assessment and evaluation criteria that are consistent with the study aim and the planned learning outcomes.

Students receive support and feedback from the teaching staff during the study process. Assessment criteria for marking are made public in advance. Assessment gives students the

opportunity to demonstrate the extent to which they have achieved the planned learning outcomes.

Following the principles of student-centred studies, student mobility (recognition of learning outcomes) is promoted, students engage in academic research and social activities initiated by the academic staff, thereby gaining significant experience through testing gained knowledge and skills in practice. By implementing internal quality assurance policies, study programmes are implemented to encourage students to actively participate in the improvement of the study process. Policies and procedures are in place for the submission of student suggestions and complaints and for the handling of student appeals. The results of student surveys are evaluated and taken into account for the improvement of the study process. Students willingly express their suggestions for the improvement of study programmes and the study process in discussions with their teaching staff and programme director.

The anonymous student surveys on the improvement of the study process and internal quality assurance have been recognised as an important factor in the improvement of the study process and internal quality assurance. In this respect, it should be noted that students generally speak very positively about the quality of the DSP. However, for the next accreditation period, it would be advisable to organise not only anonymous surveys, but also surveys on a voluntary basis of identifiable respondents on topical issues of the quality of the study process. Such an approach would certainly increase the responsibility and participation of DSP students in improving the study process.

In describing the assessment system for DSP courses, it can be noted that it is characterised by a number of principles:

the principle of mandatory assessment. This principle requires a passing grade in each of the courses to master the content of the programme;

the principle of relevance of assessment, which requires that doctoral students are given the opportunity to demonstrate their analytical, creative and research abilities, the knowledge they have acquired and their skills in applying scientific knowledge;

the principle of clarity and transparency of the assessment, which ensures that each doctoral student can navigate, understand and follow the fairness of the evaluation.

The theoretical courses have specific requirements, which are reflected in the course descriptions, and culminate in an examination with a score out of 10, according to a common reading of the score.

Passing examinations are those in which a grade of at least 4 is obtained. Final examinations are usually oral. This provides an opportunity to test not only the student's knowledge of the course, but also their ability to present their views clearly and comprehensibly, to engage in discussion, etc. Reports or other types of research papers are often given as interim assessments for the course, which in turn allow the student to check their ability to express themselves in writing. The combination of written and oral forms of examination allows the development of the student's ability to express themselves and to engage in discussion in both forms, thus ensuring a more complete achievement of the programme's planned outcomes.

The PhD examinations are to be held before a committee established by the Vice-Rector of the University of Latvia. This ensures the control of the quality of knowledge.

Courses in the programme which are not theoretical courses, but which contain elements of work carried out essentially under the supervision of the student's individual thesis supervisor or other qualified professional, such as thesis development, preparation of publications, conference presentations, participation in teaching work, etc., are awarded a non-differentiated grade -

pass/fail. The student receives this assessment after submitting and discussing the written material (part of the thesis, draft publication, etc.) with the thesis supervisor. Similarly to the above, the combination of two types of student expression – written and oral – contributes to the development and achievement of the programme outcomes. In this segment of the programme, the assessment is non-differentiated in order to respect the scientific and expressive freedom of each researcher (including the student). A pass grade is awarded if the work meets the formal criteria, the required level of scientific investigation, and the level of justification of the results. The evaluation should refrain from subjective assessment of the author's opinion. Most of the time, this assessment is given by the thesis supervisor; in some courses, which are to be assessed as the final stage of studies or are particularly important for the programme, the assessment is given by a collegiate body. Thus, an overview of the research activities carried out at each stage of the programme is presented to the Doctoral Council. The final version of the thesis is discussed and evaluated at the department appropriate to the specialisation.

Deliberation in a collegial body ensures a more responsible attitude, develops the student's ability to speak and debate in public, respecting and responding to the diversity of opinions within a single sub-field (the department) and across sub-fields (the Doctoral Council).

The final defence of a thesis for the purpose of obtaining a Ph.D. degree is not part of the Ph.D. programme and is a separate - promotion process, which is regulated by the Law on Scientific Activity and the Cabinet of Ministers' Regulation of 27 December 2005 “Procedures and Criteria for the Conferral of a Doctoral Degree in Science (Promotion)". Given that this process is seen in isolation from the implementation of the PhD programme, it will not be given any indirect attention. It should be noted that theses developed in the course of the DSP degree programme may be defended at the University of Latvia Promotion Council in Law.

The above-mentioned allows us to conclude that the methods of study programme completion, including the methods of assessment, fully correspond to the aim, objectives and planned outcomes of the programme – its main part is result-oriented scientific research, which respects scientific freedom, but at the same time provides supervision of the activity, the purpose of which is to ensure purposeful, structured, productive work of the student, knowledge increase, acquisition and improvement of skills and the development of competences.

The doctoral programme is centred on the doctoral student's independent research work, so it can be said to be student-centred. It is thus based on methods that promote individual work, the achievement of results, their clear and comprehensible presentation and dissemination, and their transfer to academic and practical settings. Consequently, the methods used are mostly those that encourage active participation, critical thinking and reflection. Student mobility is encouraged to ensure that research is carried out in an international and/or inter-institutional environment.

Full-time study takes three years, and part-time study takes four years. This is the basic difference between full-time and part-time study. Thus, full-time students are offered 72 credits of DSP per academic year, while part-time students are offered 54 credits.

3.2.4. If the study programme envisages an internship, describe the internship opportunities offered to students, provision and work organization, including whether the higher education institution/ college helps students to find an internship place. If the study programme is implemented in a foreign language, provide information on how internship opportunities are provided in a foreign language, including for foreign students. To provide analysis and evaluation of the connection of the tasks set for students during the internship included in the study programme with the learning

outcomes of the study programme (if applicable).

Not applicable.

3.2.5. Evaluation and description of the promotion opportunities and the promotion process provided to the students of the doctoral study programme (if applicable).

The Faculty of Law of the University of Latvia has a Promotion Council. It operates in compliance with the legislation of the Republic of Latvia and the internal rules and regulations of the UL.

In the Republic of Latvia, the promotion process, i.e. the acquisition of a scientific degree, is separate from the implementation of the DSP and takes place in a specifically regulated promotion process (see Cabinet Regulations No 1001 of 27 December 2005 "Procedures and Criteria for the Conferral of a Doctoral Degree in Science (Promotion)"). However, the completion of the DSP in accordance with these rules is a prerequisite for starting the promotion process.

The completion of the DSP implies that the doctoral student has passed all the tests required by the programme, which can be broadly divided into several types:

1) promotion examination;

2) interviews with the supervisor (pass/fail);

3) publishing the results of the research;

4) presentation of the research work;

5) defence of the dissertation draft in the relevant science department.

The PhD examinations are to be held before a committee established by the Vice-Rector of the University of Latvia. The doctoral examination is held in courses that require differentiated assessment to ensure quality control. Such dissertation examinations are designed to test both general knowledge (e.g. Contemporary Application Of European Legal Tradition, Foreign Languages for Law, etc.) and specific knowledge according to the student's chosen sub-field of law (e.g. Mastering a Specialty Course). The evaluation is based on a well-established 10-point system. The minimum pass mark in this system is 4.

Courses that include discussions between the student and the supervisor with a form of undifferentiated assessment in the form of a pass/fail test, such as the development of the thesis at all stages of its elaboration, preparation of publications, etc. The student receives this assessment after submitting and discussing the written material (part of the thesis, draft publication, etc.) with the thesis supervisor. A grade of "pass" is awarded if the work meets the formal criteria and the required level of research. The student prepares a report on the results of each academic year, which is presented to the Doctoral Programme Board. The dissertation draft is discussed and evaluated at the relevant science department. This ensures that the quality of the work carried out by the student and the evaluation of the thesis supervisor is monitored/publicised.

The publication of the research results in at least two peer-reviewed publications and the presentation of the research results in at least two international scientific conferences ensure the validation of the research results. The requirement for validation not only ensures that the research

is made public, but also demonstrates the quality of the research output.

3.2.6. Analysis and assessment of the topics of the final theses of the students, their relevance in the respective field, including the labour market, and the marks of the final theses.

The DSP students have chosen to write doctoral theses in virtually all subfields of law. The themes of the conditionally defended doctoral theses are related to police law and forensic and operational theory. This means that there is still work to be done in this direction and the capacity of the Faculty of Law needs to be strengthened. Doctoral theses are written and regularly defended in all of the other five sub-fields of law, which shows their continuous development. The choice to write and defend doctoral theses in international, national and criminal law is somewhat predominant in the reporting period. The number of doctoral theses in civil law has increased. The choice to write on international and European law has a certain objective basis, given the topicality of this field and also the relatively short history of research in Latvia. The importance and popularity of criminal law research is determined by the qualitative composition of thesis supervisors and the development prospects of this field of law. The same is true of civil law as a sub-field of law.

All the themes chosen reflect the topical issues of the time. None of the themes of the defended theses may be considered outdated. The relevance of the topics to the current developments in the field is also ensured by the topic approval procedure: the topics of the theses in the PhD programme are approved if they cover scientifically topical issues in the relevant field of law. When evaluating the topics submitted by PhD students, significant attention is paid to ensuring that the topics are theoretically and practically relevant. In addition, it is ensured that the themes do not overlap but complement each other. Particular attention is paid to research on fundamental questions that require in-depth knowledge and skills. All the thesis topics are studied not only from the scientific and theoretical point of view, but also from the practical implications and impact on legal processes in society. An obvious research task in any topic is the analysis of current case law, as well as the critique of legal acts and scientific doctrine (if necessary).

The theses have a strong international dimension and integrate other scientific disciplines into the chosen research topics. This is particularly evident in the theses on international law and European Union law. However, it is also unthinkable to develop the thesis topics in state law, civil law, criminal law, police law, and other subfields of law outside the international dimension, using comparative and other methods. The same applies to the integration of other disciplines in the development of doctoral theses. For example, no doctoral thesis in law is conceivable without a historical overview of the issue. The same applies to philosophy, for example Prof. Immanuel Kant's understanding of the concept of eternal peace, Prof. Gustav Radbruch's problems of war, peace, life and capital punishment, etc. Depending on the topic of the thesis, it may also integrate insights from finance, economics, mathematics, medicine, etc. For example, the topic of the doctoral thesis "Bonds, their types and civil law circulation" integrates aspects of financial science, "Improvement of the patient's decision-making process in Latvia: legal, ethical and clinical perspective” – aspects of medical science, "Development of the preliminary contract in the Baltic provincial and pandect law” – history and philosophy, etc.

The DSP only provides for the evaluation of the dissertation draft. This is carried out by the Department of Science relevant to the topic of the thesis, together with the experts appointed by it. A positive decision of the Chair of Sciences is a prerequisite for the further progress of the thesis.

The final defence of the thesis with a view to obtaining the Ph. D. degree is not part of the DSP framework and is a separate doctoral dissertation process governed by the Law on Scientific Activity and the Cabinet of Ministers' Regulation of 27 December 2005 "Procedures and Criteria for the Award of the Doctoral Degree (Doctoral Dissertation)". Doctoral theses developed in the course of the DSP may be defended at the University of Latvia Law Doctoral Boards

For the themes of defended doctoral theses and doctoral theses in preparation, see in the annex - T*opics of doctoral theses 2019-2024*

3.3. Resources and Provision of the Study Programme

3.3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples.

The information base, material and technical base and methodological support are adequate for the implementation of the study programme in order to achieve the learning outcomes of the programme and confirm the opportunity of ensuring a quality study process in the future. For the resources and provision of the doctoral programme, see sections 2.3.1 to 2.3.3. In addition to the information provided in the sections 2.3.1 – 2.3.3, reference should be made to case law databases, which are publicly available and without the use of the analysis of their resources, the development of a quality doctoral thesis is largely unthinkable:

1) Case-law database of the Court of Justice of the European Union (https://curia.europa.eu/jcms/jcms/Jo1_6308/);

2) European Court of Human Rights case law database (https://hudoc.echr.coe.int/#{%22documentcollectionid2%22:[%22GRANDCHAMBER%22,%22CHAMBER%22]}) - information in English and French);

3) The database of case law of the Republic of Latvia(https://www.elieta.lv/web/#/pakalpojumi/anonimizetie-nolemumi)- information in Latvian;

4) Supreme Court Senate case law database(https://www.at.gov.lv/lv/tiesu-prakse/judikaturas-nolemumu-arhivs)- information in Latvian;

5) Historical case law (1918-1940) database (https://www.at.gov.lv/lv/tiesu-prakse/vesturiska-judikatura-lidz-1940gadam/senata-kriminala-kasacijas-departamenta-materiali) - information in Latvian.

Secondary literature included in databases is undoubtedly of significant importance. For example, the *VLebooks* database of electronically accessible books or the *Thomson Westlaw* database, which contains both case law and journals, including leading journals in intellectual property law. However, it is the collection and analysis of case law that provides new scientific value for legal scholarship. This is particularly important in the analysis of Latvian case law, as foreign researchers

are mostly not proficient in Latvian. Therefore, the study of Latvian case law by Latvian legal scholars contributes to European and world legal scholarship.

In addition to judicial resources, the free research opportunities available in the Latvian State Historical Archives and the Latvian State Archives are of considerable importance for scholarly activity. Researching archival material is essential not only for the study of topics related to legal history, but also for civil, criminal and state law. For example, materials related to the drafting of the Latvian Civil Law.

It should be noted that the topics of doctoral theses can be very specific and existing research resources scarce. Therefore, in order to supplement the library resources, each member of the teaching staff has the possibility to submit a request for the purchase of a specific book, which is processed in due time and the specific book is purchased or an explanation is provided as to how the specific book is available online.

Other important scientific resources available in all libraries include the journal "Jurista Vārds" and the annual editions of international scientific conferences of the University of Latvia and the Faculty of Law (see https://www.jf.lu.lv/petnieciba/lu-starptautiska-zinatniska-konference/).

The study resources include the opportunities provided by the Faculty of Law of the University of Latvia for the students of the programme to approbate their research at annual international scientific conferences of the Faculty of Law and at international scientific conferences organised by the Faculty of Law on average every two or three years with the right to submit a paper to an internationally peer-reviewed conference proceedings. In addition, the journal of the Faculty of Law "Journal of the University of Latvia. Law" is included in the internationally recognised database SCOPUS. This journal also hosts several articles by PhD students.

Each year, the DSP produces and defends doctoral theses (on average 3-4 theses per year, with an increasing trend in the number of theses defended after COVID-19). This shows that the information, material and scientific base is generally sufficient for the development and defence of theses and is sufficient for the implementation of the DSP, as well as the publications, books, databases and other resources contribute to the achievement of the study results.

The doctoral programme is well rated by its alumni. The competence and commitment (supportive attitude) of the teaching staff involved in the programme towards the students is traditionally the most appreciated. The work of the faculty staff is also rated very highly (out of a maximum possible score of "7", 6.6-6.95). The overall rating of the DSP Law is also very high (around 6.75). In line with the specific nature of doctoral studies in law, these positive aspects are essentially decisive criteria for considering that the overall quality of the study programme and the resources required for its implementation are sufficient. *See annex - 5_Analysis_survey_results.zip .*

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

DSP students are provided with opportunities to develop their knowledge, skills and competences in foreign research institutions and universities within the ERASMUS programme (especially Erasmus+). The University of Latvia cooperates with several universities in different partner countries (outside the European Union and the European Economic Area). It provides for outward and inward mobility of students and teachers. The DSP successfully cooperates with other

universities and research institutions, which enriches the study process and promotes scientific research. This gives confidence in the possibilities for joint research projects, events, conferences, seminars, student and staff mobility.

In terms of importance, the Supreme Court of the Republic of Latvia and the Constitutional Court of the Republic of Latvia, where DSP students carry out scientific research, collecting and analysing case law (jurisprudence), should be noted as a place of equivalent scientific and research activity apart from foreign higher education institutions. These materials provide access to up-to-date legal practice and scientific case studies.

DSP students have access to sufficient library resources. The University Library also provides access to world-renowned databases. This ensures that students have access to the resources they need.

The DSP has the opportunity to participate not only in the annual international scientific conferences of the Faculty of Law and in the international scientific conferences organised by the Faculty of Law, as well as to publish in conference proceedings, but also to submit articles to the journal Juridiskā zinātne / Law, which is indexed in the international databases ERIH PLUS and SCOPUS.

Scientists from Europe and other continents participate in the international scientific conferences of the Faculty of Law and the Faculty of Law of the University of Latvia. Doctoral students from other foreign universities also participate in these conferences. The scientific editorial boards for the publication of conference proceedings are composed of internationally recognised legal scholars (e.g. prof. Gaabriel Tavits (University of Tartu, Estonia), prof. Ramūnas Birštonas (Lithuania, Vilnius University), prof. Prof. Kazunoba Oyama (Japan, Kanagawa University), etc. In recent years, the proceedings of international scientific conferences of the JF have been regularly indexed in the Web of Science database, which shows the quality of the papers included in the conference proceedings.

The same applies to the journal "Juridiskā zinātne". The editorial board of the journal includes scholars from several continents (e.g. prof. Carlo Amatucci (Italy, University of Naples Federico II), Prof. Thomas Schmitz (Idonesia, Gadjah Mada University), Prof. Prof. Mark E. Steiner (USA, South Texas College of Law, etc.). In addition to foreign colleagues, scholars from other Latvian universities (e.g. Prof. Sandra Kaija, Riga Stradiņš University) also participate in the editorial board of the journal. DSP students can also publish articles in the journal if certain quality conditions are met.

Thus, international scientific cooperation gives the opportunity not only to use international databases, but also to participate in the creation of the content of these databases. DSP students are also involved in this scientific process.

The resources of the DSP study and research base provide confidence in the capacity of the Study programme to effectively implement higher-level study opportunities in law.

3.3.3. Indicate data on the available funding for the corresponding study programme, its funding sources and their use for the development of the study programme. Provide information on the costs per one student within this study programme, indicating the items included in the cost calculation and the percentage distribution of funding between the specified items. The minimum number of students in the study programme in order to ensure the profitability of the study programme (indicating separately the information on each language, type and form of the study programme implementation).

Programme revenue

For the implementation of the study programme "Law", the UL uses the state budget subsidy from the Ministry of Education and Science and tuition fees. An outline of the (planned) breakdown of students by type of study and annual revenue is presented in Table 8.3.3.1.

Table 8.3.3.1

Number of students and annual revenue

Study mode	LV budget-funded	LV tuition fee-based	EU/EEA/S* fees	Other** fees	Total	State subsidy	Fees for LV and EU/EEA/EU citizens	Fees for nationals of other countries	Annual Revenue
	number	number	number	number	number	EUR	EUR	EUR	EUR
	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*1*6+(2+3)*7+4*8*
Full-time studies	25	5			30	5603	3450		157320
Part-time intramural studies	0	3			3		2550		7650
Total	**25**	**8**			**33**				**164970**

* EU/EEA/S - European Union/European Economic Area/Swiss Confederation
** Other - outside EU/EEA/Swiss Confederation

Programme costs

In order to estimate the amount of funds required for financial support, the UL calculates the costs of study programmes according to a self-developed methodology, which takes into account the costs of providing the study process as described in the section "Study Field Funding" and information on the study programme plan, the teaching staff involved, the planned number of students, etc., thus ensuring the reliability of the forecasts.

Programme costs for full-time intramural studies

For the calculations of the study programme "Law", the implementers of the full-time intramural mode use the data for the academic year 2023/2024 - the number of students as of 01.03.2024, the study plan/norms and the structure of the academic staff involved. Based on these data, the total annual cost of the programme is EUR 157320 and the breakdown (percentage) is shown in Table 8.3.3.2

Table 8.3.3.2

Percentage breakdown of costs in the study programme

Cost item	% of the total
Teaching staff costs	57%
General staff costs	4%

Other costs	3%
Infrastructure costs	8%
Property and services	2%
Indirect costs	26%
TOTAL COSTS	**100 %**

Figure 8.3.3.1 depicts the cost of the study programme (vertical axis) as a function of the number of students (horizontal axis) with a red line, and the weighted average tuition fee (green line).

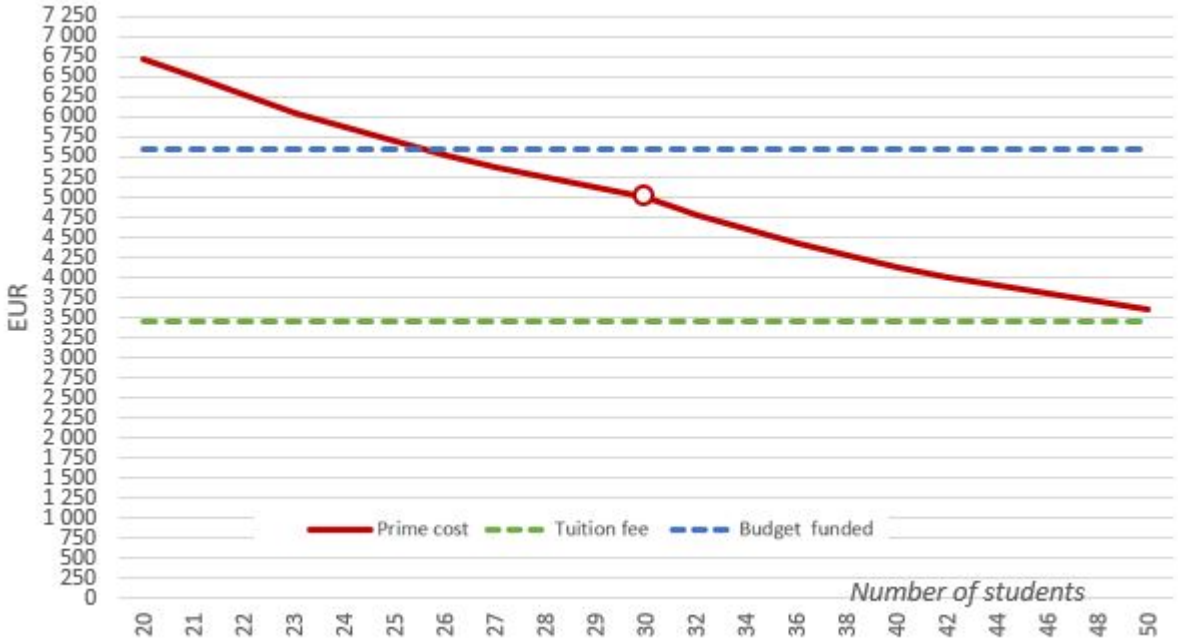


Figure 8.3.3.1. ***Prime cost per number of students enrolled in the doctoral study programme "Law"***

Based on the cost structure and the total number of students 30, the cost of the programme per student (prime cost) is €5000 per year. To be cost-effective, the programme must have a minimum of at least 25 state-funded students (the intersection of the red and blue lines).

Programme costs for **part-time intramural studies**

For the calculations of the study programme "Law", the implementers of the part-time intramural mode use the data for the academic year 2023/2024 - the number of students as of 01.03.2024, the study plan/norms and the structure of the academic staff involved. Based on these data, the total annual cost of the programme is EUR 7650 and the breakdown (percentage) is shown in Table 8.3.3.3

Table 8.3.3.3

Percentage breakdown of costs in the study programme

Cost item	**% of the total**

Teaching staff costs	57%
General staff costs	4%
Other costs	3%
Infrastructure costs	8%
Property and services	2%
Indirect costs	26%
TOTAL COSTS	**100 %**

Figure 8.3.3.2 depicts the cost of the study programme (vertical axis) as a function of the number of students (horizontal axis) with a red line, and the weighted average tuition fee (green line).

Figure 8.3.3.2. ***Prime cost per number of students enrolled in the doctoral study programme "Law"***

Based on the cost structure and the total number of students 33, the cost of the programme per student (prime cost) is €4180 per year. Despite the fact that the tuition fees in the part-time intramural programme differ significantly from the cost price, the programme is generally cost-effective, provided that the minimum number of students is at least 33 (red line on the green axis). The optimal number of students is given for the whole programme, as the intramural study process is carried out by all students in the programme together, thus not involving additional academic staff resources.

Programme's revenues and costs

Table 8.3.3.4 aggregates the projected number of students, programme revenue, expenditure, output and profitability (output to revenue, %) across all modes of delivery.

Table 8.3.3.4

Programme output

Study mode	Total	Annual Revenue	Annual Expenditures	Result/output	Profitability
	number	EUR	EUR	EUR	%
Full-time studies	30	157320	150000	7320	
Part-time intramural studies	3	7650	12540	-4890	
Total	**33**	**164970**	**162540**	**2430**	***1,5%***

Conclusion:

The study programme is cost-effective in all its modes of delivery (FTI, PTI, PTE). Overall, the expected revenue covers expenditure and does not require support from other financial resources. At the same time, it should be noted that in the PTI form, the face-to-face process is organised together with the FTI PhD students, so that no additional resources need to be committed for the part-time intramural mode.

Largely, only state funding is used for curriculum development (development of new courses, improvement of existing courses, methodological support and other aspects of curriculum development).

3.4. Teaching Staff

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

The qualifications of the teaching staff involved in the implementation of the Doctoral Study Programme in Law comply with the conditions for the implementation of the study programme and the requirements of the regulatory enactments, ensure the achievement of the objectives and learning outcomes of the study programme and the corresponding study courses. The faculty members involved in the implementation of the DSP all hold doctoral degrees, and more than half of the faculty members consistently have expert rights of the Latvian Council of Science (hereinafter - LCS), which is three times higher than the minimum requirements for the implementation of doctoral study programmes set out in Article 55(1)(3) of the Law on Higher

Education Institutions.

The Higher Education Act requires doctoral programmes to have at least 5 professors and 5 associate professors or PhDs.

In the academic year 2024/2025, the DSP is implemented by 25 teaching staff, 11 of whom are professors, 7 are associate professors and 7 are assistant professors. Of the 25 faculty members involved in the implementation of the DSP, 15 have expert rights of the Latvian Council of Science. (for the academic year 2019-2023, the average number of faculty members involved in the implementation of the DSP was 22, including 11 professors, 6 associate professors and 5 assistant professors).

The compliance of the faculty members involved in the DSP with the requirements (aims and objectives) of the DSP is demonstrated by the total number of publications included in recognised scientific databases (see Section 3.4.3) and participation in scientific projects (see Section 3.4.4). The active participation of teaching staff in publications and scientific projects is a sign of their professional commitment and scientific potential. Publications in recognised scientific databases and research projects complement the study process with the most up-to-sate scientific findings and field-tested information.

Each year, the DSP produces and defends doctoral theses (on average 3-4 theses per year, with an increasing trend in the number of theses defended after COVID-19). This shows that the qualifications of the teaching staff contribute to the achievement of the learning outcomes, i.e. the knowledge, skills and competences of the teaching staff are transferred to the new generation of researchers.

The results of the DSP student survey show that the teaching staff is working effectively in the study process. Students assess the competence and professionalism of the teaching staff, which is an important indicator of the quality of the teaching staff and their relevance to the aims of the programme.

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

The composition of the teaching staff has not changed significantly. Three professors have left the University of Latvia during the reporting period. However, two new professors have been elected, and the number of assistant professors involved in the PhD programme has increased, all of whom could stand for election as associate professors. It is through the activities of the faculty members involved in the study programme, i.e., scientific research and its publication in the "University of Latvia Journal Juridiskā zinātne/ Law" that the journal has been admitted to the SCOPUS database. This demonstrates the scientific potential of the teaching staff at the level of the best universities in the European Union. The scientific quality of the teaching staff clearly has a positive impact on the quality of studies.

Table 8.4.2.1

Number of teaching staff involved in the doctoral programme

No	Indicator	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024

1.	**Number of teaching staff, incl:**	**24**	**26**	**24**	**22**	**25**
1.1.	Professors	12	13	13	11	12
1.2.	Associate Professors	6	5	5	6	7
1.3.	Assistant Professors	6	8	6	5	6
1.4.	Lecturers	0	0	0	0	0
1.5.	Elected teaching staff - foreign nationals	0	0	0	0	0
2.	**Number of academic staff with doctoral degrees**	**21**	**26**	**24**	**22**	**25**

3.4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals or peer-reviewed monographs may be additionally specified. Information on the teaching staff included in the database of experts of the Latvian Council of Science in the relevant field of science (total number, name of the lecturer, field of science in which the teaching staff has the status of an expert and expiration date of the Latvian Council of Science expert) (if applicable).

In the period 2019-2023, i.e. four academic years, the 22 faculty members involved in the DSP have published 89 scientific articles in Scopus, WoS CC and ERIH PLUS. This means that on average, each member of staff has published one indexed publication per year. This scientific capacity allows to qualify as an expert of the LCS, as expert status requires three indexed publications in three years (see annex - *JF_16.07.2024_Declaration - doctor SP Law academic staff experts LCS*). In addition, one such publication can be replaced by a scientific monograph. The fact that not all faculty members involved in the DSP are consistently experts in the LCS is due to the fact that articles accepted for publication tend to be delayed.

Although scientific monographs should not be listed in this section of the self-assessment, their importance and usefulness for the development of science and academic work is indisputable. See, for example, Meikališa Ā., Strada-Rozenberga K. Criminal Procedure. *Raksti*. 2015 – 2020 Riga: UL Press, 2021; Dupate K. Hate crimes and hate speech. International standards and Latvian legislation and practice. Riga: UL Press, 2023; Public Law. eds I. Ziemele and S. Osipova Riga: TNA, 2024 and others *See Annex 9 (9 publications Study field Law 2024.docx).*

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

The engagement of academic staff involved in the implementation of the DSP in research projects according to certain criteria prevents a substantive assessment of the research activities of the academic staff involved in the study programme, because 1) only the academic staff member who is the project leader, principal investigator, sub-project leader or principal investigator is recognised as a researcher. All researchers involved in scientific projects are excluded from the evaluation; 2) international scientific research projects usually do not qualify the researchers involved in the project according to the criteria established in Latvia and the project funding procedures and criteria are different from Latvian practice. For example, international cooperation is often funded (conference costs, travel and subsistence expenses abroad, etc.) without a specific salary contract or grant agreement for the researcher. Payment of royalties is another matter.

According to the criteria set in Latvia during the reporting period, assoc. prof. Vadims Mantrovs has been the project leader and lead researcher in the Latvian Council of Science's fundamental and applied research project "Strengthening Consumer Protection in the Digital and Data Age: Implementation of the New Consumer Purchase Directives in the Latvian Legal System", project leader and lead researcher (2020-2021, project funding 100 389 EUR) and the principal investigator in the National Research Programme "Letonica for the Development of Latvian and European Society", project "New Solutions in the Study of Demographic and Migration Processes for the Development of Latvian and European Knowledge Society", contract Nr.VPP-LETONIKA_2021/4-0002, UL reg.nr.VPP2021/23" (2022-2024, project funding 63 900); assoc. prof. Kristīne Dupate project leader and acting principal investigator in the project "European Commission JUSTICE PROGRAMME & RIGHTS, EQUALITY AND CITIZENSHIP PROGRAMME project "CALDER: Capacity building and awareness rising to prevent and counter intolerance in Latvia", contract No. 963736-CALDER-REC-AG-2020/REC-RRAC-RACI-AG-2020/LU, UL registration No. ZD2021/21118" (2021-2023, project funding 57 114 EUR); prof. Jānis Lazdiņš and assist.prof. Jānis Pleps Principal Investigators of the National Research Programme "Vectors of Societal Cohesion: from Cohesion around the Nation-State (2012-2018) to a Cohesive Civic Community for the Security of the State, Society and Individuals". LZP registration number VPP-KM-SPASA-2023/1-0002, UL registration number VPP2022/40." (2024-2025, project funding 1 162 500 EUR)" and assoc. prof. Arturs Kučs "COST Action No CA-19143 "European Digital Human Rights Network" (2020 - 2024, project funding 483 365 EUR)".

Research projects by academic staff should definitely include Prof. Sanita Osipova's project in the grant funded by the University of Helsinki "Socialist interpretations of legal history. The histories and historians of law and justice in the GDR, Poland and the Baltic states under the reign of communism" (2019-2021) and together with prof. Jānis Lazdiņš project "Romanistische Methode im Ostmitteleuropa - Methodische Herausforderungen der europäischen Romanistik im Kontext der neuen politischen Ordnung nach dem Ersten Weltkrieg" (2021-2024); prof. Kristine Strada-Rozenberg's European Social Fund project "Justice for Development" (No. 3 .4.1.0/16/I/001) within the framework of the study "The Impact of the Principle of Compulsory Criminal Procedure on the Efficiency of Criminal Procedure" (2022, project funding 34 369 34 369). It can therefore be concluded that the research activity of the academic staff involved in the implementation of the DSP has been satisfactory.

3.4.5. Assessment of the cooperation between the teaching staff members by specifying the mechanisms used to promote the cooperation and ensure the interrelation between the study programme and study courses/ modules. Specify also the proportion of the number of the students and the teaching staff within the study programme (at the

moment of the submission of the Self-Assessment Report).

At the beginning of each academic year, the study programme director and the dean inform the staff involved in the study programme at a staff meeting about the number of students enrolled, their previous education, as well as remind them of the principles common to the implementation of the study programme in the choice of teaching methods:

Discussions on topical and historical-philosophical topics are organised whenever possible among students of all sub-fields of law, together with local academics and foreign experts. A good example of this is the course "Contemporary Application Of European Legal Tradition";

the study process includes theoretical and practical skills, i.e. in the elaboration of the doctoral thesis, students study not only doctrine and legislation, but also international and local case law, statistics and archival materials. These four components (doctrine, legislation, case law and other sources) have led to a new field of cooperation with experts from other social sciences and humanities

Several study courses involve several teaching staff who work together successfully to ensure common requirements and approaches to study. Each study course has a responsible teaching staff member who ensures that the organisational requirements (timetables, e-learning materials, grades) are met. Duplication of study course content is not possible, given the specific nature of the study courses included in the DSP. In addition, leading experts from other fields of science are involved in the study process, such as prof. Brigita Zepa (sociology), prof. Harijs Tumans (history), asoc. prof. Sanita Baranova (pedagogy, science of education), etc.

The ratio of teaching staff to students in the DSP is as follows: 25 teaching staff for 50 students, or 2 students per one teaching staff member. This faculty-student ratio is determined by the specifics of the DSP, as a large part of the study courses are taught under the direct supervision of the thesis supervisor.

Overall, faculty cooperation is good and the faculty-student ratio is satisfactory. This is reflected in the number of doctoral theses defended each year.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	15_6_DIPLOMA_doktors_Eng_2024.docx	15_6_DIPLOMS_doktors_2024.docx
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	16 6 statistics students DoctSP Law.docx	16 6 studejoso skaits doktora.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	19 Compliance with the specific regulatory framework DSP Law.docx	19 pielikums doktora studiju programmas atbilstiba.docx
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	20 6 Mapping learning outcomes of the DSP Law.xlsx	20 6 Kursu_kartejums_doktora.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	21 6 curriculum of the study programme DoctSP Law ECTS.docx	21 6 pielikums studiju plans doktora Tiesibu zinatne ECTS.docx
Descriptions of the study courses/ modules	22 6 Descriptions study courses DoctSP Law 2024.docx	22 6 kursu apraksti dokt SP Tiesibu zinatne 2024.docx
Description of the organisation of the internship of the students (if applicable)		
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)	JF_24.04.2024_Declaration - doctoral study program academic staff.docx	22.07.2024 - 22-9_2 - Apliecinājums - doktora studiju programmas.edoc
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)	24.04.2024 - 20-13_43 - Declaration - requirements in Section 55. 3 of on.edoc	30.09.2024 - 22-9_10 - Apliecinājums - akadēm. personāla atbilstība AL.edoc

Law and Governance of Institutions (45380)

Study field	*Law*
ProcedureStudyProgram.Name	*Law and Governance of Institutions*
Education classification code	*45380*
Type of the study programme	*Academic master study programme*
Name of the study programme director	*Edvīns*
Surname of the study programme director	*Danovskis*
E-mail of the study programme director	*edvins.danovskis@lu.lv*
Title of the study programme director	*Asociētais profesors, Dr.iur.*
Phone of the study programme director	
Goal of the study programme	*The aim of the study programme is to provide a set of knowledge, skills and competence in law necessary for the management of organisations in accordance with level 7 of the Latvian Education Qualification Framework, deepening the understanding of the managers of various organisations regarding legal regularities and their importance in achieving the strategic goals of organisations, as well as promoting the ability to solve current scientific and professional problems of legal science in an interdisciplinary context.*
Tasks of the study programme	*Objectives of the study programme:* *1) to implement the study courses provided for in the study programme in a sequential manner at a high quality, ensuring that the students acquire the necessary knowledge, skills and competence in the field of law;* *2) to provide students with a scientific basis for professional activity, developing scientific analysis skills and the ability to solve problems independently, as well as preparing students for further scientific research studies;* *3) to foster students' competitiveness in the changing socio-economic conditions of the national and international labour market;* *4) to cooperate with employers, other higher education institutions in Latvia and abroad, including creating more opportunities for students to study at other foreign universities;* *5) to foster synergies between students' prior studies and law;* *6) to provide students with the opportunity to share their experience in the legal aspects of the governance of organisations and their management mechanisms;* *7) to motivate students for continuous professional development and research in law.*

Results of the study programme	*Knowledge:* *1) demonstrate in-depth knowledge of the legal concepts, regularities and processes necessary for the management of organizations in areas such as corporate governance, state institutional framework and administrative process, personnel management, contract law and property law, creating synergies with knowledge gained in other branches of science;* *2) understand the importance of sources of law in the governance of organizations and the methodology for their application;* *Skills:* *3) identify legal problems in the management of organizations and plan options for solving them;* *4) organize legal analysis and assess its quality, discuss legal problems in the management of organizations with specialists in legal sciences and other fields;* *5) anticipate the legal support needed to solve legal problems of organizations, its scope and deadlines for implementation;* *Competence:* *6) use a multidisciplinary approach to solving problems, using the knowledge of the field acquired in previous higher level studies and combining them with the knowledge of legal science;* *7) independently formulate and critically analyse various complex processes and legal risks in the management of organizations;* *8) independently improve skills and acquire knowledge of the legal aspects of organization management;* *9) conduct independent research on the improvement of legal processes necessary for the management of organizations and solve both scientific and practical problems from the interdisciplinary aspect.*
Final examination upon the completion of the study programme	*Master's Thesis*

Study programme forms

Part time studies - 1 years, 5 months - latvian

Study type and form	*Part time studies*
Duration in full years	*1*
Duration in month	*5*
Language	*latvian*
Amount (CP)	*60*
Admission requirements (in English)	*1) Bachelor's degree or first-cycle professional higher education (or equivalent higher education) with a duration of at least 4 years of previous studies. Entrance examination. 2) Bachelor's degree or first-cycle professional higher education (or equivalent higher education) obtained in three-year studies, and second-cycle higher education. Entrance examination.*

Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Master's Degree in Law*
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

3.1. Indicators Describing the Study Programme

3.1.1. Description and analysis of changes in the parameters of the study programme made since the issuance of the previous accreditation form of the study field or issuance of the study programme license, if the study programme is not included on the accreditation form of the study field, including changes planned within the evaluation procedure of the study field evaluation procedure.

No changes have been made to the parameters of the study programme. From the autumn semester of 2025, the programme will also include an entrance examination to ensure that applicants' professional experience and knowledge acquired in previous studies are adequate for entry to the programme.

In accordance with the national academic education standard, the title of the degree to be obtained has been specified (master's degree in law).

In order to ensure the transition of the University of Latvia's study accounting unit or credit point to the European credit transfer and accumulation system (hereinafter – ECTS), in accordance with Article 93 of the transitional provisions of the Law on Higher Education Institutions, in accordance with the decision "On changing the study credit accounting system at the University of Latvia" (LU 31.01.2024 . order No. 1-4/45), starting from the fall semester of 2024, it is determined that 1 ECTS credit point corresponds to 25 hours of study work, including 5-12 contact hours in part-time studies. The principle that 1 credit point corresponds to 12 contact hours, except for 5 credit point courses, for which the total number of contact hours is 50 contact hours, is followed in the creation of descriptions of study courses. The scope and content of the study courses was reviewed only for one course, which needed to be converted to 5 credit points (Contract Law and Property Law) in order to maintain the total number of program credits in accordance with the law.

3.1.2. Analysis and assessment of the study programme compliance with the study field. Analysis of the interrelation between the code of the study programme, the degree, professional qualification/professional qualification requirements or the degree and professional qualification to be acquired, the aims, objectives, learning outcomes, and the admission requirements. Description of the duration and scope of the implementation of the study programme (including different options of the study programme implementation) and evaluation of its usefulness.

The study programme "Law and Governance of Institutions" is implemented within the study field "Law", as the content of the study courses reflects the concepts and problems of law. All study courses included in the study program include legal science topics in an in-depth scope in several sub-branches of legal science (mainly civil law and state law). The mandatory part includes study courses Corporate governance law, State institutional system and administrative process, Contract law and property law, Legal aspects of human resource management, but the limited optional part includes courses such as Public procurement management, Personal data and trade secret management, Legal dispute resolution mechanisms, Competition law, etc.

The title of the study programme "Law and Governance of Institutions" reflects the aim of the study programme - to deepen the understanding of the legal rules and their role in achieving the strategic goals of institutions. The achievement of this aim is ensured by the objectives of the study programme, of which the most important are to promote the competitiveness of students in the changing socio-economic conditions of the national and international labour market, to promote synergy of the previously acquired fields of study with law, as well as to motivate students for continuous professional development and research activities in law.

The first two digits of the programme code (45) correspond to the academic qualification (Master's degree); the programme can be pursued after the Bachelor's or Professional Bachelor's degree. Duration of full-time studies: one to two years. Total duration of full-time studies: at least five years. The last three digits of the programme code (380) correspond to the thematic area of education "Law".

The knowledge, skills and competences acquired within the study programme correspond to level 7 of the Latvian Qualifications Framework and will be confirmed by the Master’s degree in Law. The courses and teaching methodology of the study programme are aimed at providing in-depth knowledge for current and future leaders of organisations and at creating synergies with prior knowledge in other fields of study. Given that the governance of institutions employs people with different backgrounds and that the programme does not lead to professional qualifications, the admission requirements are designed to give access to the programme to the widest possible range of persons.

The programme is open to applicants who have acquired 1) bachelor's degree or first-cycle professional higher education (or equivalent higher education) with a duration of at least 4 years of previous studies; 2) bachelor's degree or first-cycle professional higher education (or equivalent higher education) obtained in three-year studies, and second-cycle higher education. Thus, the admission conditions ensure that the total duration of studies in this study programme and in previously completed study programmes is at least five years (Article 57(1) of the Law on Higher Education Institutions) - the duration of a part-time study programme is one year and 5 months. From 2025, the study programme will include an entrance examination to assess the relevance of prior knowledge and professional experience to the study programme.

The study program is implemented in a part-time intramural format and its duration is 1 year and 5 months. The usefulness of choosing such a form of study is justified by the fact that the lesson times are mostly adapted to students who are employed in parallel with their studies, therefore it is useful to plan the lessons on Friday evenings and Saturdays, as well as some weekday evenings. Taking into account the fact that when planning classes in this way it is not possible to schedule the required number of contact hours within one study year, a part-time intramural form was chosen, which provides for the possibility of reducing the number of credit points to be acquired within one semester. The number of contact hours is the same as for full-time students (i.e. 12 contact hours per credit point), because a sufficient number of contact hours is very important to achieve the goal and tasks of the study program.

3.1.3. Economic and/ or social substantiation of the study programme, analysis of graduates' employment.

One of the main objectives of the study programme is to contribute to the competitiveness of students in the changing socio-economic conditions of the national and international labour market.

As indicated in the Ministry of the Economy Information Report of 2022 on medium- and long-term labour market projections (available at: https://www.em.gov.lv/lv/media/14720/download?attachment) (information in Latvian), "the number of high-skilled jobs has increased substantially in the past few years, reflecting the reorientation of the economy towards higher value-added activities. [...] The most significant increase in the number of people employed in high-skilled occupations has been in the business services sectors, by almost 28 000. This accounts for around two-thirds of the total increase in high-skilled occupations. According to the Ministry of Economics, in 2021, the total number of people employed in high-skilled occupations was around 386 000. or 45% of all employees. The majority (36%) of those employed in high-skilled occupations were employed in public services (public administration, health, education)" (p.22). "In the medium and long term, demand will grow mainly for high-skilled occupations. This will be driven by an increase in demand for labour in commercial services, trade and construction. In the long term, demand growth is expected to be strongest in business services and trade, as well as in manufacturing and construction." (p.65)

One of the ways to boost the productivity of high-skilled workers in areas such as public administration, business services, education, etc., is to deepen their knowledge, skills and competences. The study programme "Law and Governance of Institutions" significantly improves graduates' productivity (ability to manage areas that required the involvement of other professionals) and competitiveness, thus responding to the trend in the labour market towards demand for high-skilled professionals.

Graduates of the study programme rated their study experience in the final questionnaire as very positive when asked whether the study programme prepared them for the labour market. In the autumn semester 2020, 73% of graduates had an overall positive view of the relevance of the programme to the labour market (10% rather agree, 36% mostly agree and 26% strongly agree), while in the autumn semester 2021, 77% of graduates did (16% rather agree, 26% mostly agree and 35% strongly agree).

3.1.4. Statistical data on the students of the respective study programme, the dynamics of the number of the students, and the factors affecting the changes to the number of the students. The analysis shall be broken down into different study forms, types, and languages.

During the accreditation period, the number of students enrolled in the study programme has been relatively stable and in line with previous projections. The programme enrolled 25 students in 2019, 52 students in 2020, 35 students in 2021, 31 students in 2022 and 23 students in 2023. This has resulted in an average of 33 students enrolled each year over the five-year period. It should be noted that prior to the previous accreditation, the study programme had not enrolled students for several years, and that the name and content of the study programme were changed prior to the previous accreditation period. Thus, 2019 was the first year that the programme enrolled students again. The significant increase in the number of students in 2020 is mainly due to the good feedback on the content of the study programme and the qualifications of the teaching staff. Unfortunately, this period coincided with the COVID-19 pandemic and the restrictions imposed as a result. As a result, students enrolled in 2020 and 2021 mostly studied remotely, which also had a negative impact on the learning experience. The economic situation and the outlook for the future also affect the number of applications to this study programme. For example, in 2023, the relatively low number of applications can be explained by the rising cost of living and credit interest rates, as

well as uncertainty and the changing macroeconomic situation. Overall, the optimal number of students for this programme in the coming years would be on average 30 students per year.

A total of 112 students were enrolled in the study programme between 2019 and 2021, of whom 69 students, or 61%, graduated. The total drop-out during this period is 16 students, who have withdrawn voluntarily and due to non-fulfilment of their study agreement. The relatively low number of graduates is explained by the difficulties some students have in completing their Master's thesis. The analysis of the learning outcomes shows that almost all students successfully complete the study courses included in the study plan, but a large number do not complete their Master's thesis on time. Some students have indicated in surveys about their experience in the study programme that the knowledge they gained in the study programme was not sufficient to produce a Master's thesis. However, it is also important to note that the Master's thesis is due in semester 3 of the study plan, i.e. after the other study courses have been completed and after the summer break. The summer break and the end of active studies are important factors influencing students' motivation to take the last final examination.

3.1.5. Substantiation of the development of the joint study programme and description and evaluation of the choice of partner universities, including information on the development and implementation of the joint study programme (if applicable).

Not applicable.

3.2. The Content of Studies and Implementation Thereof

3.2.1. Analysis of the content of the study programme. Assessment of the interrelation between the information included in the study courses/ modules, the intended learning outcomes, the set aims and other indicators with the aims of the study course/ module and the aims and intended outcomes of the study programme. Assessment of the relevance of the content of the study courses/ modules and compliance with the needs of the relevant industry, labour market and with the trends in science on how and whether the content of the study courses/ modules is updated in line with the development trends of the relevant industry, labour market, and science.

The study programme includes courses designed to address the aim and outcomes of the study programme. The compulsory part of the study programme includes five study courses (excluding the Master's thesis), the content of which is focused on the acquisition of all relevant knowledge, skills and competences necessary for the governance of institutions. The study course "Basic notions of the Latvian legal system" is designed to provide basic knowledge about the sources of law and their application, the institutional system of law protection and the most topical problems of the Latvian legal system. The course reinforces and deepens students' existing knowledge of law in order to facilitate the acquisition of other courses included in the programme. The study course "Contractual rights and property rights" provides the most up-to-date and practically relevant

insights into the areas of civil law that the governing bodies of various institutions are confronted with on a daily basis. The course "State institutional system and administrative procedure" provides an opportunity to gain knowledge about the decision-making process of various state administration institutions, opportunities for private individuals to participate in the legislative process, and legal remedies for private individuals against unlawful decisions of state administration institutions. The course "Legal Aspects of Staff Management" provides the knowledge needed in the management of organisations to establish, terminate and manage employment relationships and other practical aspects of personnel organisation in both public and private sector institutions. The course "Corporate Management Law" provides an opportunity to learn the latest trends in corporate governance and the legal analysis and management skills needed to run corporations.

The compulsory elective study courses have been developed taking into account the most recent developments in law in areas of major importance for the public and private sectors, such as personal data protection, public procurement, competition and intellectual property (study courses "Personal Data and Trade Secret Management", "Public Procurement Management", "Competition Law", "Intellectual Property in Business"). The programme also includes two courses with a wide range of practical applications - "Resolution mechanisms for legal conflicts" and "Practical aspects of legal documents production". In view of the increasing number of criminal offences in the economic sphere, interested students can take the course "Analysis of criminal legal risks in business and organisation management". Whereas in English, students can learn about issues relevant to cross-border trade, such as European Union labour law and media law (study courses "International (European) Labour Law" and "International Media Law"). During the accreditation period, students most frequently chose to study the study courses "Resolution mechanisms for legal conflicts", "Practical aspects of legal documents production" and "Public Procurement Management".

The study courses included in the study program are very relevant for managers of organizations and meet the needs of the industry and the labor market. Managers employed in both the public and private sectors have up-to-date competencies in public procurement management, personnel management, competition law, as well as in-depth knowledge of such universal issues as contract law and property rights, as well as the state's institutional system and administrative process. The content of the study courses is updated according to the development trends of the industry, the labor market and science and is ensured by the practical and scientific work experience of the teaching staff involved in teaching the program in the respective fields. The content of study courses is updated by the teaching staff of the respective study courses, taking into account developments and changes in the relevant field, if any, since the development of the course description.

The aim of the study programme is to provide a set of knowledge, skills and competence in law necessary for the management of organisations in accordance with level 7 of the Latvian Education Qualification Framework, deepening the understanding of the managers of various organisations regarding legal regularities and their importance in achieving the strategic goals of organisations. To achieve this aim, nine components of knowledge, skills and competences to be acquired as a result of the study programme have been formulated. The topics of the courses were formulated taking into account the planned learning outcomes, and the scope of knowledge, skills and competences to be achieved in each course. The correlation of the study programme objectives and outcomes with the outcomes of individual study courses can be found in each course description (see the two examples in Table 5.2.1.1), noting that the learning outcome of each compulsory course must aim at achieving at least four programme outcomes, while the learning outcome of the restricted elective course must aim at achieving at least three programme outcomes.

Table 5.2.1.1

Example of mapping study courses against programme outcomes

Study programme learning outcomes	Outcomes of the Part A study course "Corporate Management Law"	Outcomes of the Part B course "Personal data and business secret management"
1) demonstrate in-depth knowledge of the legal concepts, regularities and processes necessary for the management of organizations in areas such as corporate governance, state institutional framework and administrative process, personnel management, contract law and property law, creating synergies with knowledge gained in other branches of science;	explain the concept and principles of corporate governance, the concept and types of a capital company, the responsibility of the officials of the capital company, as well as the institutional system of the capital company;	
2) understand the importance of sources of law in the governance of organizations and the methodology for their application;	apply legal norms in the organization of management procedures and decision-making of capital companies and finds the necessary norms for solving a certain situation	express understanding of the basic principles of the legal framework for the protection of personal data and trade secrets, as well as Latvian and European Union regulations on the protection of various types of information;
3) identify legal problems in the management of organizations and plan options for solving them;		predict and analyse the risks of a personal data breach
4) organize legal analysis and assess its quality, discuss legal problems in the management of organizations with specialists in legal sciences and other fields;	make or arrange for management decisions appropriate to the situation	

5) anticipate the legal support needed to solve legal problems of organizations, its scope and deadlines for implementation;	plan the procedures and organise the decision-making in the management of capital companies	establish a set of mandatory measures for the organisation to comply with the legal requirements for the protection of personal data
6) use a multidisciplinary approach to solving problems, using the knowledge of the field acquired in previous higher level studies and combining them with the knowledge of legal science	anticipate and analyse corporate governance risks	
7) independently formulate and critically analyse various complex processes and legal risks in the management of organizations;	apply legal norms in practice in the organisation of management procedures and decision-making in capital companies	define the organisation's obligations under mandatory data protection legislation
8) independently improve skills and acquire knowledge of the legal aspects of organization management;		
9) conduct independent research on the improvement of legal processes necessary for the management of organizations and solve both scientific and practical problems from the interdisciplinary aspect.		independently select and process legal sources and practice materials relevant to the scientific study of personal data and trade secret protection issues

3.2.2. In the case of master’s and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation. In the case of a doctoral study programme, provide a description of the main research roadmaps and the impact of the study programme on research and other education levels (if applicable).

Almost all of the courses included in the academic Master's programme cover concepts and issues in law. The study courses "Contractual rights and property rights", "State institutional system and

administrative procedure", "Basic notions of the Latvian legal system", "Corporate Management Law", "Legal aspects of staff management" included in the compulsory study part reflect the most important and topical findings of the relevant subfield of law. All courses in the restricted elective part also cover findings from a specific subfield of law.

The lecturers involved in the implementation of the study programme are qualified as lawyers and most of them have a doctorate in law; they have considerable teaching, scientific and practical experience in law.

The final examination - the defence of the Master's thesis - requires the student, for example, to demonstrate in-depth knowledge of the methods of scientific research applicable in law and to strengthen the skills of their application, the ability to identify legal problems and to provide reasoned solutions to them, the ability to demonstrate in-depth understanding of the latest developments in law on the chosen legal concept studied in the Master's thesis, to analyse systematically the regularities of theory and practice, applying previously acquired theoretical knowledge and being aware of contemporary issues in the aspect of the studied concept, to explain own opinion and discuss complex and/or systemic aspects of legal science in an argumentative manner, to advance the skills of polemics with other legal specialists, to demonstrate the ability to justify own conclusions and to make proposals for improving the legal regulation or the legal environment.

3.2.3. Assessment of the study programme including the study course/ module implementation methods by indicating what the methods are, and how they contribute to the achievement of the learning outcomes of the study courses and the aims of the study programme. In the case of a joint study programme, or in case the study programme is implemented in a foreign language or in the form of distance learning, describe in detail the methods used to deliver such a study programme. Provide an explanation of how the student-centred principles are taken into account in the implementation of the study process.

Various methods for the acquisition and consolidation of knowledge are used in the study process, for example, introductory lectures, interactive lectures, summative consolidation lectures, and problem-oriented lectures. Practitioners and professionals from different institutions are invited to deliver individual lectures in study courses in order to promote the coherence of theory and practice. For example, the course "Corporate Management Law" has featured several guest lectures on the governance of public corporations by Andris Grafs, Director of the Baltic Institute of Corporate Governance. Practical assignments, seminars, individual, pair and group work, discussions and projects are used extensively.

Each course includes lectures and seminars. Seminar sessions in the courses promote students' skills in public speaking, presentation and discussion, as well as reinforce the knowledge gained from independent study and lectures.

To aid students in achieving learning outcomes – in acquiring and consolidating knowledge, skills and competence – the study process is dominated by the methods focusing on student activity. The study process is supported by methods that facilitate students' communication in the implementation of study tasks, solving real issues pertaining to the field, modelling situations. The opportunity for students to share their experience during the classes is particularly important, as most of the students are experienced professionals in managing different organisations and

processes, who are able to reflect on the issue from their own perspective, thus creating synergies of experience.

The e-learning environment is used in the study process and to promote independent studies. Each study course has an e-learning environment (Moodle) where students have access to lesson materials, task descriptions in addition to course-related learning materials, as well as study tasks (tests, forums, seminars, conferences, etc.). All interim and final assessment grades in the study courses are recorded, explicated and made available to students in the e-learning environment.

The student-centred approach is observed in updating the study programmes and the respective study courses, paying special attention to meaningful formulation of learning outcomes, thus promoting the dialogue between teaching staff and students on the content of studies, forms and methods of organization. Well-formulated learning outcomes, on the other hand, promote students' understanding and co-responsibility for their own learning, self-evaluation, and understanding of the assessment they receive. In the study process, lecturers use methods, forms of assessment and evaluation criteria that are consistent with the study aim and the planned learning outcomes. In the design and conduct of examinations in the Academic Master's degree programme, teaching staff follow the principle that students have the opportunity to use all study materials (books, notes, legal sources). The assessments focus not on theoretical questions, but on practical case situations where students are required to demonstrate their ability to apply the knowledge they have acquired in their studies.

The results of student surveys are evaluated and taken into account for the improvement of the study process. Students willingly express their suggestions for the improvement of study programmes and the study process in discussions with their teaching staff and programme director.

The number of contact hours is regulated by the 31.01.2024 decision of the Rector of the UL "On changing the study credit accounting system at the University of Latvia". According to this decision, in higher level studies (second cycle) programs, 1 ECTS credit point corresponds to 25 hours of study work, including 8-12 contact hours in full time intramural studies, 5-12 contact hours in part-time intramural studies and 3-10 contact hours in part-time extramural studies. In the development of study course descriptions for the FL study programs, the principle was observed that in full-time studies 1 credit point corresponds to 12 contact hours (except for 5 credit point courses, for which the total amount of contact hours is 50).

In all study courses, an equivalent amount of work is ensured by the minimum requirements for the number of mid-term exams and requirements for obtaining credit points set out in the FL Regulations on requirements for successful completion of study courses in JF [only available in Latvian].

3.2.4. If the study programme envisages an internship, describe the internship opportunities offered to students, provision and work organization, including whether the higher education institution/ college helps students to find an internship place. If the study programme is implemented in a foreign language, provide information on how internship opportunities are provided in a foreign language, including for foreign students. To provide analysis and evaluation of the connection of the tasks set for students during the internship included in the study programme with the learning outcomes of the study programme (if applicable).

Not applicable.

3.2.5. Evaluation and description of the promotion opportunities and the promotion process provided to the students of the doctoral study programme (if applicable).

Not applicable.

3.2.6. Analysis and assessment of the topics of the final theses of the students, their relevance in the respective field, including the labour market, and the marks of the final theses.

The Master's theses developed in the academic Master's study programme "Law and Governance of Institutions" are mostly of high quality and demonstrate the Master's degree holder's ability to solve legal problems at the micro level (within a specific organisation), providing solutions for the improvement of various legal processes, and at the macro level, identifying legal problems in the application of law, generalising practice insights, etc.

The 2021-2023 final thesis topics show that students are choosing to study topical and sufficiently complex problems. In the Civil Law sub-field, students most often choose to study topics related to the governance of capital companies and personnel management. For example, "The legal framework for occupational safety and health requirements when working remotely outside the employer's premises". "EU competition law framework and standard of proof in collusion cases involving pricing algorithm software", "Problematic aspects of the implementation of the principle of sustainable corporate governance in the duties of the board of a capital company in Latvia", "Legal framework and practice of granting and compensating leave", "Problematic aspects of air passenger rights and possible solutions for obtaining compensation regulated by law", "Problems of compliance with the Labour Law in educational institutions established by municipalities", "Aspects of acquisition of intellectual property in public procurement", "Understanding mobbing and bossing at work in Latvian case law and doctrine". The Master's theses in the field of national law focus on issues of societal relevance and topicality in legal studies: "Conversion of a public person into a capital company: the example of ports", "Problems of the formation of the institutional system of local governments", "A capital company of a public person as a subject of the Law on Freedom of Information", "Legal aspects of organisational problems of the Song and Dance Festival", "Legal problems of the regulation of political party financing".

The final topics are mostly chosen by students in the context of their previous work experience and responsibilities. Selecting topics in this way ensures that the student already has a sufficient understanding of the issues in the field to be able to carry out scientific research in law. It should be stressed that most of the Master's theses receive high marks. For example, in the defence of the Master's thesis in the autumn semester 2021, 11 students were awarded 9 (excellent), 12 students were awarded 8 (very good), 5 students were awarded 7 (good), one student was awarded 6 (almost good) and one student was awarded 4 (almost satisfactory). In the defence of the Master's thesis in the autumn semester 2022, 7 students were awarded 9 (excellent), 6 students were awarded 8 (very good), 3 students were awarded 7 (good) and one student was awarded 4 (almost satisfactory).

3.3. Resources and Provision of the Study Programme

3.3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples.

The study programme does not require specific resources – specific study and research facilities. The information base, i.e. the library with its various sources, including databases, is essential for the programme, as described at length in the section on the Library and its resources (Part I, Chapter 3, criteria 2.3.1 to 2.3.3).

The description of the available resources described in the mentioned chapter allows us to conclude that they create all the necessary prerequisites for the implementation of the study program, including the students' independent studies and research. The study base is regularly improved and supplemented with the most current information resources, in accordance with the needs of academic staff and students. The amount of academic literature required for master level studies is considered to be fully sufficient, while continuing to expand the stock in current research topics. The resources of the UL Library and its structural units are regularly replenished according to the suggestions of FL teaching staff. For example, new books are purchased every year for research as well as studies (textbooks, law commentaries). Every year, FL organizes an introductory lesson for first-year students, where information about library resources and their use is provided by representatives of the UL library. In addition to the mentioned resources, students also have the opportunity to familiarize themselves with publicly available court rulings (manas.tiesas.lv; at.gov.lv; satv.tiesa.gov.lv), and if necessary, FL management cooperates with public administration institutions, asking to ensure data necessary for conducting a specific study (for example, decisions of authorities). The study base is fully suited to the needs of students and teaching staff of the study program.

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

Not applicable.

3.3.3. Indicate data on the available funding for the corresponding study programme, its funding sources and their use for the development of the study programme. Provide information on the costs per one student within this study programme, indicating the items included in the cost calculation and the percentage distribution of funding between the specified items. The minimum number of students in the study programme in order to

ensure the profitability of the study programme (indicating separately the information on each language, type and form of the study programme implementation).

Programme revenue

For the implementation of the study programme "Law and Governance of Institutions", the University of Latvia uses only students' tuition fees. An outline of the (planned) breakdown of students by type of study and annual revenue is presented in Table 5.3.3.1.

Table 5.3.3.1

Number of students and annual revenue

Study mode	state-funded places	fee-paying places	EU/EEA/S* fees	Other** fees	Total	State subsidy	Fees for LV and EU/EEA/EU citizens	Fees for nationals of other countries	Annual revenue
	number	number	number	number	number	EUR	EUR	EUR	EUR
	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*1*6+(2+3)*7+4*8*
Part-time intramural studies	0	75			75	0	2900		217500
Total					**75**				**217500**

* EU/EEA/S - European Union/European Economic Area/Swiss Confederation
** Other - outside EU/EEA/Swiss Confederation

Programme costs

In order to estimate the amount of funds required for financial support, the UL calculates the costs of study programmes according to a self-developed methodology, which takes into account the costs of providing the study process as described in the section "Study Field Funding" and information on the study programme plan, the teaching staff involved, the planned number of students, etc., thus ensuring the reliability of the forecasts.

Programme costs for **part-time intramural studies**

For the calculations of the study programme "Law and Governance of Institutions" the implementers of part-time intramural studies use the data for the academic year 2023/2024 - the number of students as of 01.03.2024, the study plan/norms and the structure of the academic staff involved. Based on these data, the total annual cost of the programme is EUR 217 500 and the breakdown (percentage) is shown in Table 5.3.3.2

Table 5.3.3.2

Percentage breakdown of costs in the study programme

Cost item	% of the total
Teaching staff costs	56%

General staff costs	5%
Other costs	3%
Infrastructure costs	8%
Property and services	2%
Indirect costs	26%
TOTAL COSTS	**100 %**

Figure 5.3.3.1 depicts the cost of the study programme (vertical axis) as a function of the number of students (horizontal axis) with a red line, and the weighted average tuition fee (green line).

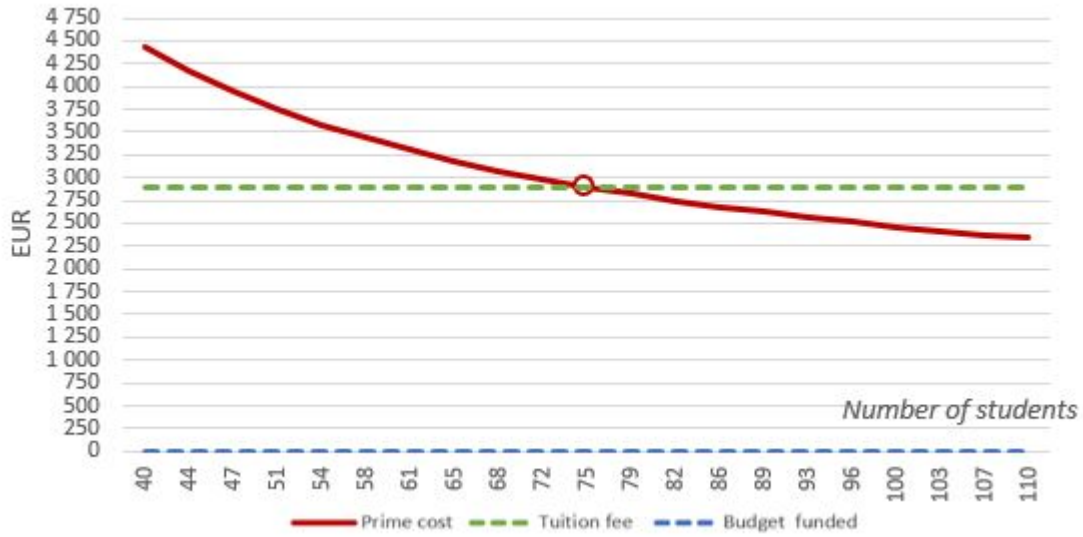


Figure 5.3.3.1. ***Cost of mastrer's study programme "Law and Governance of Institution" per number of students***

Based on the cost structure and the total number of students 75, the cost of the programme per student (prime cost) is €2900 per year.

To be cost-effective, the minimum number of fee-paying students must be at least 75 (intersection of the red and green lines).

Programme's revenues and costs

Table 5.3.3.3 aggregates the projected number of students, programme revenue, expenditure, output and profitability (output to revenue, %) across all modes of delivery.

Table 5.3.3.3

Programme output

Study mode	Total	Annual revenue	Annual costs	Result/output	Profitability
	number	EUR	EUR	EUR	%

Part-time intramural studies	75	217500	217500		*0%*
Total	**75**	**217500**	**217500**		***0%***

Conclusion:

In 2023, the sharp rise in inflation led to a significant increase in energy costs. From the autumn semester 2024 onwards, the tuition fees for the study programme are set according to the real cost price as shown in Table 5.3.3.1.

Thus, it can be concluded that the study programme is profitable, as the study programme's revenues cover its expenses.

3.4. Teaching Staff

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

17 teaching staff are involved in teaching the study program, including 3 professors, 3 associate professors, 4 assistant professors, 2 lecturers and 5 teachers.

The study courses taught in the compulsory part of the study programme are implemented by leading scientists and practitioners in the relevant fields. Thus, the high scientific and practical qualification of teaching staff most directly ensures that the results of the study program are achieved. The supervisors and reviewers of the Master's theses are prof. Jānis Kārkliņš, prof. Annija Kārkliņa, prof. Kristīne Strada-Rozenberga, prof. Daiga Rezevska, prof. Jautrīte Briede, assoc.prof. Kristīne Dupate un assoc.prof. Edvīns Danovskis. Participants in the implementation of the study courses are prof. Annija Kārkliņa, prof. Jānis Kārkliņš and assoc. prof. Kristīne Dupate (study course "Legal Aspects of Staff Management"), prof. Kristīne Strada-Rozenberga (study course "Analysis of criminal legal risks in business and organisation management"), associate prof. Inga Kačevska (study course "Resolution mechanisms for legal conflicts"), associate prof. Vadims Mantrovs (study course "Intellectual Property in Business"). Thus, the requirement for at least five professors or associate professors to participate in the implementation of the study programme, as stipulated in Article 55, paragraph 1, subparagraph 3 of the Law on Higher Education Institutions, is ensured in the teaching of study courses.

Other experienced researchers, educators and practitioners are also involved in the delivery of study courses. The study course "Contractual rights and property rights" as well as the study course

"Corporate Management Law" are taught by the experienced scholar, Senator of the Supreme Court Dr.iur. Erlens Kalniņš, the study course "Basic notions of the Latvian legal system" is taught by associate professor Dr.iur. Diāna Apse, who has many years of experience in working with students of non-legal specialisations, the study course "Practical aspects of legal documents production" is taught by Constitutional Court Judge mag.iur. Gunārs Kusiņš and sworn advocate Dr.iur. Ginta Krūkle. Experienced practitioners are also involved in the delivery of a number of courses. For example, the study course "Personal data and business secret management" is taught by the Director of the Data State Inspectorate, Mag.iur. Jekaterina Macuka, the course "Public Procurement Management" - experienced procurement specialist Mag.iur. Līga Neilande, one of the leading experts in Competition law, Mag.iur. Uģis Zeltiņš, study course "Contractual rights and property rights" - judge Dr.iur. Aiga Mieriņa. Thus, each study course is taught by faculty members who can ensure the implementation and use of the most recent scientific and practical knowledge in the study process, as well as to teach these courses at a pedagogically high level.

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

The composition of the teaching staff involved in the study programme is stable and most of them have been involved in teaching the study programme throughout the accreditation period. However, during the accreditation period, there have been some changes in the composition of the teaching staff in several study courses (death of a lecturer, termination of employment, and others not participating in teaching due to workload in other study programmes).

Taking into account the repeated negative evaluations expressed in the student survey about the lack of pedagogical skills of some lecturers, changes have been made in the lecturers of the study courses "Personal data and business secret management" and "Contractual rights and property rights".

Changes in the composition of the teaching staff have not affected the overall quality of studies. In some courses, students' scores have increased.

The number of teaching staff is shown in Table 5.4.2.1.

Table 5.4.2.1.

Number of teaching staff in the academic master's study programme "Law and Governance of Institutions"

No	Indicator	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
	Number of teaching staff, incl:	**18**	**18**	**18**	**18**	**17**
1.1.	Professors	5	5	4	3	3
1.2.	Associate Professors	2	2	2	2	3
1.3.	Assistant Professors	5	4	4	5	4
1.4.	Lecturers	3	4	4	3	2

1.5.	Elected teaching staff - foreign nationals	0	0	0	0	0
1.6.	Other teaching staff, incl:	3	3	4	5	5
1.6.1.	*doctoral students*	*0*	*0*	*0*	*0*	*0*
2.	**Number of academic staff with doctoral degrees**	**12**	**11**	**11**	**11**	**11**
3.	**Student/staff ratio**	**1,3**	**4**	**4**	**4**	**3,6**

3.4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals or peer-reviewed monographs may be additionally specified. Information on the teaching staff included in the database of experts of the Latvian Council of Science in the relevant field of science (total number, name of the lecturer, field of science in which the teaching staff has the status of an expert and expiration date of the Latvian Council of Science expert) (if applicable).

Not applicable.

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

Not applicable.

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

Each year, the programme director informs all staff involved in the study programme about the number of students enrolled, their previous education, and reminds them of the principles common to the implementation of the study programme in the choice of teaching methods:

1) organise discussions and experience-sharing among students as part of their studies;
2) include case studies in each course, involving guest lecturers in individual topics where appropriate;
3) allow the use of supportive materials (notes, books, normative acts) in all course examinations, as the study programme is aimed at the acquisition of practically applicable knowledge and the ability to work independently with sources of law.

Several study courses are implemented by several teaching staff (Contractual rights and property rights, Corporate Management Law, Legal Aspects of Staff Management, Practical aspects of legal documents production), who successfully cooperate, ensuring common requirements and approach to study courses. Each study course has a responsible teaching staff member who ensures that the organisational requirements (timetables, e-learning materials, grades) are met. For several study courses, the course description is developed by one lecturer (the teaching staff member responsible for the course), but other lecturers are also involved in teaching the study course. In such cases, the course lecturers shall cooperate with the course developer to update the course description, when and as necessary.

At the time of submission of the self-assessment, the study programme has 62 students, and 18 teaching staff are involved in the implementation of compulsory and restricted elective courses (excluding Master's theses). The average number of students per lecturer is therefore around four.

The main mechanism for promoting cooperation and ensuring the interconnection of courses within the study program is the study direction council meetings, which are held approximately twice per semester, where the aspects to be improved in the study plans and course sequence are discussed. In the academic master's study program during the accreditation period, there was no need to change the sequence of courses, as it is optimal and logical. Cooperation within the courses is encouraged, every year after the defense of the final theses to the members of the commission who are lecturers of the program, discussing the achieved study results, selected research topics and sharing experience in teaching methodology.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	15_3_DIPLOMA_MSP_Law and Governance of Institutions.zip	15_3_Diploms_diploma_pielikums_MSP_Tiesības_un_org_parv.zip
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	16 3 statitics students MSP Law-Govern-Inst.docx	16 3 studejo skaits akad mag.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	17 3 Compliance-State Education Standard MSP Law Gouvernance Instit.docx	17 3 pielikums atbilstība standartam PMSP_Tiesības_un_org_parv.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	20 3 Mapping learning outcomes of the MSP Law Governance Institutions.xlsx	20 3 Kursu_kartejums_akad mag SP Tiesibas organiz parvald 2024.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	21 3 curriculum of the study programme MSP Law Govern Institut ECTS.docx	21 3 pielikums studiju plans akad mag Tiesibas organiz parvald. ECTS.docx
Descriptions of the study courses/ modules	22 3 Descriptions study courses MSP Law Govern Instit 2024.docx	22 3 kursu apraksti_akad MSP Tiesibas organiz parvald 2024.docx
Description of the organisation of the internship of the students (if applicable)		
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)	24.04.2024 - 20-13_43 - Declaration - requirements in Section 55. 3 of on.edoc	30.09.2024 - 22-9_10 - Apliecinājums - akadēm. personāla atbilstība AL.edoc

Pre-trial Investigation (42380)

Study field	*Law*
ProcedureStudyProgram.Name	*Pre-trial Investigation*
Education classification code	*42380*
Type of the study programme	*Professional bachelor study programme*
Name of the study programme director	*Edmunds*
Surname of the study programme director	*Broks*
E-mail of the study programme director	*edmunds.broks@lu.lv*
Title of the study programme director	*Docents, Dr.iur.*
Phone of the study programme director	*29121497*
Goal of the study programme	*The aim of the study programme is to ensure the opportunity to obtain a high-quality higher professional education in law in accordance with the 6th level of the Latvian Education Qualifications Framework, by implementing professional studies in law that meet the needs of the State and the requirements of the labour market, which are based on strict and well-acquired theoretical foundations of the field, are conforming to the profession standard of an investigator, are practically applicable and provide opportunities for graduates of the programme to independently carry out the professional activities of an investigator.*
Tasks of the study programme	*1. to ensure a study process that provides knowledge in law and its sub-fields, ensuring the consecutive acquisition of high-quality study courses;* *2. to ensure in-depth knowledge acquisition in the sub-field of criminal law and other specialised issues oriented towards the development of the investigator's competences, which provides an opportunity to qualitatively use the existing opportunities of this science, to create new ones and improve the existing ones, as well as to prepare students for creative and research work in the field of law;* *3. to develop in the daily study process students' responsibility, initiative, conscientiousness, accuracy, analytical, presentation and reasoning skills necessary for the work of an investigator, in accordance with high professional standards, and to promote the comprehensive development of students' personality;* *4. to equip students with practical skills in criminal investigations alongside theoretical courses at a qualitatively high level;* *5. to train specialists in the field who are able to work individually and in teams consistently with high professional standards, to apply theoretical knowledge and research methods independently in solving specific problems;* *6. to develop communication skills and critical thinking skills to a high quality level;* *7. to encourage and motivate students to undertake high-quality research work in fields relevant to the sector and to continue their education in Master's-level study programmes.*

Results of the study programme	*Knowledge:* *1. Understand the core concepts, patterns and sources of law; have knowledge in all the sub-fields of law, including a critical understanding of this knowledge;* *2. Demonstrate a thorough knowledge of legal science and the state of the art in criminal law and other areas necessary for the professional activity of an investigator;* *3. Organise and assess the quality of legal analysis, discuss legal problems with specialists in law and other fields on issues relevant to criminal investigations, including independently identify legal problems in the field of criminal investigations, plan solutions and provide reasoned and qualitative solutions to legal problems;* *Skills:* *4. Independently apply theory, methods and problem-solving skills in the performance of the investigator's professional duties and related research activities;* *5. Take responsibility and initiative when undertaking enforcement work individually and in teams or managing the work of others;* *6. Demonstrate the ability to take legal decisions and find creative and legally appropriate solutions in changing or uncertain circumstances and, where necessary, to use new approaches;* *Competence:* *7. Effectively investigate criminal proceedings independently and in cooperation with colleagues; understand the potential impact of their professional activities on those involved in the proceedings and on society at large;* *8. Creatively use new methods, knowledge and technologies in solving criminal procedural issues;* *9. Integrate knowledge from different fields, contribute to the creation of new knowledge, research or the development of professional practices, thereby contributing to the advancement of legal science.*
Final examination upon the completion of the study programme	*Qualification examination* *Bachelor’s thesis*

Study programme forms

Full time studies - 4 years - latvian

Study type and form	*Full time studies*
Duration in full years	*4*
Duration in month	*0*
Language	*latvian*
Amount (CP)	*240*

Admission requirements (in English)	*Secondary education Additional requirements - the applicant meets the following conditions: 1) is a Latvian citizen 2) not convicted of a criminal offence - regardless of whether the conviction has been expunged or quashed; 3) not convicted of a deliberate criminal offence, with exemption from a sentence; 4) has not been held criminally liable for the commission of an intentional criminal offence, except in the case where the official has been held criminally liable but the criminal proceedings against them have been terminated on grounds of rehabilitation; 5) the person is not under a legal guardianship; 6) not older than 35 years.*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Professional Bachelor's degree in Law*
Qualification to be obtained (in english)	*Investigator (criminal law)*

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

Part time studies - 5 years, 5 months - latvian

Study type and form	*Part time studies*
Duration in full years	*5*
Duration in month	*5*
Language	*latvian*
Amount (CP)	*240*
Admission requirements (in English)	*Secondary education Additional requirements: the person meets the following condition: is in the service of the Latvian investigating authorities. The candidates are matriculated pursuant to the conditions of the consortium "Internal Security Academy" and in accordance with the list compiled by the Ministry of the Interior, taking into account the selection requirements and evaluation criteria set by the investigating authorities.*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Professional Bachelor's degree in Law*
Qualification to be obtained (in english)	*Investigator (criminal law)*

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

Part time extramural studies - 5 years, 5 months - latvian

Study type and form	*Part time extramural studies*
Duration in full years	*5*
Duration in month	*5*
Language	*latvian*

Amount (CP)	*240*
Admission requirements (in English)	*Secondary education Additional requirements: the person meets the following condition: is in the service of the Latvian investigating authorities. The candidates are matriculated pursuant to the conditions of the consortium "Internal Security Academy" and in accordance with the list compiled by the Ministry of the Interior, taking into account the selection requirements and evaluation criteria set by the investigating authorities.*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Professional Bachelor's degree in Law*
Qualification to be obtained (in english)	*Investigator (criminal law)*

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

3.1. Indicators Describing the Study Programme

3.1.1. Description and analysis of changes in the parameters of the study programme made since the issuance of the previous accreditation form of the study field or issuance of the study programme license, if the study programme is not included on the accreditation form of the study field, including changes planned within the evaluation procedure of the study field evaluation procedure.

Professional bachelor's study programme "Pre-trial Investigation" was licensed on 1 August 2023. No changes have been made to the study programme since the licence was granted.

To ensure the transfer of the UL accounting unit of studies, i.e., transfer of credit point to the European Credit Transfer and Accumulation System (ECTS), corresponding with the transitional provisions of Paragraph 93 of the Law on Higher Education Institutions, by the order “On Changes in the Study Credit Point Accounting System in the University of Latvia” (the UL 31.01.2024. Order No. 1-4/45), beginning with the Autumn semester of 2024, it is determined that for undergraduate (short-cycle and first-cycle) study programmes 1 ECTS credit point corresponds to 25 hours of study work, including:

1. 10-12 contact hours for full-time intramural studies,
2. 5-12 contact hours for part-time intramural studies,
3. 3-10 contact hours for part-time extramural studies.

The transition to ECTS credits was ensured by assessing whether the aims, objectives and deliverables of a study programme would require an increase or a decrease in the number of credits for a particular course of study. For all courses of the Bachelor study programme "Pre-trial Investigation", the transition to ECTS credits has resulted in the possibility to express credits as whole numbers. Therefore, no changes in the number of credits were necessary as the content of the courses was fully in line with the number of credits allocated.

3.1.2. Analysis and assessment of the study programme compliance with the study field. Analysis of the interrelation between the code of the study programme, the degree, professional qualification/professional qualification requirements or the degree and professional qualification to be acquired, the aims, objectives, learning outcomes, and the admission requirements. Description of the duration and scope of the implementation of the study programme (including different options of the study programme implementation) and evaluation of its usefulness.

The bachelor's study programme "Pre-trial Investigation" has been developed to address the problems in the professional training of investigators and the need to strengthen the institution of pre-trial investigation in Latvia.

The need for the programme at the national level is defined in the Cabinet of Ministers' Order No 83 of 10 February 2022 "On the Conceptual Report on the Improvement of the Education System for Law Enforcement Officials"

(https://likumi.lv/ta/id/329908-par-konceptualo-zinojumu-par-tiesibaizsardzibas-iestazu-amatpersonu-izglitibas-sistemas-pilnveidi) (this document is only in latvian, has not been officially translated by the State Language Centre). On 25 October 2022, the Ministry of the Interior, the State Police College, Riga Stradiņš University and the University of Latvia (UL) signed the consortium agreement "Internal Security Academy" (see Annex -*Summary of the ISA Agreement (Eng).pdf*) . The agreement designates the University of Latvia as the responsible institution for the implementation of three study programmes, including the professional bachelor's study programme "Pre-trial Investigation".

In accordance with the provisions of the agreement on the establishment of the consortium "Internal Security Academy" signed on 25 October 2022, within its competence, the UL undertakes to ensure the implementation of studies based on excellence in science, studies and research in the training of highly qualified specialists in the field of internal security and combating crime, in accordance with the planning of the number of study places based on the needs of the relevant law enforcement authorities and financed from state budget funds.

The purpose of the consortium agreement was to develop, license and implement six study programmes from 1 September 2023 funded by the state budget. One of them is a professional bachelor's degree programme "Pre-trial Investigation".

The study programme is designed to provide the opportunity to acquire the full range of knowledge, skills and competences included in the Investigator Occupational Standard (Criminal Justice).

The study programme is prepared in accordance with the "Investigator (Criminal Law)" occupational standard. The Occupational Standard for Investigator (Criminal Law) was agreed at the meeting of the Tripartite Cooperation Sub-council of Vocational Education and Employment as of 12 October 2022, Minutes No 6.)

The study programme corresponds to the study field "Law", which is confirmed by the fact that the majority of study subjects included in the study programme are included in the sub-fields of the Law (Cabinet of Ministers 27.09.2022. Cabinet Regulations No.189 of 29 September 2022 “Regulations on Fields and Sub-fields of Science in Latvia” Annex 5.5. Available: https://likumi.lv/ta/id/335928-noteikumi-par-latvijas-zinatnes-nozaru-grupam-zinatnes-nozarem-un-apaksnozarem) (this document is only in latvian, has not been officially translated by the State Language Centre). The study programme is implemented in close cooperation in the delivery of law courses, research, etc. with the academic bachelor's and professional master's study programmes of the study field "Law" already being implemented at the Faculty of Law of the University of Latvia.

The first two digits of the programme code (42) correspond to the second level of professional higher education (professional qualification at level 6 and professional bachelor's degree) to be pursued after general or vocational secondary education. The last three digits of the code (380) correspond to the thematic area of education "Law".

Graduates of tyhe study programm receive a bachelor's degree in law with a qualification - Investigator (criminal law).

The volume of the study program is two hundred and forty credit points. The duration of the program in full-time in-person studies is four years; and five years and five months in part-time in-person and part-time remote studies. All three formats of study are designed to ensure that the aim of the study programme is achieved with optimum efficiency in the use of resources and facilities.

The aim of the study programme is to ensure the opportunity to obtain a high-quality higher professional education in law in accordance with the 6th level of the Latvian Education Qualifications Framework, by implementing professional studies in law that meet the needs of the

State and the requirements of the labour market, which are based on strict and well-acquired theoretical foundations of the field, are conforming to the profession standard of an investigator, are practically applicable and provide opportunities for graduates of the programme to independently carry out the professional activities of an investigator.

In describing the interrelation and achievability of the aim, objectives and study results of the study programme, it should first be noted that each of the objectives of the study programme is aimed at achieving the aim of the programme by providing professional studies in law that meet the needs of the country and the requirements of the labour market. Also, the achievement of the objectives of the study programme will ensure quality professional higher education in law, which corresponds to level 6 of the Latvian Qualifications Framework.

The objectives of the programme have been defined to be relevant to the aim of the programme and the planned learning outcomes.

The objectives set for the study programme are interrelated and complementary (see Table 6.1.1.1). The objectives are defined so that their performance, taken as a whole and in relation to each other, can ensure the achievement of the defined objective. By identifying the individual components of the aim with specific objectives, the following schematic view can be derived, indicating the characteristic objective(s) for each component of the aim

6.1.1.1. Table

Relevance of the aim of the study programme to the objectives

Aim:	**Objectives**
to ensure the opportunity to obtain a high-quality higher professional education in law in accordance with the 6th level of the Latvian Education Qualifications Framework	● to ensure a study process that provides knowledge in law and its sub-fields, ensuring the consecutive acquisition of high-quality study courses; ● to ensure in-depth knowledge acquisition in the sub-field of criminal law and other specialised issues oriented towards the development of the investigator's competences ● to develop in the daily study process students' responsibility, initiative, conscientiousness, accuracy, analytical, presentation and reasoning skills necessary for the work of an investigator, in accordance with high professional standards, and to promote the comprehensive development of students' personality; ● to develop communication skills and critical thinking skills to a high quality level;
to deliver professional studies in law that meet national needs and labour market requirements	● to ensure a study process that provides knowledge in law and its sub-fields, ensuring the consecutive acquisition of high-quality study courses; ● to ensure in-depth knowledge acquisition in the sub-field of criminal law and other specialised issues oriented towards the development of the investigator's competences

Aim:	**Objectives**
based on strict and well-acquired theoretical foundations of the field	● to ensure a study process that provides knowledge in law and its sub-fields, ensuring the consecutive acquisition of high-quality study courses; ● to ensure in-depth knowledge acquisition in the sub-field of criminal law and other specialised issues oriented towards the development of the investigator's competences, which provides an opportunity to qualitatively use the existing opportunities of this science, to create new ones and improve the existing ones, as well as to prepare students for creative and research work in the field of law; ● to encourage and motivate students to undertake high-quality research work in fields relevant to the sector and to continue their education in Master's-level study programmes.
conform to the occupational standard of an investigator	● to ensure in-depth knowledge acquisition in the sub-field of criminal law and other specialised issues oriented towards the development of the investigator's competences, which provides an opportunity to qualitatively use the existing opportunities of this science, to create new ones and improve the existing ones, as well as to prepare students for creative and research work in the field of law;
are practically applicable	● to equip students with practical skills in criminal investigations alongside theoretical courses at a qualitatively high level; ● to develop communication skills and critical thinking skills to a high quality level;
to enable graduates to carry out their professional activities as investigators independently.	● to train specialists in the field who are able to work individually and in teams consistently with high professional standards, to apply theoretical knowledge and research methods independently in solving specific problems; ● to develop in the daily study process students' responsibility, initiative, conscientiousness, accuracy, analytical, presentation and reasoning skills necessary for the work of an investigator, in accordance with high professional standards, and to promote the comprehensive development of students' personality; ● to develop communication skills and critical thinking skills to a high quality level;

In the course of achieving the objectives of the study programme, students are provided with the opportunity to acquire defined knowledge, skills and, consequently, competence. High-quality knowledge, based on the skills it builds, constitutes the competence needed to perform the professional duties of an investigator.

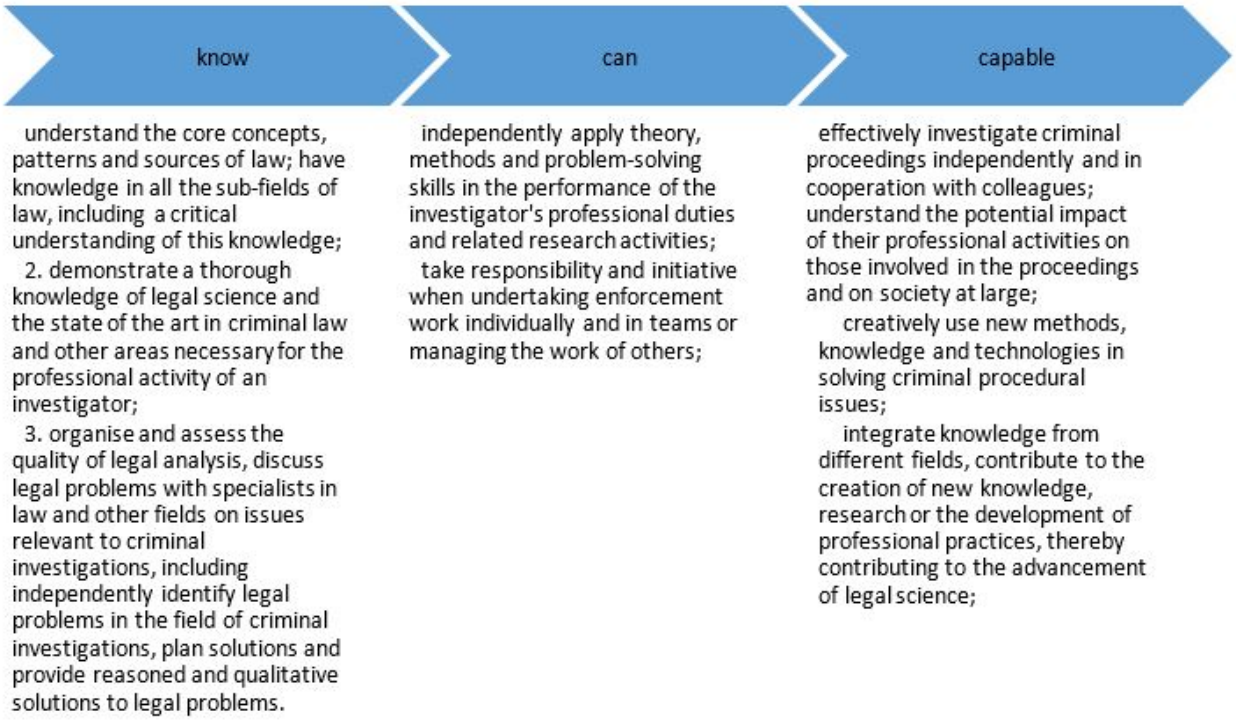


Figure 6.1.2.1 ***Representation of knowledge, skills and competences***

3.1.3. Economic and/ or social substantiation of the study programme, analysis of graduates' employment.

The 2019 National Security Concept (https://likumi.lv/ta/en/en/id/309647) states that "Strengthening internal security and the rule of law requires the further improvement of the judicial system, [...] with particular attention to the quality of pre-trial investigations, [...]. The capacity of law enforcement institutions in the area of investigations in particular should be further strengthened through an appropriate human resources policy, including by investing in [...] education and professional development." The need for long-term state action in ensuring the professional education of investigators is strictly stated and the reasons for this are analysed in detail in the Cabinet of Ministers' Order of 10.02.2022 No. 83 (https://likumi.lv/ta/id/329908-par-konceptualo-zinojumu-par-tiesibaizsardzibas-iestazu-amatpersonu-izglitibas-sistemas-pilnveidi) (this document is only in latvian, has not been officially translated by the State Language Centre).

As demonstrated, the need for the programme was closely linked to internal security issues, as the state needs competent law enforcement investigators to be able to fully perform its internal security function in the fight against crime. European Union documents, such as the Council Recommendation of 24 May 2022 on operational law enforcement cooperation (https://data.consilium.europa.eu/doc/document/ST-8720-2022-INIT/lv/pdf) ((this document is only in latvian) also state that "a common law enforcement culture in the Union should be pursued. For the purposes of building skills, knowledge and confidence, the establishment of common initial training courses [...] is highly relevant".

The study programme has been developed in the light of the Cabinet of Ministers' Order No 83 of

10 February 2022 "On the Conceptual Report on the Improvement of the Education System for Law Enforcement Officials" (https://likumi.lv/ta/id/329908-par-konceptualo-zinojumu-par-tiesibaizsardzibas-iestazu-amatpersonu-izglitibas-sistemas-pilnveidi-) (this document is only in latvian, has not been officially translated by the State Language Centre) and the Founding Agreement of the Consortium "Internal Security Academy" signed on 25 October 2022. Taking into account the legal policy agreement enshrined in the given Cabinet Order, it is to be expected that in the long term the State will allocate certain financial resources each year for the implementation of the programme, as well as will establish and develop a modern infrastructure for the improvement of the educational process of investigators in the coming years. The allocation of these funds in conjunction with the University of Latvia's existing capacity in terms of material and technical base and human resources (teaching staff, administrative staff), as well as its long-standing successful experience in providing legal higher education, allows to reasonably predict the qualitative sustainability of the study programme.

The programme has received positive feedback and support from the State Police, the Prison Administration, the State Border Guard, the Corruption Combating and Prevention Bureau, the Internal Security Bureau and the State Revenue Service.

The topicality and necessity of the programme is also indicated by the fact that, according to the information available on the website of the Quality Agency for Higher Education no professional bachelor's study programme in the study field of law is currently implemented in Latvia (https://eplatforma.aika.lv/index.php?r=site%2Fstudy-direction%2Flist&page=2), nor is there any study programme in any other field of study leading to the qualification "Investigator (in the field of criminal law)". The developed professional bachelor's programme is unique, as it will be the only programme in Latvia which, upon successful completion, will lead to the qualification "Investigator (in the field of criminal law)".

When projecting the social validity of this programme, the focus should be on the potential employability of graduates. According to the Indicative Enrolment Rates provided by the Ministry of the Interior of the Republic of Latvia, graduates of the Pre-trial Investigation programme will be employed in the State Police, State Border Guard, Prison Administration, Corruption Prevention and Combating Bureau, State Revenue Service and Internal Security Bureau (see initial projections - https://likumi.lv/ta/id/329908-par-konceptualo-zinojumu-par-tiesibaizsardzibas-iestazu-amatpersonu-izglitibas-sistemas-pilnveidi (this document is only in latvian, has not been officially translated by the State Language Centre), regularly updated and communicated to the consortium members).

It should also be noted that the pool of part-time students will be drawn from those already working in these institutions. It should also be noted that all full-time students are contracted for employment in an investigating institution for at least 5 years after graduation, which means that 100% of all graduates are guaranteed a job upon successful completion of the programme.

It is important to emphasise that the number of students to be trained will be determined for each specific academic year on the basis of the foreseeable number of staff in the relevant specialty in the investigating authorities, balanced with the financial resources of the State. According to point 4 of the Cabinet of Ministers' Order of 10.02.2022, an integral part of the Consortium's founding agreement is a memorandum of understanding to be concluded by the parties for each financial year, setting out the average number of study places for that financial year and the corresponding amount of funding according to the state budget law for the current year.

3.1.4. Statistical data on the students of the respective study programme, the dynamics of

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

The first intake of students took place immediately after the licence was granted in 2023. The full-time in-person format 88 students were admitted. However, the programme is characterised by a relatively high number of drop-outs - 22 students were exmatriculated in the academic year 2023/2024. The reasons for discontinuation are mainly related to the change of students' intentions immediately after starting their studies - students do not have a clear idea of what they want to study and therefore want to discontinue their studies or change their study programme already in the first semester of their studies.

As regards part-time in-person and part-time part-time remote studies, it was decided with the IDA strategic partners that part-time in-person enrolment would be implemented in the summer of 2023, but the investigating authorities were not able to recruit the necessary number of interested students. The lack of interest could be attributed to the length, complexity and other circumstances of the study programme, which the IDA collegiate bodies plan to address in early 2024 to clarify and consequently develop mitigating or remedial measures.

In the academic year 2024/2025, 117 students were enrolled full-time and 22 part-time in-person studies. No part-time remote studies will be implemented in the academic year 2024/2025.

3.1.5. Substantiation of the development of the joint study programme and description and evaluation of the choice of partner universities, including information on the development and implementation of the joint study programme (if applicable).

Not applicable.

3.2. The Content of Studies and Implementation Thereof

3.2.1. Analysis of the content of the study programme. Assessment of the interrelation between the information included in the study courses/ modules, the intended learning outcomes, the set aims and other indicators with the aims of the study course/ module and the aims and intended outcomes of the study programme. Assessment of the relevance of the content of the study courses/ modules and compliance with the needs of the relevant industry, labour market and with the trends in science on how and whether the content of the study courses/ modules is updated in line with the development trends of the relevant industry, labour market, and science.

The content of the study programme is designed to ensure its compliance with external normative acts, including the Law on Higher Education Institutions, the Law on Vocational Education, the

Cabinet Regulations on the State Standard of Vocational Education, the occupational standard "Investigator (criminal justice)", and UL normative acts that determine the requirements for the content of study programmes.

The study programme is structured to include study courses specific to the field of law, as well as study courses of a general nature and courses providing for their advancement, which are necessary for the full performance of the professional duties of an investigator. The acquisition of law study courses follows a sequential approach, with theoretical core courses in the field being included at the beginning of the programme, followed by the acquisition of courses in various subfields of law. The study programme covers the study of all sub-fields of law at the basic level and the study of courses necessary for the performance of the investigator's professional duties (criminal law, forensic science, operational work, criminology, etc.) at the extended and advanced level.

The content of the study courses, internship and final examination included in the study programme constitute the basis for the conclusion that the programme can be recognised as a study programme in the field of law specialised in criminal law. This is confirmed by the following features of the study programme

- content designed for a specific field of employment - investigators;
- part A includes a significant proportion of courses in the field of criminal law and general courses relevant to the work of an investigator;
- part B courses relate to the professional knowledge required for the work of an investigator;
- study papers only in criminal justice, forensic science, law enforcement courses;
- internship at an investigating authority;
- bachelor’s thesis on legal issues relevant to the investigator's profession;
- Qualification examination - on the knowledge, skills and competences specified in the Occupational Standard for Investigators (Criminal Law).

The implementation of the interrelated objectives and expected outcomes of the programme will be ensured by a close interaction between staff and students, taking into account the diversity and needs of students as well as the needs and expectations of employers. The programme includes courses that provide students with the opportunity to acquire academic knowledge and the skills needed to work as an investigator. The content of the courses is balanced and includes the acquisition of competences necessary for the career development as an investigator.

Courses within a semester are planned so as not to exceed 6 final examinations per semester.

The study plan (240 CP) consists of a compulsory part (A), a restricted elective part (B) and a free elective part (C):

- general studies, (including 3 CP in business studies, 6 CP in a foreign language, 3 CP in civil and labour protection, 3 CP in business administration and business correspondence) - 30 CP in the compulsory A part,
- theoretical core courses in the field (including at least 9 CPs in information technology) - 54 CPs in the compulsory Part A,
- professional specialisation courses - 90 CP, of which 72 CP in the compulsory (A) part (including 6 CP in business studies) and 18 CP in the restricted elective (B) part,
- Free elective courses - 9 CP, part C,
- 3 study papers - 9 CP in the compulsory (A) part,
- Internship in an investigating institution - 30 CP in the compulsory (A) part.
- National examinations - 18 CP in the compulsory (A) part: Qualification exam 5 CP and Bachelor's thesis 15 CP.

In order to fully cover the content of the study programme, in accordance with the aim, objectives, knowledge, skills and competences to be attained, a total of 54 study courses have been developed. Of these, 37 are in the compulsory (A) part and 17 in the restricted elective (B) part. A choice of 69 CP is offered for the required 18 CP of the restricted elective part (Part B) of the programme. The restricted elective courses offer a more in-depth, detailed study of the content of the professional specialisation in the field of criminal law, which builds and strengthens an essential set of skills set out in the Investigator (Criminal Law) Occupational Standard. In the free elective (C) part, the student can choose and study 9 CP of study courses from the UL course catalogue at their own discretion, preferences and needs.

The aim and objectives of the study courses, study papers, internships and final examinations included in the study programme, as well as their content, the successful completion of which ensures the full acquisition of the relevant knowledge, skills and competence, are consistent with the overall aim and objectives of the study programme and the knowledge, skills and competence acquired as a result of its completion.

A detailed mapping of the knowledge, skills and competences to be acquired as a result of the successful completion of each course of study, etc., with the knowledge, skills and competences to be acquired as a result of the completion of the study programme overall (mapping) is given in *Annex 220 4 Mapping learning outcomes of the PBSP Pre-trial Investigation.xlsx .*

It illustrates the following general trends:

- knowledge anticipated as a result of the programme completion – understand the most important concepts, regularities, and the system of sources of law; know all subfields of law, including critical understanding of this knowledge – is secured by all courses corresponding to the field of law, while the so-called criminal-oriented study courses, such as criminal law, criminal procedure, criminology, all forensic study courses, etc. provide an opportunity to acquire in-depth knowledge of legal science and the state of the art in criminal law and other areas necessary for the professional activity of an investigator. All study courses in which students are introduced to practically applicable areas of law are planned to develop knowledge: organise legal analysis and assess its quality, discuss legal problems with specialists in law as well as in other fields on issues related to criminal investigations, including independently identifying legal problems in criminal investigations, planning ways of solving them and providing reasoned and qualitative solutions to legal problems;
- the acquisition of the skills planned in the programme is anticipated in virtually all study courses, i.e. all three defined skills are acquired in specialised criminal law courses, while other study courses provide for the acquisition of one of the defined skills corresponding to the content of the course;
- the set of components included in the study programme fully allows to ensure the competence to be acquired as a result of successful completion of the study programme - both for practical activity of an investigator (in the field of criminal law) (competence components 1, 2), and in theoretical research in this field (2, 3). The majority of study courses provide not only for the acquisition of basic theoretical knowledge, but also for the practical application of this knowledge in simulated situations; an integral part of the study programme is an internship of 30 CP, as well as research work is integrated into a large number of study courses, which ensures the student's readiness for theoretical research and for making proposals for further development of the field.

The content of the study courses will be regularly updated in line with changes in the regulatory framework and the availability of the most up-to-date theoretical research, as well as by assessing the needs identified in previous years for revising the topics covered in the course, the need for a

more in-depth discussion of a topic, etc. The range of courses offered in the elective part of the study programme, as well as the content of individual study courses, will be regularly assessed and, where necessary, updated, including in the light of student surveys and updates identified by potential employers, in the Law Study Field Council, as well as in the ISA Study Programme Council.

3.2.2. In the case of master's and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation. In the case of a doctoral study programme, provide a description of the main research roadmaps and the impact of the study programme on research and other education levels (if applicable).

Not applicable.

3.2.3. Assessment of the study programme including the study course/ module implementation methods by indicating what the methods are, and how they contribute to the achievement of the learning outcomes of the study courses and the aims of the study programme. In the case of a joint study programme, or in case the study programme is implemented in a foreign language or in the form of distance learning, describe in detail the methods used to deliver such a study programme. Provide an explanation of how the student-centred principles are taken into account in the implementation of the study process.

In conformity with the Law on Higher Education Institutions of the Republic of Latvia, the UL internal regulation "*Procedure for Development and Updating of Study Courses at the University of Latvia"* stipulates that information on the conditions, aims, tasks, requirements for obtaining credit points, study content, organization and tasks of the students' independent work, planned learning outcomes (knowledge, skills, competence) and their assessment methods and assessment criteria are included in all study course descriptions, which are available to students in the UL Information System (LUIS) and UL e-learning environment. The recording of the assessment of the students' learning outcomes takes place in the respective study course e-environment. The UL has formulated the learning outcomes for each study programme and for each study course as a set of knowledge, skills and competencies. The courses in study programmes are developed in accordance with the principles of gradation and succession. To this end, study programmes have mapped the planned learning outcomes at programme and course level. (see *Annex 20 4 Mapping learning outcomes of the PBSP Pre-trial Investigation*.xlsx).

At the beginning of studies, students are informed of the organisation and implementation of studies in the relevant study programme, but when commencing the acquisition of each individual study course, the academic staff inform students specifically about the organisation, content, requirements, learning outcomes, examinations and evaluation criteria, as well as explain the integral quality of the study course for achieving the overall outcomes of the study programme. The students can familiarize themselves with the criteria and conditions for assessment of student achievement and the binding procedures in the course descriptions and e-learning environment, as well as at the beginning of each course during the first lecture, when each lecturer introduces

students to the course organization, briefly describes the requirements for intermediate and final examinations, describes grading criteria and examination procedures, without changing these requirements and grading criteria throughout the semester.

The programme uses common assessment methods with their own specific features. One of these is the practical problem-solving (legal case), which is included in all law courses, their interim assessments and final examinations.

The "Regulations for Successful Completion of Study Courses at the Faculty of Law of the University of Latvia" (approved by the Council of the Faculty of Law on 16 September 2016, Protocol No 2020-V2-16) are essential for full implementation of the study process and evaluation of students' performance at the Faculty of Law of the University of Latvia. They stipulate that:

- in each study course, students' knowledge is tested and assessed according to the same requirements (form, volume, content, level of complexity, etc.) regardless of the form of studies and the number of teaching staff involved in the implementation of the study course;
- the requirements for achieving learning outcomes, the course content and the assessment criteria are provided in the description of each study course. If the description of the study course indicates the attendance of practical classes (seminars) as mandatory, the student shall replace the missed class thereof in accordance with the procedures specified by the teaching staff, equivalent to the content of a missed class of practical work (seminar). A student who has not attended more than half of the mandatory classes of practical work (seminars) or has received negative assessment in more than half of the mandatory classes to be attended shall register for the acquisition of the study course repeatedly;
- information on the acquisition of study courses (for example, the timing of interim tests, calendar plans of classes, lists of legal sources required for examinations, homework assignments, requirements for the acquisition of study courses, study materials, lists of literature sources, etc.) shall be published in e-studies in the relevant section of the study course. Examination schedules, information on the timing and classrooms of the repeated interim tests and final examinations of the study course, as well as the consultation times of the teaching staff shall be published on the faculty website.

The Regulations also provide for the ***organisation and assessment of interim tests***:

- at least one interim test must be included in a study course worth 3 credit points, at least two in a study course with 5 or 6 credit points, and at least three interim tests in a study course with 7-8 and more credit points, and these tests are assessed with a mark and the total assessment of them constitutes not less than 50% of the total grade of the course;
- if the student has not successfully passed any of the specified interim tests, they have the right to take the interim test repeatedly one more time. If serious violations against the student (unequal assessment, different requirements, etc.) are found during the writing of the interim test, this time of writing is not taken into account and another time of writing is provided to this student;
- a student who has not passed any of the required interim tests until the final examination in accordance with the procedures specified for it (see the previous paragraph) shall register for a repeated acquisition of the study course.

The ***final examinations*** and assessments of ***the course of study*** take place as follows:

- at the end of the study course, a separate examination of students' knowledge or the final test of the course - an examination takes place. The teaching staff may not post the final grade of the study course without holding an examination, based only on the results of the student's work during the semester;

- the teaching staff has the right to proportionally reduce the scope of the examination for a student who has shown very good results during the study course;
- in all study courses, where the specifics of the course allow it, a practical task (legal case) shall be included in the examination;
- the oral examination is recorded on a dictaphone;
- the principle of how the final grade is to be rounded is determined in the course description. If the course description does not include such a point, the mathematical requirements apply, i.e., if the decimal point is five or more, then rounding is carried out upwards, but if the decimal point is less than five, then rounding is carried out downwards.

The basic criteria for the evaluation of final papers are determined by the UL Order No 1/38 of 03.02.2012 (Amendments: UL Order No 1/69 of 26.02.2015) *On the development and defence of the final papers (bachelor's, master's, diploma and qualification papers) at the University of Latvia.* The final bachelor's thesis of the programme is planned to cover issues relevant to the professional activity of an investigator, while the final examination - the Investigator Qualification Examination is planned to verify whether the student has acquired a sufficient level of knowledge and skills required by the Investigator (Criminal Law) Occupational Standard. The evaluation of the State Examination (bachelor's thesis and qualification examination) is carried out by the State Examination Board, which includes representatives of the Faculty of Law, representatives of the partners of the consortium "Internal Security Academy", as well as representatives of the investigation and prosecution authorities as the supervisory body of the investigation authorities.

The delivery mechanism of the study programme ensures the achievement of learning outcomes, incorporating the principles of student-centred education.

The student-centred approach was followed in the development of the study programme and its courses, with particular attention paid to the meaningful formulation of learning outcomes in order to promote dialogue between faculty and students on the content, forms and methods of organisation of studies. Well-formulated learning outcomes, on the other hand, promote students' understanding and co-responsibility for their own learning, self-evaluation, and understanding of the assessment they receive. In the study process, lecturers use methods, forms of assessment and evaluation criteria that are consistent with the study aim and the planned learning outcomes.

Students receive support and feedback from the teaching staff during the study process. Assessment criteria for marking are made public in advance. Assessment gives students an opportunity to demonstrate the extent to which they have achieved the planned learning outcomes.

Student-centred methods dominate the learning process. The study process is supported by methods that facilitate students' communication in the implementation of study tasks, solving real issues pertaining to the field, modelling situations. Teaching staff mainly use methods that encourage students' active participation, critical thinking and reflection. The e-learning environment is used in the study process and to promote independent studies.

The study process takes into account the diversity of students' learning needs in the choice of pedagogical methods, promoting students' learning motivation, self-reflection and participation in the study process.

Employers are involved in the implementation and development of study courses. As noted above, the study programme was developed by a working group, mostly composed of employers’ representatives. Employers' representatives will be invited to participate in the Faculty of Law's Study Field Council, which actively discusses the development and other substantive aspects of all programmes in the study field. Representatives of employers (State Police, Ministry of the Interior) are already included in the Study Programme Council of the Consortium "Internal Security

Academy", which has to consider every issue related to the improvement of the study programme, as well as in the Supervisory Council of the Consortium, which includes representatives of the Ministry of the Interior, the Prosecutor General's Office, the State Police, etc.

It should be noted that the Strategic Supervisory Council of the Consortium "Internal Security Academy" has strengthened the requirements for the faculty involved in the implementation of the study programme by stipulating that at least 50% of the faculty who implement the practical parts of the study courses must have at least 5 years of practical work experience in the last 15 years, which is equivalent to conducting practical research. At the same time, all investigating authorities are invited to update annually and send to educational institutions a list of staff members they recommend to be involved in the study process. This ensures that the study programme is implemented in close cooperation with practice. In addition, it should be noted that the vast majority of the faculty members involved in the implementation of the study programme have a concurrent practical employment (at a high level) in the field they teach. For example, many of the academics are sworn advocates and judges. In particular, for the implementation of this programme, we have attracted employees of legal practice institutions to teach practical forensic courses - for example, the study course "Criminal characteristics and investigation methodology of corrupt offences" will be taught by Chief Prosecutor of the Prosecutor General's Office M.Leja, who is responsible for methodological management of pre-trial criminal proceedings in the field of corruption offences, while the same study course on economic offences will be taught by Chief Prosecutor of the Prosecutor General's Office J.Juriss, who is responsible for methodological issues related to money laundering, I.Buglovs, who is the Deputy Head of the Cybercrime Combating Division 3 (Investigation) at the State Police Central Criminal Police Department has been assigned to teach cybercrime investigations.

In order to promote the development of students' research competence, students have an opportunity to analyse and deepen their research on the issues of interest in the given field in successive courses. The programme focuses in particular on criminal law. It is extensively and deeply covered in Part A courses and also in Part B courses. Given that the study programme is aimed at acquiring professional skills of an investigator, all three study papers are to be developed in the field of criminal law, as well as the bachelor's thesis is to be devoted to issues related to the professional activity of an investigator.

The study process takes into account students' prior knowledge, previous experience and different learning styles, ensuring flexibility in the implementation of the study programme.

By implementing internal quality assurance policies, study programme is implemented to encourage students to actively participate in the improvement of the study process. Policies and procedures are in place for the submission of student suggestions and complaints and for the handling of student appeals. The results of student surveys are evaluated and taken into account for the improvement of the study process.

The design and implementation of the study programme is based on an individual approach to each student, which is manifested in a number of aspects, such as the opportunity for students to consult individually with any member of staff during specific tutorial hours; cooperation with students and teaching staff is also ensured by the use of electronic communication (e-study), which allows the transmission of necessary study materials, assessments and recommendations to students; students have free access to the general staff of the faculty, to programme assistants and to the management.

Regarding the differences in the provision of the study process for the different study programme delivery options: full-time in-person, part-time in-person, part-time remote studies - it should be noted that the main difference is in the number of contact hours. For example, a 6-credit full-time

course will have 64 contact hours; a part-time in-person course will have 32 contact hours and a part-time remot course only 18 contact hours. The learning outcomes as well as the requirements for successful completion of the course - mid-term and final examinations - are the same for all forms of study. In part-time study forms, part of the in-person contact hours are replaced by students' independent work. In order to structure the independent work of part-time students, lecturers use methods such as writing independent works or essays, posing questions which students have to answer independently by studying the literature, solving and submitting questions independently and later receiving comments from lecturers on the results of their independent work.

3.2.4. If the study programme envisages an internship, describe the internship opportunities offered to students, provision and work organization, including whether the higher education institution/ college helps students to find an internship place. If the study programme is implemented in a foreign language, provide information on how internship opportunities are provided in a foreign language, including for foreign students. To provide analysis and evaluation of the connection of the tasks set for students during the internship included in the study programme with the learning outcomes of the study programme (if applicable).

The internship is an integral part of the study programme. The study programme includes an internship at an investigating institution in the amount of 30 ECTS. (See *the annexed* Regulations on Internships (Annex *23.2._Description organisation internship_PBSP-PMSP_Pre-trial Investigation*; approved by the FL Council Decision 20-3/12 of 20.02.2023.).

The internship is planned to be provided in various investigating authorities in Latvia, e.g., the State Police, the Prison Administration, the Internal Security Bureau, the State Border Guard, the NAF Military Police, the State Revenue Service, the Corruption Prevention and Combating Bureau. Since the study programme is implemented within the framework of the Consortium "Internal Security Academy" with the specific aim of training a certain number of specialists for work in investigating institutions, 100% of all students are provided with internships in an investigating institution.

Internship in an investigating institution is a stage of consolidation, deepening and validation of the theoretical knowledge acquired by students in the field of criminal law (criminal law, criminal procedure, criminology, forensic science), a part of a unified study process.

The aim of the internship is to advance students' knowledge and skills in criminal investigations and to prepare them for independent work in the investigator profession. This component of the study programme plays a very important role in achieving the aim of the study programme, i.e. to prepare high-level specialists for investigative work in Latvian investigating institutions. The objectives of the internship placement are:

1) learn about the work organisation at the investigating authorities;

2) to gain practical work skills in criminal investigations under the supervision of a internship supervisor.

These parameters allow to recognise that the internship objectives directly contribute to the fulfilment of the objectives of the entire study programme and the achievement of the defined outcomes.

The content of the internship, the rules for the formatting and defence of the internship report are laid down in the Internship Regulations, the relevant internship course description and the internship programme.

The internship is closely supervised and guided by internship supervisors (one from the Faculty of Law, one from the internship institution). Its successful implementation ensures full acquisition of practical skills, ensuring that the study programme is closely integrated with current developments in law enforcement practice, with practitioners making a significant contribution and assuming responsibility for the training of young specialists.

3.2.5. Evaluation and description of the promotion opportunities and the promotion process provided to the students of the doctoral study programme (if applicable).

Not applicable.

3.2.6. Analysis and assessment of the topics of the final theses of the students, their relevance in the respective field, including the labour market, and the marks of the final theses.

The first final theses are not scheduled until the spring semester of the academic year 2026/2027, so it is not possible to perform their analysis.

3.3. Resources and Provision of the Study Programme

3.3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples.

For the implementation of the Bachelor's study programme "Pre-trial Investigation" all the resources available at the Faculty of Law and in particular at the Faculty of Law are available. A detailed outline is presented in the Self-Evaluation Report of the Study Programme "Law", Section 2.3 "Resources and Provision of the Study Programme". The description of the available resources in this section leads to the conclusion that they create all the necessary conditions for the implementation of the study programme, including students' independent studies and research. The study base is regularly improved and supplemented with the most up-to-date information resources, according to the needs of academic staff and students. For example, the world's leading databases such as Cambridge Journals Online, EBSCO, HeinOnline, Kluwer Digital Book Platform,

Oxford Journals Online, Scopus, ProQuest Ebook Central and others are available to the students of the University.

The volume of academic literature required for undergraduate studies is considered to be fully sufficient, while the collection continues to expand in current research topics. The resources of the Faculty of Law Library and its structural units are regularly supplemented in accordance with the suggestions of the teaching staff of the Faculty of Law. Thus, the high quality scientific, informative and material base provided in the study programme allows to achieve the tasks and the aim of the study programme.

The overall level of resourcing for the successful implementation of the Programme is sufficient. In addition to the information provided in sections 2.3.1 to 2.3.3, the following specificities can be pointed out in relation to the Professional Bachelor's degree programme "Pre-trial Investigation"

- In terms of access to financial resources, full funding of the programme (if the student is successful) from the state budget;
- The study programme also provides specific technical capacities, which are necessary, for example, for the study of forensic science, conducting investigative experiments. For example, fingerprint powders and other substances and equipment necessary for forensic examinations are provided for the practical forensic examinations foreseen in the study programme (also for students starting their studies in 2023).
- Specialised technical equipment is also available for the implementation of the study programme in cooperation with the partners of the consortium "Internal Security Academy". The possibility of such cooperation in the use of material and technical resources is provided for in Article 3.4.15 of the Founding Agreement of the Internal Security Academy Consortium. In the event that the necessary resources are not available to the partners of the Internal Security Academy Consortium, investments in infrastructure will be made, which, in accordance with point 4.6 of the Internal Security Academy Consortium agreement, are covered by the State budget and made available free of charge to all higher education institutions of the consortium, within the limits of practical possibilities.

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

Not applicable.

3.3.3. Indicate data on the available funding for the corresponding study programme, its funding sources and their use for the development of the study programme. Provide information on the costs per one student within this study programme, indicating the items included in the cost calculation and the percentage distribution of funding between the specified items. The minimum number of students in the study programme in order to ensure the profitability of the study programme (indicating separately the information on each language, type and form of the study programme implementation).

Programme revenue

To provide the necessary funds for the conduct of studies, the UL uses the state budget subsidy, which is financed from the state budget funds allocated to the budget programme "Internal Security Academy" of the Ministry of the Interior.

Tuition fees at the UL are determined based on:

- study place cost, including all the costs of the study process;
- estimated state funding allocated per study place.

Considering the above factors, the tuition fee for the professional bachelor's study programme "Pre-trial Investigation" for the academic year 2023/2024 is set for the citizens of the Republic of Latvia:

- EUR 3100 per year for full-time intramural studies;
- EUR 2320 per year for part-time intramural studies;
- EUR 2320 per year for part-time extramural studies;

An outline of the (planned) breakdown of students by type of study and annual revenue is presented in Table 6.3.3.1.

Table 6.3.3.1

Number of students and annual revenue

Study mode	LV budget-funded	LV tuition fee-based	EU/EEA/S* fees	Other** fees	Total	State subsidy	Fees for LV and EU/EEA/EU citizens	Fees for nationals of other countries	Annual revenue
	number	number	number	number	number	EUR	EUR	EUR	EUR
	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*1*6+(2+3)*7+4*8*
Full-time studies	88	0			88	3317	0		291896
Part-time intramural studies	0	0			0		0		0
Part-time extramural studies	0	0			0		0		0
Total					**88**				**291896**

* EU/EEA/S - European Union/European Economic Area/Swiss Confederation
** Other - outside EU/EEA/Swiss Confederation

Programme costs

In order to estimate the amount of funds required for financial support, the UL calculates the costs of study programmes according to a self-developed methodology, which takes into account the costs of providing the study process as described in the section "Study Field Funding" and information on the study programme plan, the teaching staff involved, the planned number of students, etc., thus ensuring the reliability of the forecasts.

Programme costs for full-time intramural studies

The programme developers expect 240 students to study the programme. With this projected number of students, the estimated cost of the full-time intramural study programme "Pre-trial Investigation" per student is EUR 3100 per year. Based on these data, the total annual cost of the programme is EUR 744 000 and the breakdown (percentage) is shown in Table 6.3.3.2

Table 6.3.3.2

Percentage breakdown of costs in the study programme

Cost item	**% of the total**
Teaching staff costs	52 %
General staff costs	5 %
Other costs	3 %
Infrastructure costs	9 %
Property and services	5 %
Indirect costs	26 %
TOTAL COSTS	**100 %**

Figure 6.3.3.1 depicts the cost of the study programme (vertical axis) as a function of the number of students (horizontal axis) with a red line, and the weighted average tuition fee (bue line).

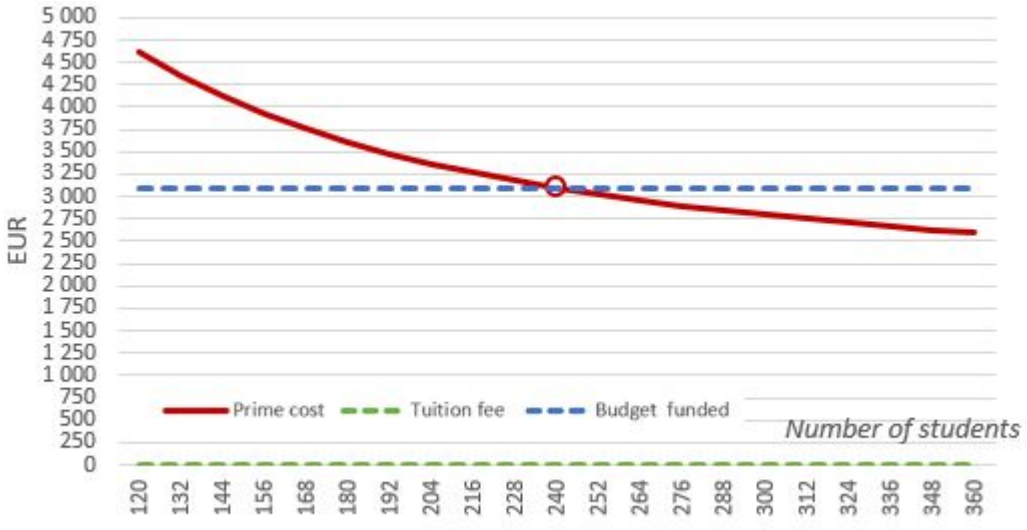


Figure 6.3.3.1 ***Prime cost per number of full-time intramural students enrolled in the professional bachelor's study programme "Pre-trial Investigation"***

The calculation shows that for the programme to be cost-effective and for students to be provided with a high-quality study process, the minimum number of state-funded places in the programme (in all courses combined) should be at least 240 (intersection of red (self-cost) and blue (subsidy) lines projected on the x-axis).

Programme costs for **part-time intramural studies**

The programme is expected to enrol 165 students. With this projected number of students, the estimated cost of the part-time intramural study programme "Pre-trial Investigation" per student is EUR 2320 per year. Based on these data, the total annual cost of the programme is EUR 382 800 and the breakdown (percentage) is shown in Table 6.3.3.3

Table 6.3.3.3

Percentage breakdown of costs in the study programme

Cost item	**% of the total**
Teaching staff costs	52 %
General staff costs	5 %
Other costs	3 %
Infrastructure costs	9 %
Property and services	5 %
Indirect costs	26 %
TOTAL COSTS	**100 %**

Figure 6.3.3.2 depicts the cost of the study programme (vertical axis) as a function of the number of students (horizontal axis) with a red line, and the weighted average tuition fee (blue line).

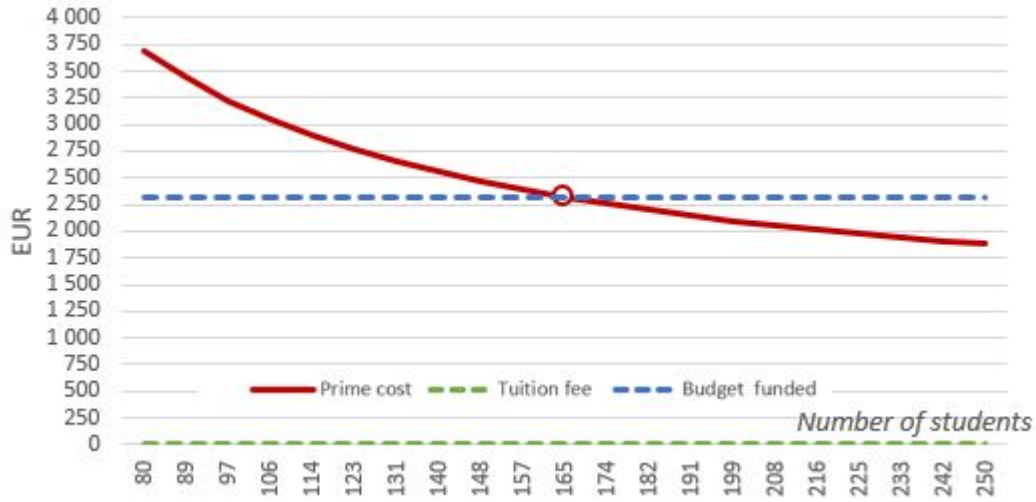


Figure 6.3.3.2 ***Prime cost per number of part-time intramural students enrolled in the professional bachelor's study programme "Pre-trial Investigation"***

The calculation shows that for the programme to be cost-effective and for students to be provided with a high-quality study process, the minimum number of state-funded laces in the part-time intramural programme (in all courses combined) should be at least 165 (intersection of red (self-cost) and blue (subsidy) lines projected on the x-axis).

Programme costs **Part-time extramural studies**

The programme is expected to enrol 165 students. With this projected number of students, the estimated cost of the part-time extramural study programme "Pre-trial Investigation" per student is

EUR 2320 per year. Based on these data, the total annual cost of the programme is EUR 382 800 and the breakdown (percentage) is shown in Table 6.3.3.4

Table 6.3.3.4

Percentage breakdown of costs in the study programme

Cost item	**% of the total**
Teaching staff costs	55 %
General staff costs	5 %
Other costs	3 %
Infrastructure costs	9 %
Property and services	2 %
Indirect costs	26 %
TOTAL COSTS	**100 %**

Figure 6.3.3.3 depicts the cost of the study programme (vertical axis) as a function of the number of students (horizontal axis) with a red line, and the weighted average tuition fee (blue line).

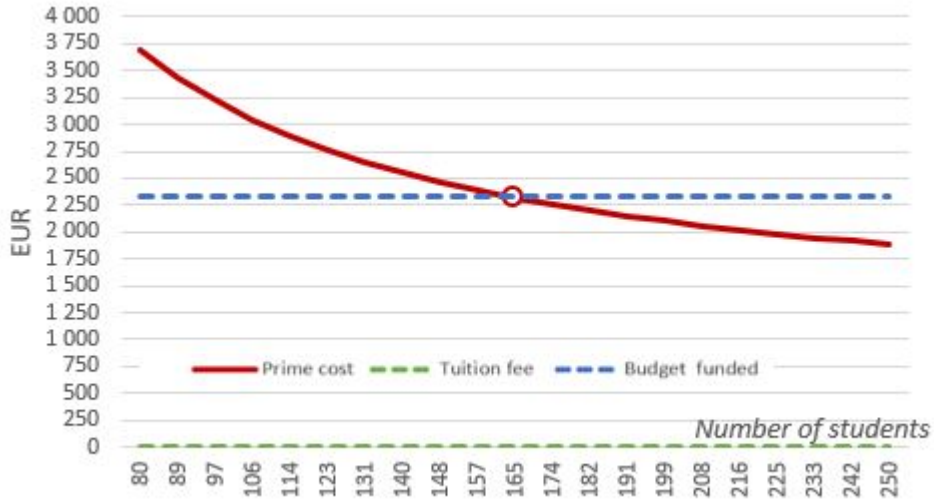


Figure 6.3.3.3 ***Prime cost per number of part-time extramural students enrolled in the professional bachelor's study programme "Pre-trial Investigation"***

The calculation shows that for the programme to be cost-effective and for students to be provided with a high-quality study process, the minimum number of state-funded students in the part-time extramural programme (in all courses combined) should be at least 165 (intersection of red (self-cost) and blue (subsidy) lines projected on the x-axis).

Programme's revenues and costs

Table 6.3.3.5 aggregates the projected number of students, programme revenue, expenditure, output and profitability (output to revenue, %) across all modes of delivery.

Table 6.3.3.5

Programme output

Study mode	Total	Annual revenue	Annual costs	Result/output	Profitability
	number	EUR	EUR	EUR	%
Full-time studies	240	796080	744000	52080	*7%*
Part-time intramural studies	165	410355	382800	27555	*7%*
Part-time extramural studies	165	410355	382800	27555	*7%*
Total	570	1616790	**1509600**	**107190**	*7%*

The study programme is cost-effective in all its modes of delivery (FTI, PTI, PTE). Overall, the expected revenue covers expenditure and does not require support from other financial resources.

Only state budget funding is used for curriculum development (development of new courses, improvement of existing courses, methodological support and other aspects of curriculum development). If needed, financial support can be obtained from the UL Study Quality Improvement Fund, where each year a sum is allocated in the UL budget to address various faculty issues, including the establishment of new study programmes and the development of existing study programmes.

Sources of research funding for academic staff are also indirectly channelled to the development of study programmes, e.g. through research activities, participation in international projects, publication of scientific articles, etc. By participating in these events, academic staff enhance their professional and research competences, often engaging students as well, which has a positive impact on the quality of the study process.

3.4. Teaching Staff

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

The study programme is implemented by highly qualified teaching staff (see the list in *Annex 6: 6 Teaching staff 2024.xlsx*), who are employed at the UL Faculty of Law. In order to teach study courses of other areas (e.g. Legal English for Investigators, Foundations of Business, Foundations of Psychology, etc.) it is planned to involve faculty members from other faculties of the UL - from the Faculty of Business, Management and Economics prof. A.Batraga, assoc.prof. K.Purmalis, from the Computing Faculty - prof. U.Bojārs, acting lect. A.Lavrenov, from the Faculty of History and Philosophy - assist.prof. A.Svece, from the Faculty of Humanities - assist.prof. L.Ločmele, lect. J.Seļivanova and lect. I.Blumberga, from the Faculty of Pedagogy, Psychology and Art - assist.prof. E.Strika, assist.prof. E.Vanags, from the Faculty of Chemistry - lect. K.Parasiga-Parasina. In the academic years 2023/2024 and 2024/2025, these academic staff members already involved in teaching.

At the initial stage of the implementation of the study programme, it is planned that 51 teaching staff (including 36 elected teaching staff of the UL), 16 of whom are professors and associate professors, will be involved in the provision of all study courses of the study programme. These faculty members will continue to teach courses throughout the programme. In the event of changes in the composition of the teaching staff during the programme, equivalent qualified teaching staff will be provided.

According to the methodology for calculating the basic costs of a study place and social security costs (Cabinet of Ministers Regulation No 994 of 12 December 2006 "Procedures for Financing Institutions of Higher Education and Colleges from the Funds of the State Budget"), the proportion of staff involved in the study programme will be as follows:

Table 6.4.1.1

Academic staff involved (for the entire study programme)

Position	***Regulatory proportion***	***Number of academic staff involved in the study programme***	***Proportion of academic staff involved in the study programme***
Professor	15%	10	27,8%
Associate Professor	15%	6	16,7%
Assistant professor	30%	13	36,1%
Lecturer	25%	7	19,4%
Assistant	15%	0	0

Taking into account one of the main ideas of the Consortium "Internal Security Academy", i.e. mutual involvement of teaching staff, to strengthen the capacity of the University of Latvia for the implementation of some study courses, academic staff representatives of the Consortium partners were attracted - from Riga Stradiņš University Dr.iur. Prof. A.Lieljuksis, Dr.iur. L.Saukāne, Dr.med. A.Apsīte, from the State Police College - Dr.iur. Assist.prof. Ē.Krutova, Dr.iur. Assist.prof. Ē.Treļs, Mg.iur. Assist.prof. I.Sokolovska. Also, a representative of Daugavpils University Ph.D. Assist.prof. I.Trofimovs and the representative of the University of Economics and Culture - Dr.iur. Assist.prof. J.Juriss.

In addition, it should be noted that, given the fact that the programme has been developed within the framework of the Consortium "Internal Security Academy", additional requirements have been set for the academic staff (approved at the meeting of the Consortium Study Programme Council on 31.01.2023 and at the meeting of the Strategic Supervisory Council on 15.02.2023):

"1. In the implementation of the practical parts of the study courses (seminars, practical classes, etc.) at least 50% of the total amount of the practical part of the study courses of the study programme must involve teaching staff who, along with the necessary pedagogical skills, have at least 5 years of practical work experience in the field of professional activity relevant to the content of the study course within the last 15 years;

2. Practical work experience shall include the lecturer's work in law enforcement and other institutions related to the practical application of the knowledge, skills and competences to be acquired in the relevant study course, as well as equivalent research based on practice and practically applicable research, which confirms the lecturer's awareness and competence in relation to the current issues, problems and modern development trends in the field of practical development."

Academic staff meets the requirements set out in the third paragraph of the first part of Article 55 of the Law on Higher Education Institutions. Study Programme involves an outstanding faculty - 16 professors and associate professors, which is a high indicator among professional bachelor's degree programmes in Latvia. This staffing undoubtedly increases the cost of the programme, but at the same time it enables the programme to better achieve its objectives. Moreover, the fact that students have the opportunity to study with professors - leaders in their field in Latvia - is particularly appreciated by graduates of other study programmes of the UL Faculty of Law, who particularly emphasise this component in their course evaluations and surveys.

The level of education of the teaching staff involved in the implementation of the programme is also high - 39 out of 51 teaching staff have a doctoral degree (Dr. or Ph.D. degree), which is 76.5% and is considered to be a very high indicator. In addition, several of the participating lecturers are currently continuing their doctoral studies or have successfully passed the theoretical part and are preparing to defend their doctoral theses, among them G.Kūtris, P.Zeņķis, E.Vīnkalna. By the start of the academic year 2024/2025, they are expected to have already obtained their doctoral degrees.

The study programme does not involve teaching assistants, but instead a number of hourly-paid lecturers are employed, including from legal practice institutions. Hourly-paid lecturers are involved as professionals in the field in specific study courses, which are mainly included in the restricted elective part of the professional specialisation study courses in the field of criminal law. They will be contracted for the duration of the course. For example, prosecutor M.Leja is engaged in the study course "Criminal Law Characteristics and Investigation Methodology of Corrupt Offences", prosecutor J.Juriss in the study course "Criminal Law Characteristics and Investigation Methodology of Criminal Offences against National Economy", representative of the State Police I. Buglovs in the course "Criminal Characteristics and Investigation Methodology of Cybercrimes", doctoral student of the UL Faculty of Medicine I.Troice-Neilande in the course "Basics of Forensic Medicine", and Director of the State Data Inspectorate J.Macuka in the course "Personal data protection rights".

The content and level of organisation of the study programme, as well as the academic staff involved, qualitatively and quantitatively ensure the achievement of the objectives of the study programme. The absolute majority of teaching staff are elected to academic positions, which means they are closely and sustainably involved in the academic process, with predictable, focused professional development. Experts from other educational institutions or legal practices are invited to teach some specific courses. The teaching staff involved in the implementation of the study

programme are the most prominent and recognised experts in their field in Latvia, as evidenced by their scientific contributions, including citations in court decisions, demand in continuing education and professional development programmes, etc. For example, the Criminal Procedure lecturers are prof. K.Strada-Rozenberga, prof. Ā.Meikališa, in Criminal Law - prof. V.Liholaja, in State Law - prof. A.Kārkliņa, in Theory of Law prof. J.Lazdiņš, prof. S.Osipova, prof. D.Rezevska, in Civil Law prof. K.Balodis, prof. J.Kārkliņš, in Police Law - Dr.iur. Ē.Treļs, in specialised forensic courses - prosecutors J.Juriss and M.Leja, etc.

Most of the teaching staff involved in the study programme have considerable practical experience in the subject of the study course. Many of them practice law alongside their academic work, which enables them to continuously offer students analysis of the most relevant topics and issues, applying theory to practical tasks. Several lecturers are sworn advocates, for example, J.Rozenbergs, G.Bērziņš, L.Saukāne, J.Kārkliņš, L.Rasnačs, I.Kačevska, judges - J.Briede, S.Osipova, A.Rodiņa, A.Kučs, G.Kusiņš, J.Pleps, E.Kalniņš, K.Zīle, prosecutors - J.Juriss, M.Leja, representatives of the State Police - I.Buglovs, I.Sokolovska, etc.

At the same time, academic staff are active in research.

It should be underlined that a large part of the faculty involved in the teaching of the programme's law courses are experts in law recognised by the Latvian Council of Science. According to the expert database hosted by the Latvian Council of Science (https://sciencelatvia.gov.lv/#/pub/eksperti/list), 17 out of all experts in law in Latvia (47 in total, 42 employed in educational institutions) are expected to be or are already involved in the implementation of this programme. Taking into account that the total number of teaching staff who will be involved in the implementation of the programme in law studies is 29, it can be concluded that half of them are recognised as experts of the LCS.

The teaching staff involved in the implementation of the study programme are scientific leaders in their respective fields, and their publications are incorporated into the study courses as basic sources, as well as their works are highly citable in court decisions, and they are often called as experts in Constitutional Court proceedings to comment on and assess the constitutionality of norms.

Information on the achievements of each teaching staff member is reflected in their CV (see Annex "*Biographies of the teaching staff (in the format of the Curriculum Vitae)" 7 CV study field Law 2024.docx*).

Taking into account the above, it can be confidently stated that the composition of the teaching staff involved in the implementation of the programme will enable to fully achieve the outcomes of the study programme, providing both qualitative theoretical knowledge, professional and research skills in law, as well as practical training, which enables to successfully engage in the solution of problems of the economy and internal security of the state.

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

There have been no significant changes in the composition of the teaching staff since the programme was licensed. The implementation of the study programme has started in the academic year 2023/2024, and in the 1st academic year 24 teaching staff are involved in the programme implementation (see Table 6.4.2.1). In order to ensure a high quality and valuable curriculum, some

courses have more than one faculty member, which temporarily increases the ratio of faculty members to students in the programme. This ratio will decrease with the next academic year as the total number of students in the programme increases.

The professional development of the teaching staff has contributed to an increase in the quality of studies, as more associate professors and professors are involved in the programme.

Table 6.4.2.1

Number of teaching staff in the professional bachelor's study programme "Pre-trial Investigation"

No	Indicator	2023/2024
1.	**Number of teaching staff, incl:**	**24**
1.1.	Professors	7
1.2.	Associate Professors	1
1.3.	Assistant Professors	6
1.4.	Lecturers	5
1.5.	Elected teaching staff - foreign nationals	
1.6.	other teaching staff *(hourly-paid contract faculty)*	5
1.6.1.	*incl. doctoral students*	*1*
2.	**Number of academic staff with doctoral degrees**	**14**
3.	**Student/staff ratio**	**3**

3.4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals or peer-reviewed monographs may be additionally specified. Information on the teaching staff included in the database of experts of the Latvian Council of Science in the relevant field of science (total number, name of the lecturer, field of science in which the teaching staff has the status of an expert and expiration date of the Latvian Council of Science expert) (if applicable).

Not applicable.

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

Not applicable.

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

The development and implementation of study courses is a collaborative process involving all the academic staff teaching the course. Most study courses are delivered by more than one faculty member (especially for higher-credit courses, more faculty members are involved). For several study courses, the course description is developed by one lecturer (the teaching staff member responsible for the course), but other lecturers are also involved in teaching the study course. In such cases, the course lecturers shall cooperate with the course developer to update the course description, when and as necessary.

Mechanisms to foster cooperation in the implementation of the study programme include, first and foremost, consultation among teaching staff - agreeing before classes on common requirements in terms of both content and form, such as requirements for seminars and tests. Despite the academic freedom of lecturers, uniform teaching methods are used as far as possible in the different groups. The responsibility for ensuring that uniform requirements are met in the teaching of courses of study rests with a course tutor appointed by the Dean.

Meetings of heads of departments and study programme directors are held with regularity to discuss various issues related to the organisation of the study process. Faculty staff meetings are held at least twice a year to discuss various issues related to the study process and programme implementation. Often, these meetings also include training (e.g. on psychological factors in the work of lecturers, on the most recent methods in teaching, etc.).

The FL is characterised by collegiality, which manifests itself in the daily study process. Despite the challenges of working in a fully remote study and work mode during the pandemic, the work was organised successfully even in these exceptional circumstances, and this was also appreciated by the students (e.g. regular meetings of the Heads of Departments, meetings of the Study Field Council, WhatsApp group for the Dean and Heads of Departments ensured prompt transfer of information and solving of acute problems).

In accordance with the UL regulations, regular classroom observation/ hospitality (peer attendance) and discussion of the resulting conclusions is conducted individually and within the department.

The remote study process in the MS Teams environment since the spring semester of 2020 has also made the lecturers' teaching even more transparent, with the opportunity to learn from each other good examples of pedagogical practice.

Given the specificity of the programme, which is determined by its implementation within the ISA consortium, cooperation takes place not only within the faculty, but also among the teaching staff of the UL and RSU and the College, as well as representatives of sectoral internship sites involved in the implementation of the programme. All those involved are also invited to participate in various events (workshops, conferences, debriefings, etc.) organised both within and across ISA partners. It enables teaching staff to learn about current and relevant issues not only in their own institution, but more broadly. This consequently better ensures both the implementation of this specific programme and the quality of the overall ISA vision.

The student-staff ratio for the study programme is currently rather under-informative, as the programme runs for only one year. Currently, the ratio between first-year students and teaching staff currently involved in the programme is 3. This is generally in line with the proportion stipulated in the Cabinet of Ministers' Regulation No 994 of 12 December 2006 "Procedures for Financing Higher Education Institutions and Colleges from State Budget Funds".

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	15_4_DIPLOMA_PBSP_Pre-trial investigation.zip	15_4_diploms_diploma_pielikums_PBSP_Pirmstiesas izmeklēšana.zip
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	16 4 statitics students ProfBacSP Investig.docx	16 4 studejoso skaits prof bak.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	17 4 Compliance-State Education Standard PBSP Pre-trial Investigation.docx	17 4 pielikums atbilstiba standartam prof bak.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)	18 2 Compliance with the professional standard PBSP Pret-trial Investigation.docx	18 2 pielikums prof bak atbilstiba izmekletaja standartam.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	20 4 Mapping learning outcomes of the PBSP Pre-trial Investigation.xlsx	20 4 Kursu_kartejums_profes bakal SP Pirmstiesas izmekl 2024.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	21 4 curriculum of the study programme PBSP Pret-trial Investigation ECTS.docx	21 4 pielikums studiju plans prof bak Pirmstiesas izmekl ECTS.docx
Descriptions of the study courses/ modules	22 4 Descriptions study courses PBSP Pre-trial Investigaton 2024.docx	22 4 kursu apraksti profes bakal SP Pirmstiesas izmekl 2024.docx
Description of the organisation of the internship of the students (if applicable)	23 2 Description organisation internship_PBSP-PMSP_Pre-trial Investigation.docx	23_2_Praksu nolikums 2023_Pirmstiesas-izmekl_PBSP-PMSP_LU-JF_20.02.2023..docx
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		

Pre-trial Investigation (47380)

Study field	*Law*
ProcedureStudyProgram.Name	*Pre-trial Investigation*
Education classification code	*47380*
Type of the study programme	*Professional master study programme*
Name of the study programme director	*Edmunds*
Surname of the study programme director	*Broks*
E-mail of the study programme director	*edmunds.broks@lu.lv*
Title of the study programme director	*Docents, Dr.iur.*
Phone of the study programme director	
Goal of the study programme	*The aim of the study programme is to provide the opportunity to acquire high-quality professional higher education in law in compliance with level 7 of the Latvian Qualification Framework, by providing professional studies in law relevant to national and labour market's needs, rooted in firm and profoundly acquired theoretical fundamentals of the field, corresponding to the occupational standard of lawyer, practically applicable and enabling programme graduates to independently perform activities of a qualified legal professional and conduct research.*
Tasks of the study programme	*1. to ensure a study process that provides in-depth or advanced knowledge in various sub-fields of law, develops a critical understanding of contemporary legal problems and legal methods of solving these problems;* *2. to provide for the acquisition of advanced knowledge in the field of law, which enables the development of the skills to interpret legal norms, create new ones and improve existing ones, as well as to prepare students for creative and research work in the field of law;* *3. to develop, in the course of ongoing studies, the skills to identify and analyse the factual and legal circumstances of a matter to a high professional standard, to have an advanced knowledge of the state of the art in criminal law and other areas necessary for professional activity in criminal proceedings;* *4. to train specialists in the field who can work responsibly, with initiative, accurately, according to the professional standards of a lawyer's work, individually and in a team, and independently apply the acquired theoretical knowledge and research methods in solving specific problems;* *5. to encourage students to continue their education at the doctoral level, to pursue research activities, to integrate knowledge from various fields into their legal practice, contributing to the creation of new knowledge relevant to the practice of law, legal innovation and legal research;* *6. to promote students' competitiveness in changing socio-economic conditions, understanding of the possible impact of the results of legal science or professional activity on the environment and society, observing the principles of professional ethics of a lawyer.*

Results of the study programme	*Knowledge:* *1. Demonstrate an in-depth knowledge of the legal system of the Republic of Latvia, the European Union and the international legal system, as well as an understanding of all sub-fields of legal science, including a critical understanding of this knowledge.* *2. Demonstrate a thorough knowledge of the process of applying legal norms, including the systematic and rational application of legal methods, the interpretation of legal norms using modern methods of translation and interpretation of legal norms, as well as have a sound understanding of the further development of law.* *3. Demonstrate a thorough understanding of the identification, analysis and development of factual and legal issues, including in a changing legal environment.* *Skills:* *4. Independently apply theory, methods and problem-solving skills to perform legal duties and related research activities.* *5. Explain and discuss complex, contemporary aspects of law, especially criminal law, in a reasoned dialogue with specialists and laypersons, and keep abreast of developments in legal issues.* *6. Independently directs the development of legal competence, takes responsibility for the performance and analysis of staff teams, conducts research or further learning in complex and unpredictable circumstances and, where necessary, modifies them using modern approaches.* *Competence:* *7. Independently and working in a team, formulate and critically analyse complex scientific and practical legal problems in national and international contexts, raise theoretical research questions or hypotheses, as well as develop legally sound solutions to practical situations, observing the principles of legal professional ethics and understanding the potential impact of scientific results or professional activities on the environment and society.* *8. Analyse scientific literature and other sources on the chosen problem, using theoretical foundations of legal science and traditional and contemporary scientific and legal databases.* *9. Integrate knowledge from different fields, contributing to the creation of new knowledge, research or the development of professional practices, thereby contributing to the development of law and the practice of law.*
Final examination upon the completion of the study programme	*National Uniform Professional Qualification Examination for Lawyers* *Master's Thesis*

Study programme forms

Full time studies - 2 years - latvian

Study type and form	*Full time studies*
Duration in full years	*2*
Duration in month	*0*

Language	*latvian*
Amount (CP)	*120*
Admission requirements (in English)	*First cycle (second level) professional higher education qualification in law or a Bachelor's degree in law, provided that at least 120 credits of law courses have been completed in academic programmes. Employment with the Investigating Authority or Prosecutor's office. The candidates are matriculated pursuant to the conditions of the consortium "Internal Security Academy" and in accordance with the list compiled by the Ministry of the Interior, taking into account the selection requirements and evaluation criteria established by the investigating authorities.*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Professional Master's degree in Law*
Qualification to be obtained (in english)	*Lawyer*

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

Part time studies - 2 years, 5 months - latvian

Study type and form	*Part time studies*
Duration in full years	*2*
Duration in month	*5*
Language	*latvian*
Amount (CP)	*120*
Admission requirements (in English)	*First cycle (second level) professional higher education qualification in law or a Bachelor's degree in law, provided that at least 120 credits of law courses have been completed in academic programmes. Employment with the Investigating Authority or Prosecutor's office. The candidates are matriculated pursuant to the conditions of the consortium "Internal Security Academy" and in accordance with the list compiled by the Ministry of the Interior, taking into account the selection requirements and evaluation criteria established by the investigating authorities.*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Professional Master's degree in Law*
Qualification to be obtained (in english)	*Lawyer*

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

Part time extramural studies - 2 years, 5 months - latvian

Study type and form	*Part time extramural studies*
Duration in full years	*2*

Duration in month	*5*
Language	*latvian*
Amount (CP)	*120*
Admission requirements (in English)	*First cycle (second level) professional higher education qualification in law or a Bachelor's degree in law, provided that at least 120 credits of law courses have been completed in academic programmes. Employment with the Investigating Authority or Prosecutor's office. The candidates are matriculated pursuant to the conditions of the consortium "Internal Security Academy" and in accordance with the list compiled by the Ministry of the Interior, taking into account the selection requirements and evaluation criteria established by the investigating authorities.*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Professional Master's degree in Law*
Qualification to be obtained (in english)	*Lawyer*

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

3.1. Indicators Describing the Study Programme

3.1.1. Description and analysis of changes in the parameters of the study programme made since the issuance of the previous accreditation form of the study field or issuance of the study programme license, if the study programme is not included on the accreditation form of the study field, including changes planned within the evaluation procedure of the study field evaluation procedure.

The Professional Master's study programme "Pre-trial Investigation" was licensed on 1 August 2023. No changes have been made to the study programme since the licence was granted.

In order to ensure the transition of the University of Latvia's study credit unit to the European Credit Transfer and Accumulation System (hereinafter - ECTS), in accordance with Para 93 of the Transitional Provisions of the Law on Higher Education Institutions, in accordance with the Order "On Change of the Study Credit System at the University of Latvia" (LU 31.01.2024. Order No 1-4/45), starting from the autumn semester of 2024, it has been determined that 1 ECTS credit point corresponds to 25 hours of study work, including:

10 - 12 contact hours of full-time face-to-face study;
5 - 12 contact hours of part-time full-time study;
3 - 10 contact hours in part-time extramural studies.

The transition to ECTS credits was ensured by assessing whether the aims, objectives and deliverables of a study programme would require an increase or a decrease in the number of credits for a particular course of study. For all courses of the Master's programme "Pre-trial Investigation", the transition to ECTS credits resulted in the possibility to express credits as whole numbers. Therefore, no changes to the number of credits were necessary as the content of the courses was fully in line with the number of credits allocated.

3.1.2. Analysis and assessment of the study programme compliance with the study field. Analysis of the interrelation between the code of the study programme, the degree, professional qualification/professional qualification requirements or the degree and professional qualification to be acquired, the aims, objectives, learning outcomes, and the admission requirements. Description of the duration and scope of the implementation of the study programme (including different options of the study programme implementation) and evaluation of its usefulness.

The Professional Master's study programme "Pre-Trial Investigation" was developed to address the need to strengthen the capacity of state institutions in the field of criminal justice by training high-level specialists with legal qualifications. On 25 October 2022, the Ministry of the Interior, the State Police College, Riga Stradiņš University and the University of Latvia (UL) signed the consortium agreement "Internal Security Academy" (see Annex -*Summary of the ISA Agreement (Eng).pdf*) . The agreement designates the University of Latvia as the responsible institution for the implementation of three study programmes, including the professional magister's study programme "Pre-trial Investigation".

The study programme is designed to provide the opportunity to acquire the full range of knowledge, skills and competences specified in the Lawyer's Occupational Standard. The study programme is developed in accordance with the Occupational Standard for Lawyers. The Occupational Standard for Lawyer was agreed at the meeting of the Tripartite Cooperation Sub-council of Vocational Education and Employment as of 8 October 2020, Minutes No 3.)

The study programme corresponds to the study field "Law", which is confirmed by the fact that the majority of study courses included in the study programme are included in the sub-fields of the Law (Cabinet of Ministers 27.09.2022. Cabinet Regulations No.189 of 29 September 2022 “Regulations on Fields and Sub-fields of Science in Latvia” Annex 5.5. Available: https://likumi.lv/ta/id/335928-noteikumi-par-latvijas-zinatnes-nozaru-grupam-zinatnes-nozarem-un-apaksnozarem) (this document is only in latvian, has not been officially translated by the State Language Centre). The study programme is planned to be implemented in close cooperation in the delivery of law courses, research, etc. with the academic and professional master's study programmes of the study field "Law" already being implemented at the Faculty of Law. The distinctive feature of the programme lies in its general character, which allows students to obtain a professional Master's degree in law and a qualification as a lawyer, and in the advanced study of criminal law, which is necessary for a specific target audience - persons aiming to work in law enforcement in the field of criminal law. This dual nature at the same time provides the opportunity to specialise in one of the sub-fields of law, while at the same time providing a sufficient amount of general legal knowledge that, if necessary, will help the graduate to pursue other areas of law in their future professional life.

The first two digits of the programme code (47) correspond to the second cycle of professional higher education (professional master's degree or level 7 professional qualification) to be pursued after obtaining a bachelor's degree, professional bachelor's degree or professional qualification at level 6. Duration of full-time studies: at least one year. Total duration of full-time study: five years. The last three digits of the code (380) correspond to the thematic area of education "Law".

The objectives set for the study programme are interrelated and complementary (see Table 7.1.2.1). The objectives are defined so that their performance, taken as a whole and in relation to each other, can ensure the achievement of the defined objective. By identifying the individual components of the aim with specific objectives, the following schematic view can be derived, indicating the characteristic objective(s) for each component of the aim

Table 7.1.2.1

Relevance of the aim of the study programme to the objectives

Aim:	**Objectives**
to ensure the opportunity to obtain a high-quality higher professional education in law in accordance with the 7th level of the Latvian Education Qualifications Framework	● to ensure a study process that provides in-depth or advanced knowledge in various sub-fields of law, develops a critical understanding of contemporary legal problems and legal methods of solving these problems; ● to provide for the acquisition of advanced knowledge in the field of law, which enables the development of the skills to interpret legal norms, create new ones and improve existing ones, as well as to prepare students for creative and research work in the field of law; ● to develop, in the course of ongoing studies, the skills to identify and analyse the factual and legal circumstances of a matter to a high professional standard, to have an advanced knowledge of the state of the art in criminal law and other areas necessary for professional activity in criminal proceedings; ● to train specialists in the field who can work responsibly, with initiative, accurately, according to the professional standards of a lawyer's work, individually and in a team, and independently apply the acquired theoretical knowledge and research methods in solving specific problems; ● to encourage students to continue their education at the doctoral level, to pursue research activities, to integrate knowledge from various fields into their legal practice, contributing to the creation of new knowledge relevant to the practice of law, legal innovation and legal research; ● to promote students' competitiveness in changing socio-economic conditions, understanding of the possible impact of the results of legal science or professional activity on the environment and society, observing the principles of professional ethics of a lawyer.
to deliver professional studies in law that meet national needs and labour market requirements	● to develop, in the course of ongoing studies, the skills to identify and analyse the factual and legal circumstances of a matter to a high professional standard, to have an advanced knowledge of the state of the art in criminal law and other areas necessary for professional activity in criminal proceedings; ● to train specialists in the field who can work responsibly, with initiative, accurately, according to the professional standards of a lawyer's work, individually and in a team, and independently apply the acquired theoretical knowledge and research methods in solving specific problems; ● to promote students' competitiveness in changing socio-economic conditions, understanding of the possible impact of the results of legal science or professional activity on the environment and society, observing the principles of professional ethics of a lawyer.
based on strict and well-acquired theoretical foundations of the field	● to ensure a study process that provides in-depth or advanced knowledge in various sub-fields of law, develops a critical understanding of contemporary legal problems and legal methods of solving these problems; ● to provide for the acquisition of advanced knowledge in the field of law, which enables the development of the skills to interpret legal norms, create new ones and improve existing ones, as well as to prepare students for creative and research work in the field of law;

Aim:	**Objectives**
conform to the occupational standard of a lawyer	● to ensure a study process that provides in-depth or advanced knowledge in various sub-fields of law, develops a critical understanding of contemporary legal problems and legal methods of solving these problems; ● to provide for the acquisition of advanced knowledge in the field of law, which enables the development of the skills to interpret legal norms, create new ones and improve existing ones, as well as to prepare students for creative and research work in the field of law; ● to develop, in the course of ongoing studies, the skills to identify and analyse the factual and legal circumstances of a matter to a high professional standard, to have an advanced knowledge of the state of the art in criminal law and other areas necessary for professional activity in criminal proceedings; ● to train specialists in the field who can work responsibly, with initiative, accurately, according to the professional standards of a lawyer's work, individually and in a team, and independently apply the acquired theoretical knowledge and research methods in solving specific problems;
are practically applicable and enable graduates to carry out their professional activities as lawyers independently	● to provide for the acquisition of advanced knowledge in the field of law, which enables the development of the skills to interpret legal norms, create new ones and improve existing ones, as well as to prepare students for creative and research work in the field of law; ● to develop, in the course of ongoing studies, the skills to identify and analyse the factual and legal circumstances of a matter to a high professional standard, to have an advanced knowledge of the state of the art in criminal law and other areas necessary for professional activity in criminal proceedings; ● to train specialists in the field who can work responsibly, with initiative, accurately, according to the professional standards of a lawyer's work, individually and in a team, and independently apply the acquired theoretical knowledge and research methods in solving specific problems; ● to promote students' competitiveness in changing socio-economic conditions, understanding of the possible impact of the results of legal science or professional activity on the environment and society, observing the principles of professional ethics of a lawyer.
and theoretical research	● to provide for the acquisition of advanced knowledge in the field of law, which enables the development of the skills to interpret legal norms, create new ones and improve existing ones, as well as to prepare students for creative and research work in the field of law; ● to encourage students to continue their education at the doctoral level, to pursue research activities, to integrate knowledge from various fields into their legal practice, contributing to the creation of new knowledge relevant to the practice of law, legal innovation and legal research.

If the objectives are handled effectively, the student achieves the expected learning outcomes and moves closer to the set aim. Thus, the aims, objectives and learning outcomes are closely interrelated and form a framework that is necessary for the development of learning achievements. In the course of achieving the objectives of the study programme, students are provided with the opportunity to acquire defined knowledge, skills and, consequently, competence.

High-quality knowledge, based on the skills it builds, constitutes the competence needed to perform the professional duties of a lawyer.

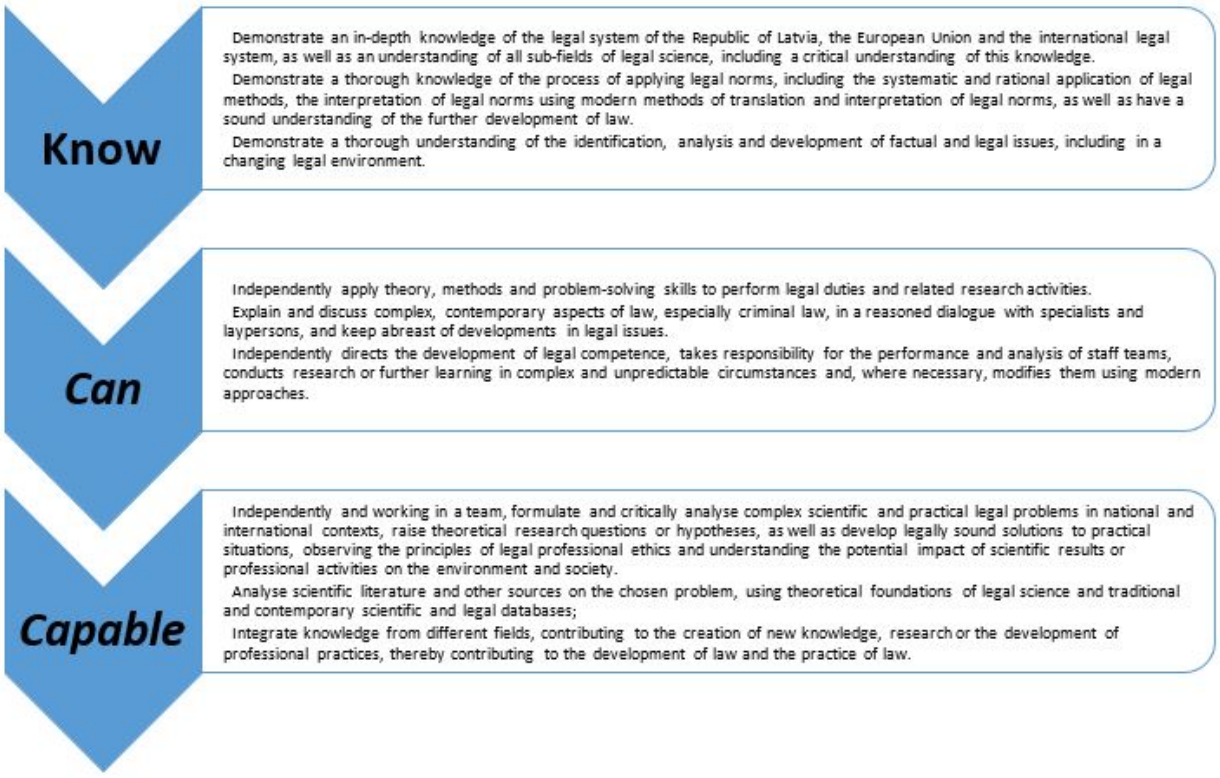


Figure 7.1.2.1 ***Representation of knowledge, skills and competences***

The total volume of the study programme is 120 credits. The amount of credits is identical for all modes of study - full-time and part-time. The duration of studies varies: full-time intramural studies – 2 years or 4 semesters. Part-time studies (part-time intramural, part-time extramural) – 2 years and 5 months or 5 semesters.

Full-time studies cover 30 CPs per semester, while part-time studies cover 18-24 CPs per semester. An exception to the part-time study plan is the semester when an internship of 30 CP is foreseen, which is not divided into smaller internships.

Courses within a semester are planned so as not to exceed 6 final examinations per semester.

The study plan (120 CP) consists of a compulsory part (A), a restricted elective part (B) and a free elective part (C):

There are two study plans for the programme - Plan A for those with prior academic education, and Plan B for those with prior professional education or professional work experience equivalent to practical training in criminal law.

The study plan consists of:

- compulsory study courses – 39 CP (Plan A) or 57 CP (Plan B) in the compulsory Part A,
- restricted elective courses – 9 CP in Part B (Plan A) or 14 CP (Plan B) in Part B,
- internship in the legal profession (criminal law) – 30 CP in the compulsory (A) part (Plan A)
- Pre-master's thesis internship – 9 CP in the compulsory (A) part (both plans)
- final examination – 30 CP in the compulsory (A) part: Lawyer qualification examination 6 CP and Master's thesis 24 CP.
- free elective courses – 3 CP in the elective (C) part,

The study plans are attached as *Annex 21 (21 5 curriculum of the study programme PMSP Pre-trial Investigation ECTS.docx).*

3.1.3. Economic and/ or social substantiation of the study programme, analysis of graduates' employment.

The need for the programme was largely determined by the fact that crime as a social phenomenon is a topical issue in every country, including Latvia. It is a threat to everyone in the country, therefore the responsible institutions of the country have to seek solutions to ensure that they are able to prevent and combat crime effectively, within the limits of their competence. This has a direct impact on the internal security of the country.

The 2019 National Security Concept (https://likumi.lv/ta/en/en/id/309647) states that "Strengthening internal security and the rule of law requires the further improvement of the judicial system, [...] with particular attention to the quality of pre-trial investigations, [...]. The capacity of law enforcement institutions in the area of investigations in particular should be further strengthened through an appropriate human resources policy, including by investing in [...] education and professional development." The need for long-term state action in ensuring the professional education of investigators is strictly stated and the reasons for this are analysed in detail in the Cabinet of Ministers' Order of 10.02.2022 No. 83 (https://likumi.lv/ta/id/329908-par-konceptualo-zinojumu-par-tiesibaizsardzibas-iestazu-amatpersonu-izglitibas-sistemas-pilnveidi) (this document is only in latvian, has not been officially translated by the State Language Centre).

As demonstrated, the need for the programme was closely rooted in internal security issues, as the state needs competent law enforcement officers in the criminal justice field to be able to fully perform its internal security function in the fight against crime. European Union documents, such as the Council Recommendation of 24 May 2022 on operational law enforcement cooperation (https://data.consilium.europa.eu/doc/document/ST-8720-2022-INIT/lv/pdf) (this document is only in latvian) also state that "a common law enforcement culture in the Union should be pursued. For the purposes of building skills, knowledge and confidence, the establishment of common initial training courses [...] is highly relevant".

The need for the programme at the national level is defined in the Cabinet of Ministers' Order No 83 of 10 February 2022 "On the Conceptual Report on the Improvement of the Education System for Law Enforcement Officials" (https://likumi.lv/ta/id/329908-par-konceptualo-zinojumu-par-tiesibaizsardzibas-iestazu-amatpersonu-izglitibas-sistemas-pilnveidi) (this document is only in latvian, has not been officially translated by the State Language Centre). On 25 October 2022, the Ministry of the Interior, the State Police College, Riga Stradiņš University and the University of Latvia signed the consortium agreement "Internal Security Academy". The agreement designates the University of Latvia as the responsible institution for the implementation of three study programmes, including the professional master's study programme "Pre-trial Investigation".

In accordance with the provisions of the agreement on the establishment of the consortium "Internal Security Academy" signed on 25 October 2022, within its competence, the UL undertakes to ensure the implementation of studies based on excellence in science, studies and research in the training of highly qualified specialists in the field of internal security and combating crime, in accordance with the planning of the number of study places based on the needs of the relevant law enforcement authorities and financed from state budget funds.

The purpose of the consortium agreement was to develop, license and implement six study programmes from 1 September 2023 funded by the state budget. One of them is a professional

master's study programme "Pre-trial Investigation".

Despite the fact that a relatively wide range of professional master's study programmes in law with the specialisation "Lawyer" is currently offered in Latvia, the newly established programme should be assessed as unique, as it is primarily planned as a sequential programme to the professional bachelor's study programme "Pre-trial Investigation" (hereinafter - PBSP). This ensures the continuous upgrading of the qualifications of law graduates specialising in criminal law. However, during the period prior to the graduates of the PBSP "Pre-trial Investigation", and also on a non-priority basis afterwards, the Master's programme admits graduates of other law programmes with a more in-depth interest in criminal law.

Given that the programme is intended to admit only persons already working in the cooperation institutions (investigating authorities and prosecutors' offices), the programme has been designed to develop the careers and strengthen the professional competences of the staff of these institutions.

At the same time, it is also unique on a wider scale. The programme is developed in the study field "Law", which culminates in the National Uniform Professional Qualification Examination for Lawyers, organised by the Ministry of Justice of the Republic of Latvia (hereinafter - MoJ). The programme has a strong national character, due to the significant differences in the legal frameworks in the different countries. Given that the day-to-day performance of a lawyer's professional duties is inconceivable without a thorough knowledge of national law, it is not possible to complete such a programme in full and to prepare fully for the National Uniform Professional Qualification Examination for Lawyers while being abroad.

Given this cooperation with the specific institutions, the studies at the expense of the state budget, as well as the agreement concluded by the law enforcement agencies with the students of the programme on the obligation to work for a certain period of time after graduation in investigating institutions or prosecutor's offices, the implementation of the programme is expected to make a significant contribution to ensuring the quality of the composition of professionals in pre-trial criminal proceedings. The evaluation of the performance of the programme will be mainly tied to the number of graduates from the programme, which can be directly, indirectly and immediately attributed to the national improvement of the quality of investigations (contribution of the programme to society). The programme should also achieve high (at least good) ratings from students, graduates and employers.

The further development of the newly established programme is associated with the reinforcement of transnational cooperation, in particular in areas where there are identified needs for improving knowledge, skills and competences in criminal procedural work. The most up-to-date information and needs are summarised in the European Union Strategic Training Needs Assessment 2022-2025 https://www.cepol.europa.eu/training-and-education/training-needs-analysis/strategic-training-needs-assessments (information available in English)).

In the context of the increased focus on security issues and the EU support, the possibility of initiating procedures and reaching agreements on possible internships (study tours) with institutions such as Europol, Eurojust, the European Public Prosecutor's Office, etc., should be explored in the framework of the programme implementation.

Another area for development would be the establishment of a system for the recognition of prior learning. For example, a procedure for crediting should be developed for the programme students who undertake a CEPOL programme which is credit-bearing and includes knowledge of pre-trial investigation.

Cooperation with domestic and foreign higher education institutions is carried out in areas such as

research, capacity building of academic staff, involvement in research projects, organisation of conferences, student mobility. International mobility of academic staff and students will strengthen international cooperation by providing opportunities to attract foreign faculty for individual courses.

At the same time, it is important to be aware that, given the already mentioned highly national nature of legal studies, the involvement of foreign lecturers alone often cannot ensure a full-fledged study process, as they are mostly not knowledgeable in national law. Alongside attracting foreign lecturers, a procedure should be developed to organise further training of Latvian specialists abroad. This would give professionals with a good knowledge of national law a modern European and global perspective. In turn, the faculty's knowledge of national law and world-class modern knowledge in a specific field would allow them to provide modern and high-quality knowledge and skills applicable in Latvia to the students of the licensed programme.

The catalogue of restricted elective courses will be continuously monitored for expansion, contraction or modification, taking into account the availability of resources (in particular sufficient human resources, i.e. teaching staff), and by assessing the experience gained and identifying practical needs.

Keeping track of graduates' career is also important for the future of the programme. The University will regularly conduct surveys of graduates as well as their employers to ascertain professional achievements and improvements needed in the programme.

The results of the surveys will be used to prepare a plan to improve the programme, including changes to the study plan, courses, etc. The changes will be phased in gradually and will be coordinated with industry experts.

The study programme is designed for full-time intramural, part-time intramural, part-time extramural study modes. The full-time and part-time study offer allows students to choose the most appropriate mode and form for studying the professional master's study programme "Pre-trial Investigation". The completion of a part-time study programme requires greater discipline and self-organisation on the part of students, as well as the ability to self-monitor and work rationally with literature and other study materials.

According to the Indicative Enrolment Rates provided by the Ministry of the Interior of the Republic of Latvia (see initial projections - https://likumi.lv/ta/id/329908-par-konceptualo-zinojumu-par-tiesibaizsardzibas-iestazu-amatpersonu-izglitibas-sistemas-pilnveidi (this document is only in latvian, has not been officially translated by the State Language Centre) regularly updated and communicated to the consortium members), the graduates of the Pre-trial Investigation programme will be employed in the State Police, State Border Guard, Prison Administration, Corruption Prevention and Combating Bureau, State Revenue Service and Internal Security Bureau, and in later years – at the Prosecutor's Office of the Republic of Latvia. It should also be noted that the pool of part-time students will be drawn from those already working in these institutions. All students are contracted for employment in an investigating authority or prosecutor's office for at least 5 years after graduation, which means that 100% of all graduates are guaranteed a job upon successful completion of the programme.

It is important to emphasise that the number of students to be trained is determined for each specific academic year on the basis of the foreseeable number of staff in the relevant specialty in the investigating authorities, balanced with the financial resources of the State. According to point 4 of the Cabinet of Ministers' Order of 10.02.2022, an integral part of the Consortium's founding agreement is a memorandum of understanding to be concluded by the parties for each financial year, setting out the average number of study places for that financial year and the corresponding

amount of funding according to the state budget law for the current year.

3.1.4. Statistical data on the students of the respective study programme, the dynamics of the number of the students, and the factors affecting the changes to the number of the students. The analysis shall be broken down into different study forms, types, and languages.

In the academic year 2023/2024, 15 students were enrolled in the programme in the part-time in-person format. In the academic year 2024/2025, 20 students were enrolled in the in the programm in the same format. The relatively small number of students is due to the fact that the programme is open only to law enforcement officials (State Police, Military Police, Corruption Prevention and Combating Bureau, Tax and Customs Police Department of the State Revenue Service, Prosecutor's Office or Internal Security Bureau). During this academic year, the most appropriate measures to promote the programme to law enforcement officials will be identified and implemented. The study programme is currently offered only in the part-time in-person frmat.

3.1.5. Substantiation of the development of the joint study programme and description and evaluation of the choice of partner universities, including information on the development and implementation of the joint study programme (if applicable).

Not applicable.

3.2. The Content of Studies and Implementation Thereof

3.2.1. Analysis of the content of the study programme. Assessment of the interrelation between the information included in the study courses/ modules, the intended learning outcomes, the set aims and other indicators with the aims of the study course/ module and the aims and intended outcomes of the study programme. Assessment of the relevance of the content of the study courses/ modules and compliance with the needs of the relevant industry, labour market and with the trends in science on how and whether the content of the study courses/ modules is updated in line with the development trends of the relevant industry, labour market, and science.

The content of the study programme is designed to ensure its compliance with external normative acts, including the Law on Higher Education Institutions, the Law on Vocational Education, the Cabinet of Ministers Regulations on the State Standard of Vocational Education, the Occupational Standard "Lawyer", and the UL normative acts that determine the requirements for the content of study programmes.

The study programme is structured to include study courses specific to the field of law, as well as study courses of a general nature and courses providing for their advancement, which are necessary for the full performance of the professional duties of an investigator. The acquisition of law study courses follows a sequential approach, with theoretical core courses in the field being included at the beginning of the programme, followed by the acquisition of courses in various subfields of law. The study programme covers the study of all sub-fields of law at an advanced level and the study of courses necessary for the performance of the lawyer's duties in the field of criminal law (advanced criminal law course, advanced criminal procedure course, Topical Issues of the Public International and European Union Law, Business and Criminal Law, Contemporary State Law, Dispute resolution mechanisms in private law, Personal data protection rights, etc.) at an expanded and in-depth level.

The content of the study courses, internship and final examination included in the study programme prove that the programme can be recognised as a study programme specialising in criminal law, which at the same time provides an opportunity to acquire all the knowledge, skills and competences necessary for the legal profession at an appropriate level. This is confirmed by the following features of the study programme

- content tailored to a specific occupational field – criminal justice;
- part A of the study plan has a significant share of courses in criminal justice and general courses relevant to careers in criminal law;
- part A covers the study courses that enable preparation for the National Uniform Examination for Lawyers;
- part B contains courses that enable the student to acquire the standard components of the legal profession that were missing in their previous education;
- students will be expected to produce a Master's thesis on a criminal law topic;
- Internship(s) – 30 CP Internship in the legal profession (criminal law) and 9 CP – pre-Master's thesis Internship;
- All students have to pass the National Uniform Professional Qualification Examination for Lawyers.

The aim, objectives and learning outcomes of the programme are interrelated and mutually reinforcing, and can be attained if the student develops the interest and motivation to study in order to obtain an education that corresponds to level 7 of the Latvian Qualifications Framework.

The programme includes the necessary courses to provide students with a broad and in-depth knowledge of the law and its application in various fields, especially criminal law, as well as those that allow them to develop other skills essential for analysing and interpreting the law, improving expressive skills, the ability to structure and argue their views on professional issues, and developing logical and analytical thinking.

The programme's study courses specify specific objectives – the actions to be taken to achieve the aim. Whereas the learning outcomes to be achieved in the programme, which are to be attained by completing the set objectives, are defined as the knowledge, skills and competences required in the field of law.

The implementation of the interrelated objectives and expected outcomes of the programme will be ensured by a close interaction between staff and students, taking into account the diversity and needs of students as well as the needs and expectations of employers.

The interaction between teaching staff and students is very important for the quality of the study process and for the professional development of both parties. The University's teaching staff are competent in providing study materials, marking assignments and papers, supporting and

motivating students, using appropriate pedagogical skills, teaching techniques and methods to enhance student engagement, discussion, group work and other active learning activities. Students, on the other hand, have to be willing to take initiative, be open and eager to learn, work on assignments, take responsibility for their own education and cooperate with the teaching staff.

The programme offers courses that give students the opportunity to acquire academic knowledge and the skills needed for working as a lawyer. The content of the courses is balanced and includes the acquisition of the necessary competences for career development.

In order to fully cover the content of the study programme, in accordance with the aim, objectives, knowledge, skills and competences to be attained, a total of 27 study courses have been developed. Of these, 14 are included in the compulsory (A) part, 11 in the restricted elective (B) part and 2 in additional study courses (Civil Protection, Environmental Protection). A choice of courses totalling 33 CP is offered for the required 9 or 21 CP of the restricted elective part (Part B) of the programme (see *Annex 21 5 for study plans*). The restricted elective courses offer more in-depth, detailed study of the content of the professional specialisation in rhetoric, legal ethics, personal data protection, mediation, civil enforcement law, administrative criminal law, social law, business and criminal law, etc., which form and reinforce an essential set of skills as set out in the occupational standard. In the free elective (C) part, the student can choose and study 3 CP of study courses from the UL course catalogue at their own discretion, preferences and needs.

The course descriptions are compiled in *Annex* 22 (*22 5 Descriptions study courses PMSP Pre-trial Investigaton 2024.docx*) and enclosed as a separate file.

The aim and objectives of the study courses, study papers, internships and final examinations included in the study programme, as well as their content, the successful completion of which ensures the full acquisition of the relevant knowledge, skills and competence, are consistent with the overall aim and objectives of the study programme and the knowledge, skills and competence acquired as a result of its completion.

A detailed mapping of the knowledge, skills and competences to be acquired as a result of successful completion of each study course, etc., with the knowledge, skills and competences to be acquired as a result of completion of the study programme as a whole is provided in *Annex 20 5* "Mapping of Courses of the Professional Master's Study Programme "Pre-trial Investigation"".

It demonstrates the following general trends:

- the knowledge expected as a result of the programme – demonstrate an in-depth knowledge of the legal system of the Republic of Latvia, the European Union and the international legal system, as well as an understanding of all sub-fields of legal science, including a critical understanding of this knowledge – is ensured by all courses corresponding to the field of law, while the so-called restricted elective courses, such as Business and Criminal Law, The enforcement of decisions of civil courts, Public Procurement Management, etc. provide the opportunity to acquire in-depth knowledge of legal science and the most up to date knowledge in other areas necessary for the professional activity of an investigator and a lawyer. Whereas in all study courses, where students are introduced to practically applicable areas of law, it is planned to acquire the following knowledge: to translate and interpret legal norms using modern methods of translation and interpretation of legal norms; to identify and analyse the factual and legal circumstances of a matter to a high professional standard, to have an advanced knowledge of the state of the art in criminal law and other areas necessary for professional activity in criminal proceedings;
- the acquisition of the skills planned in the programme is anticipated in virtually all study courses, i.e. all three defined skills are acquired in specialised courses, while other study

courses provide for the acquisition of one of the defined skills corresponding to the content of the course;

- the set of components included in the study programme fully allows to ensure the competence to be acquired as a result of successful completion of the study programme - both for practical activities of an investigator/lawyer (competence components 1, 2, 3) and in theoretical research in this field of activity (1, 3). The majority of study courses provide not only for the acquisition of basic theoretical knowledge, but also for the practical application of this knowledge in simulated situations; an integral part of the study programme is an internship of 9 or 30 CP (see *Annex* 21 for study plans), as well as the development and defence of a master's thesis, which unambiguously ensures the fulfilment of the competence component - integrating knowledge from different fields, contributing to the creation of new knowledge, development of research or professional methods, thus contributing to the development of legal science and law enforcement practice in the work of investigators.

The content of the study courses will be regularly updated in line with changes in the regulatory framework and the availability of the most up-to-date theoretical research, as well as by assessing the needs identified in previous years for revising the topics covered in the course, the need for a more in-depth discussion of a topic, etc. The range of courses offered in the elective part of the study programme, as well as the content of individual study courses, will be regularly assessed and, where necessary, updated, including in the light of student surveys and updates identified by potential employers, in the Law Study Field Council, as well as in the ISA Study Programme Council.

3.2.2. In the case of master’s and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation. In the case of a doctoral study programme, provide a description of the main research roadmaps and the impact of the study programme on research and other education levels (if applicable).

Successful completion of the study programme leads to a professional Master's degree in Law and a qualification of a lawyer. The expected learning outcomes of the programme, formalised in the award of the professional Master's degree and the qualification of lawyer, are clearly defined. Representatives of the pre-trial investigation authorities were involved in defining them. The programme offers a wide range of courses. These include the provision of knowledge in law and its sub-fields, advanced knowledge in the sub-field of criminal law and other specialised competency development-oriented areas for the criminal lawyer Relevant teaching staff will be brought in to develop students' skills and competences, as teaching staff play a key role in this process. Furthermore, the University of Latvia has developed processes and procedures, and established traditions for achieving high quality results. In the implementation of the programme, all parties, including the students, must take responsibility for achieving the programme's aim.

The programme is implemented in the study field of law with specialisation in criminal law. The award of the degree and professional qualification is justified by the research and high-level professional activity of the academic staff involved (the majority of the academic staff involved in the programme hold doctorates in law and/or have long-standing high-level professional activity, and most of them are also active in research) and by undertaking a number of research projects as part of the study programme. The programme also requires the developmentof a Master's thesis, which is impossible to complete without studying current theoretical research in the field. Given that all research work in this programme is in the field of criminal law, it is reasonable to assume

that students who successfully complete the programme will have a thorough understanding of criminal law and will be familiar with its developments.

3.2.3. Assessment of the study programme including the study course/ module implementation methods by indicating what the methods are, and how they contribute to the achievement of the learning outcomes of the study courses and the aims of the study programme. In the case of a joint study programme, or in case the study programme is implemented in a foreign language or in the form of distance learning, describe in detail the methods used to deliver such a study programme. Provide an explanation of how the student-centred principles are taken into account in the implementation of the study process.

In conformity with the Law on Higher Education Institutions of the Republic of Latvia, the UL internal regulation "*Procedure for Development and Updating of Study Courses at the University of Latvia"* stipulates that information on the conditions, aims, tasks, requirements for obtaining credit points, study content, organization and tasks of the students' independent work, planned learning outcomes (knowledge, skills, competence) and their assessment methods and assessment criteria are included in all study course descriptions, which are available to students in the UL Information System (LUIS) and UL e-learning environment. The recording of the assessment of the students' learning outcomes takes place in the respective study course e-environment. The UL has formulated the learning outcomes for each study programme and for each study course as a set of knowledge, skills and competencies. The courses in study programmes are developed in accordance with the principles of gradation and succession. To ensure this, a mapping of the planned learning outcomes at the level of the study programme and at the level of the study courses has been performed in the study programmes (see *Annex 20* "Mapping of the courses of the Professional Master's study programme "Pre-trial Investigation"").

At the beginning of studies, students are informed of the organisation and implementation of studies in the relevant study programme, but when commencing the acquisition of each individual study course, the academic staff inform students specifically about the organisation, content, requirements, learning outcomes, examinations and evaluation criteria, as well as explain the integral quality of the study course for achieving the overall outcomes of the study programme. The students can familiarize themselves with the criteria and conditions for assessment of student achievement and the binding procedures in the course descriptions and e-learning environment, as well as at the beginning of each course during the first lecture, when each lecturer introduces students to the course organization, briefly describes the requirements for intermediate and final examinations, describes grading criteria and examination procedures, without changing these requirements and grading criteria throughout the semester.

The programme uses common assessment methods with their own specific features. One of these is the practical problem-solving (legal case), which is included in all law courses, their interim assessments and final examinations.

The "Regulations for Successful Completion of Study Courses at the Faculty of Law of the University of Latvia" (approved by the Council of the Faculty of Law on 16 September 2016, Protocol No 2020-V2-16) are essential for full implementation of the study process and evaluation of students' performance at the Faculty of Law of the University of Latvia.

They stipulate that:

- in each study course, students' knowledge is tested and assessed according to the same requirements (form, volume, content, level of complexity, etc.) regardless of the form of studies and the number of teaching staff involved in the implementation of the study course;
- the requirements for achieving learning outcomes, the course content and the assessment criteria are provided in the description of each study course. If the description of the study course indicates the attendance of practical classes (seminars) as mandatory, the student shall replace the missed class thereof in accordance with the procedures specified by the teaching staff, equivalent to the content of a missed class of practical work (seminar). A student who has not attended more than half of the mandatory classes of practical work (seminars) or has received negative assessment in more than half of the mandatory classes to be attended shall register for the acquisition of the study course repeatedly;
- information on the acquisition of study courses (for example, the timing of interim tests, calendar plans of classes, lists of legal sources required for examinations, homework assignments, requirements for the acquisition of study courses, study materials, lists of literature sources, etc.) shall be published in e-studies in the relevant section of the study course. Examination schedules, information on the timing and classrooms of the repeated interim tests and final examinations of the study course, as well as the consultation times of the teaching staff shall be published on the faculty website.

The Regulations also provide for the ***organisation and assessment of interim tests***:

- at least one interim test must be included in a study course worth 3 credit points, at least two in a study course with 4, 5 or 6 credit points, and at least three interim tests in a study course with 7 and more credit points, and these tests are assessed with a grade and the total assessment of them constitutes not less than 50% of the total grade of the course;
- if the student has not successfully passed any of the specified interim tests, they have the right to take the interim test repeatedly one more time. If serious violations against the student (unequal assessment, different requirements, etc.) are found during the writing of the interim test, this time of writing is not taken into account and another time of writing is provided to this student;
- a student who has not passed any of the required interim tests until the final examination in accordance with the procedures specified for it (see the previous paragraph) shall register for a repeated acquisition of the study course.

The ***final examinations*** and assessments of ***the course of study*** take place as follows:

- at the end of the study course, a separate examination of students' knowledge or the final test of the course - an examination takes place. The teaching staff may not post the final grade of the study course without holding an examination, based only on the results of the student's work during the semester;
- the teaching staff has the right to proportionally reduce the scope of the examination for a student who has shown very good results during the study course;
- in all study courses, where the specifics of the course allow it, a practical task (legal case) shall be included in the examination;
- the oral examination is recorded on a dictaphone;
- the principle of how the final grade is to be rounded is determined in the course description. If the course description does not include such a point, the mathematical requirements apply, i.e., if the decimal point is five or more, then rounding is carried out upwards, but if the decimal point is less than five, then rounding is carried out downwards.

The final master's thesis is planned to be elaborated on issues relevant to the professional activity of an investigator, while the final examination – the qualification examination of a lawyer is

conducted in accordance with the Cabinet of Ministers Regulation No 46 of 15 January 2019 "Procedure of the State Unified Professional Qualification Examination of a Lawyer".

The evaluation of the Master's thesis is done by the State Examination Board, which includes representatives of the UL FL, representatives of the consortium partners "Internal Security Academy", as well as representatives of the Investigation and Prosecutor's Office as the supervisory body of the investigation institutions.

The delivery mechanism of the study programme ensures the achievement of learning outcomes, incorporating the principles of student-centred education.

The student-centred approach was followed in the development of the study programme and its courses, with particular attention paid to the meaningful formulation of learning outcomes in order to promote dialogue between faculty and students on the content, forms and methods of organisation of studies. Well-formulated learning outcomes, on the other hand, promote students' understanding and co-responsibility for their own learning, self-evaluation, and understanding of the assessment they receive. In the study process, lecturers use methods, forms of assessment and evaluation criteria that are consistent with the study aim and the planned learning outcomes.

Students receive support and feedback from the teaching staff during the study process. Assessment criteria for marking are made public in advance. Assessment gives students an opportunity to demonstrate the extent to which they have achieved the planned learning outcomes.

Student-centred methods dominate the learning process. The study process is supported by methods that facilitate students' communication in the implementation of study tasks, solving real issues pertaining to the field, modelling situations. Teaching staff mainly use methods that encourage students' active participation, critical thinking and reflection. The e-learning environment (*Moodle*) is used in the study process and to promote independent studies.

The study process takes into account the diversity of students' learning needs in the choice of pedagogical methods, promoting students' learning motivation, self-reflection and participation in the study process.

Employers are involved in the implementation and development of study courses. As noted above, the study programme is developed by a working group, mostly composed of employers’ representatives. Employers' representatives will be invited to participate in the Faculty of Law's Study Field Council, which actively discusses the development and other substantive aspects of all programmes in the study field. Representatives of employers (State Police, Ministry of the Interior) are already included in the Study Programme Council of the Consortium "Internal Security Academy", which has to consider every issue related to the improvement of the study programme, as well as in the Supervisory Council of the Consortium, which includes representatives of the Ministry of the Interior, the Prosecutor General's Office, the State Police, etc.

It should be noted that the Strategic Supervisory Council of the Consortium "Internal Security Academy" has strengthened the requirements for the faculty involved in the implementation of the study programme by stipulating that at least 50% of the faculty who implement the practical parts of the study courses must have at least 5 years of practical work experience in the last 15 years, which is equivalent to conducting practical research. At the same time, all investigating authorities are invited to update annually and send to educational institutions a list of staff members they recommend to be involved in the study process. This ensures that the study programme is implemented in close cooperation with practice. In addition, it should be noted that the vast majority of the faculty members involved in the implementation of the study programme have a concurrent practical employment (at a high level) in the field they teach. For example, many lecturers are sworn advocates and judges.

The study process takes into account students' prior knowledge, previous experience and different learning styles, ensuring flexibility in the implementation of the study programme.

By implementing internal quality assurance policies, study programme is implemented to encourage students to actively participate in the improvement of the study process. Policies and procedures are in place for the submission of student suggestions and complaints and for the handling of student appeals. The results of student surveys are evaluated and taken into account for the improvement of the study process.

The design and implementation of the study programme is guided by a personalised approach to each student, which manifests itself in several aspects. For example, students can consult individually with any member of the teaching staff at specified tutorial times; cooperation between students and teaching staff is also ensured by the use of electronic communication (e-study), which allows the transmission of necessary study materials, assessments and recommendations to students; students can freely access the general staff, study methodologists and management of the faculty.

Regarding the differences in the provision of the study process for the different study programme delivery options: full-time in-person, part-time in-person, part-time remote studies - it should be noted that the main difference is in the number of contact hours. For example, a 6-credit full-time course will have 64 contact hours; a part-time in-person course will have 32 contact hours and a part-time remot course only 18 contact hours. The learning outcomes as well as the requirements for successful completion of the course - mid-term and final examinations - are the same for all forms of study. In part-time study forms, part of the in-person contact hours are replaced by students' independent work. In order to structure the independent work of part-time students, lecturers use methods such as writing independent works or essays, posing questions which students have to answer independently by studying the literature, solving and submitting questions independently and later receiving comments from lecturers on the results of their independent work.

3.2.4. If the study programme envisages an internship, describe the internship opportunities offered to students, provision and work organization, including whether the higher education institution/ college helps students to find an internship place. If the study programme is implemented in a foreign language, provide information on how internship opportunities are provided in a foreign language, including for foreign students. To provide analysis and evaluation of the connection of the tasks set for students during the internship included in the study programme with the learning outcomes of the study programme (if applicable).

The internship is an integral part of the study programme. The study programme includes an internship in an investigating institution of 30 CP or 20 weeks (plan A - for graduates of the academic bachelor's degree programme: no internship of 30 CP has been completed in previous studies) and all students complete an Internship before the Master's thesis of 9 CP.

The internship is planned to be provided in various investigating authorities in Latvia, e.g., the State Police, the Prison Administration, the Internal Security Bureau, the State Border Guard, the NAF Military Police, the State Revenue Service, the Corruption Prevention and Combating Bureau, the Prosecutor's Office of the Republic of Latvia. Since the study programme is implemented within the framework of the Consortium "Internal Security Academy" with the specific aim of training a certain

number of specialists for work in investigating institutions, 100% of all students are provided with internships in an investigating institution.

Internship in an investigating institution is a stage of consolidation, deepening and validation of the theoretical knowledge acquired by students in the field of criminal law (criminal law, criminal procedure, criminology, forensic science), a part of a unified study process.

The aim of the internship is to advance students' knowledge and skills in criminal investigations and to prepare them for independent work as investigators and lawyers. This component of the study programme plays a very important role in achieving the aim of the study programme, i.e. to educate high-level specialists for investigative work in Latvian investigating institutions.

The objectives of the internship placement are:

1) learn about the work organisation at the investigating authorities;
2) gain practical work skills in criminal investigations under the supervision of a internship supervisor;
3) to facilitate the fortification and development of theoretical knowledge, professional skills and abilities related to the practical activity of a lawyer in accordance with the requirements of the Master's study programme of the UL Faculty of Law, as well as to ensure that the student (trainee) has the opportunity to acquire the necessary materials for the development of their Master's thesis.

It is thus evident that the achievement of the internship objectives directly contributes to the achievement of the objectives, outcomes and aim of the programme as a whole.

The internship is closely supervised and guided by internship supervisors (one from the Faculty of Law, one from the internship institution). Its successful implementation ensures full acquisition of practical skills, ensuring that the study programme is closely integrated with current developments in law enforcement practice, with practitioners making a significant contribution and assuming responsibility for the training of young specialists.

The content of the internship, the rules for the formatting and defence of the internship report are laid down in the Internship Regulations, the relevant internship course description and the internship programme.

3.2.5. Evaluation and description of the promotion opportunities and the promotion process provided to the students of the doctoral study programme (if applicable).

Not applicable.

3.2.6. Analysis and assessment of the topics of the final theses of the students, their relevance in the respective field, including the labour market, and the marks of the final theses.

The first final theses are not scheduled until the spring semester of the academic year 2025/2026, so it is not possible to perform their analysis.

3.3. Resources and Provision of the Study Programme

3.3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples.

All the resources available at the Faculty of Law and in particular at the Faculty of Law are available for the implementation of the Master's study programme "Pre-trial Investigation". A detailed outline is presented in the Self-Evaluation Report of the Study Programme "Law", Section 2.3 "Resources and Provision of the Study Programme". The description of the available resources in this section leads to the conclusion that they create all the necessary conditions for the implementation of the study programme, including students' independent studies and research. The study base is regularly improved and supplemented with the most up-to-date information resources, according to the needs of academic staff and students. For example, the world's leading databases such as Cambridge Journals Online, EBSCO, HeinOnline, Kluwer Digital Book Platform, Oxford Journals Online, Scopus, ProQuest Ebook Central and others are available to the students of the University.

The volume of academic literature required for Master's level studies is considered to be fully sufficient, while the collection continues to expand in current research topics. The resources of the Faculty of Law Library and its structural units are regularly supplemented in accordance with the suggestions of the teaching staff of the Faculty of Law. Thus, the high quality scientific, informative and material base provided in the study programme allows to achieve the tasks and the aim of the study programme.

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

Not applicable.

3.3.3. Indicate data on the available funding for the corresponding study programme, its funding sources and their use for the development of the study programme. Provide information on the costs per one student within this study programme, indicating the items included in the cost calculation and the percentage distribution of funding between the specified items. The minimum number of students in the study programme in order to ensure the profitability of the study programme (indicating separately the information on each language, type and form of the study programme implementation).

Programme revenue

To provide the necessary funds for the conduct of studies, the UL uses the state budget subsidy, which is financed from the state budget funds allocated to the budget programme "Internal Security Academy" of the Ministry of the Interior.

Tuition fees at the UL are determined based on:

- study place cost, including all the costs of the study process;
- estimated state funding allocated per study place.

Considering the above factors, the tuition fee for the professional master's study programme "Pre-trial Investigation" for the academic year 2023/2024 is set for the citizens of the Republic of Latvia:

- EUR 4646 per year for full-time intramural studies;
- EUR 3484 per year for part-time intramural studies;
- EUR 3484 per year for part-time extramural studies.

An outline of the (planned) breakdown of students by type of study and annual revenue is presented in Table 7.3.3.1.

Table 7.3.3.1

Number of students and annual revenue

Study mode	LV budget-funded	LV tuition fee-based	EU/EEA/S* fees	Other** fees	Total	State subsidy	Fees for LV and EU/EEA/EU citizens	Fees for nationals of other countries	Annual Revenue
	number	number	number	number	number	EUR	EUR	EUR	EUR
	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*1*6+(2+3)*7+4*8*
Full-time studies	0	0			0				
Part-time intramural studies	15	0			15	3732			55980
Part-time extramural studies	0	0			0				
Total					**15**				**55980**

* EU/EEA/S - European Union/European Economic Area/Swiss Confederation
** Other - outside EU/EEA/Swiss Confederation

Programme costs

In order to estimate the amount of funds required for financial support, the UL calculates the costs of study programmes according to a self-developed methodology, which takes into account the costs of providing the study process as described in the section "Funding Support" and information on the study programme plan, the teaching staff involved, the planned number of students, etc., thus ensuring the reliability of the forecasts.

Programme costs for full-time intramural studies

The programme is expected to enrol 30 students. With this projected number of students, the

estimated cost of the full-time intramural study programme "Pre-trial Investigation" per student is EUR 4646 per year. Based on these data, the total annual cost of the programme is EUR 139 380 and the breakdown (percentage) is shown in Table 7.3.3.2

Table 7.3.3.2

Percentage breakdown of costs in the study programme

Cost item	**% of the total**
Teaching staff costs	55 %
General staff costs	5 %
Other costs	2 %
Infrastructure costs	9 %
Property and services	3 %
Indirect costs	26 %
TOTAL COSTS	**100 %**

Figure 7.3.3.1 depicts the cost of the study programme (vertical axis) as a function of the number of students (horizontal axis) with a red line, and the weighted average tuition fee (blue line).

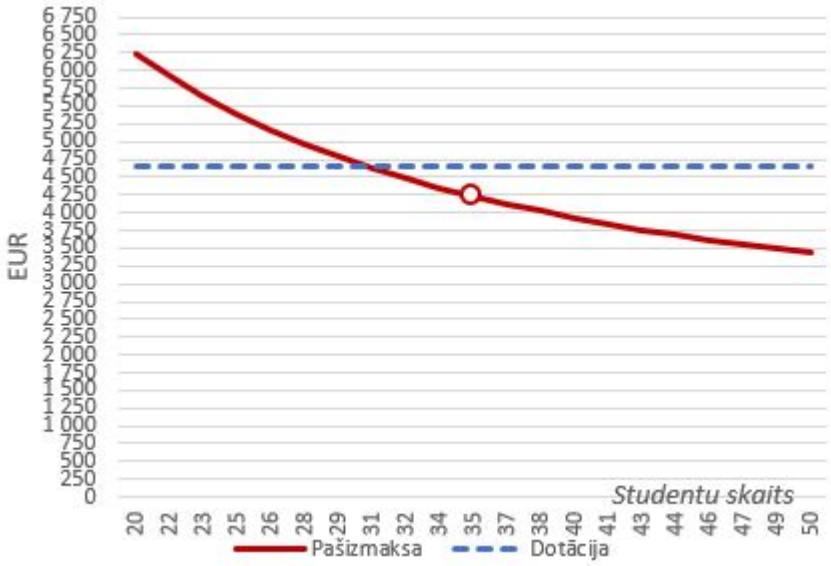


Figure 7.3.3.1 ***Prime cost per number of full-time intramural students enrolled in the study programme "Pre-trial Investigation"***

The calculation shows that for the programme to be cost-effective and for students to be provided with a high-quality study process, the minimum number of state-funded places in the programme (in all courses combined) should be at least 30 (intersection of red (self-cost) and blue (subsidy) lines projected on the x-axis).

Programme costs for **part-time intramural studies**

The programme is expected to enrol 45 students. With this projected number of students, the

estimated cost of the part-time intramural study programme "Pre-trial Investigation" per student is EUR 3484 per year. Based on these data, the total annual cost of the programme is EUR 156 780 and the breakdown (percentage) is shown in Table 7.3.3.3

Table 7.3.3.3

Percentage breakdown of costs in the study programme

Cost item	**% of the total**
Teaching staff costs	58 %
General staff costs	3 %
Other costs	2 %
Infrastructure costs	9%
Property and services	2 %
Indirect costs	26 %
TOTAL COSTS	**100 %**

Figure 7.3.3.2 depicts the cost of the study programme (vertical axis) as a function of the number of students (horizontal axis) with a red line, and the weighted average tuition fee (blue line).

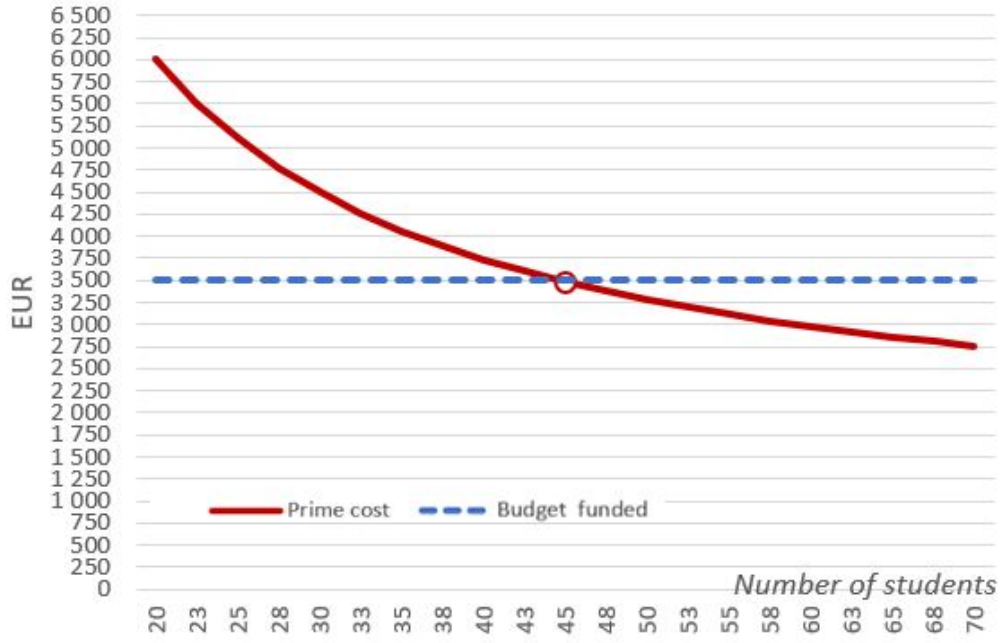


Figure 7.3.3.2 ***Prime cost per number of part-time intramural students enrolled in the study programme "Pre-trial Investigation"***

The calculation shows that for the programme to be cost-effective and for students to be provided with a high-quality study process, the minimum number of state-funded laces in the part-time intramural programme (in all courses combined) should be at least 45 (intersection of red (self-cost) and blue (subsidy) lines projected on the x-axis).

Programme costs **Part-time extramural studies**

The programme developers expect 45 students to study the programme. With this projected number of students, the estimated cost of the part-time extramural study programme "Pre-trial Investigation" per student is EUR 3484 per year. Based on these data, the total annual cost of the programme is EUR 156 780 and the breakdown (percentage) is shown in Table 7.3.3.4

Table 7.3.3.4

Percentage breakdown of costs in the study programme

Cost item	**% of the total**
Teaching staff costs	58 %
General staff costs	3 %
Other costs	2 %
Infrastructure costs	9 %
Property and services	2 %
Indirect costs	26 %
TOTAL COSTS	**100 %**

Figure 7.3.3.3 depicts the cost of the study programme (vertical axis) as a function of the number of students (horizontal axis) with a red line, and the weighted average tuition fee (blue line).

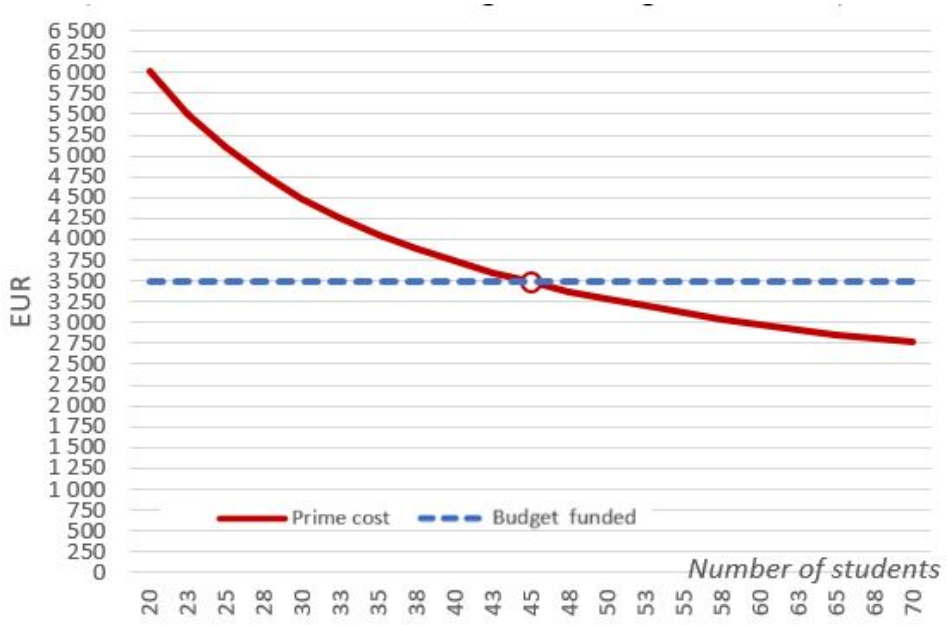


Figure 7.3.3.3 ***Prime cost per number of part-time extramural students enrolled in the study programme "Pre-trial Investigation"***

The calculation shows that for the programme to be cost-effective and for students to be provided with a high-quality study process, the minimum number of state-funded students in the part-time extramural programme (in all courses combined) should be at least 45 (intersection of red (self-

cost) and blue (subsidy) lines projected on the x-axis).

Programme's revenues and costs

Table 7.3.3.5 aggregates the projected number of students, programme revenue, expenditure, output and profitability (output to revenue, %) across all modes of delivery.

Table 7.3.3.5

Programme output

Study mode	Total	Annual revenue	Annual costs	Result/output	Profitability
	number	EUR	EUR	EUR	%
Full-time studies	30	149280	139380	9900	7%
Part-time intramural studies	45	167940	156780	11160	7%
Part-time extramural studies	45	167940	156780	11160	7%
Total	**120**	**485160**	**452940**	**32220**	**7%**

The study programme is cost-effective in all its modes of delivery (FTI, PTI, PTE). Overall, the expected revenue exceeds expenditure and does not require support from other financial resources.

Only state budget funding is used for curriculum development (development of new courses, improvement of existing courses, methodological support and other aspects of curriculum development). If needed, financial support can be obtained from the UL Study Quality Improvement Fund, where each year a sum is allocated in the UL budget to address various faculty issues, including the establishment of new study programmes and the development of existing study programmes.

Sources of research funding for academic staff are also indirectly channelled to the development of study programmes, e.g. through research activities, participation in international projects, publication of scientific articles, etc. By participating in these events, academic staff enhance their professional and research competences, often engaging students as well, which has a positive impact on the quality of the study process.

3.4. Teaching Staff

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

The programme will be implemented with the participation of highly qualified teaching staff (see *Annex 6: 6 Teaching staff 2024.xlsx)*, who are mainly employed at the UL Faculty of Law.

At the beginning of the study programme implementation, it is planned that 36 teaching staff will be involved in the provision of all study courses (30 of them are elected faculty members of the University of Latvia). These faculty members will provide lecturing for the courses throughout the entire duration of the study programme. In the event of changes in the composition of the teaching staff during the programme, equivalent qualified teaching staff will be provided.

According to the methodology for calculating the basic costs of a study place and social security costs (Cabinet of Ministers Regulation No 994 of 12 December 2006 "Procedures for Financing Institutions of Higher Education and Colleges from the Funds of the State Budget"), the proportion of staff involved in the study programme will be as follows:

Table 7.4.1.1

Academic staff involved

Position	***Regulatory proportion***	***Number of academic staff involved in the study programme***	***Proportion of academic staff involved in the study programme***
Professor	15%	9	29,9%
Associate Professor	15%	4	13,6%
Assistant professor	30%	12	39,9%
Lecturer	25%	5	16,6%
Assistant	15%	0	0

Taking into account one of the main ideas of the Consortium "Internal Security Academy", i.e. mutual involvement of teaching staff, to strengthen the capacity of the University of Latvia for the implementation of some study courses, academic staff representatives of the Consortium partners were attracted – from Riga Stradiņš University Dr.iur. L.Saukāne, from the State Police College Dr.iur. assist.prof. Ē.Krutova. A representative of the University of Economics and Culture - Dr.iur.,

assist.prof. J.Juriss.

The data show that the Study Programme will be implemented by an excellent faculty - 13 professors and associate professors, which is quite high among professional study programmes in Latvia. This staffing undoubtedly increases the cost of the programme, but at the same time it enables the programme to better achieve its objectives. Moreover, the fact that students have the opportunity to study with professors - leaders in their field in Latvia - is particularly appreciated by graduates of other study programmes of the UL Faculty of Law, who particularly emphasise this component in their course evaluations and surveys.

The level of education of the teaching staff involved in the implementation of the programme is also high - 26 out of 36 teaching staff hold a doctoral degree (Dr. or Ph.D. degree), which is 72.2% and is considered to be a very high indicator. In addition, several of the participating lecturers are currently continuing their doctoral studies or have successfully passed the theoretical part and are preparing to defend their doctoral theses, among them G.Kūtris, P.Zeņķis, E.Vīnkalna. By the start of the academic year 2024/2025, they are expected to have already obtained their doctoral degrees.

Academic staff shall meet the requirements set out in the third paragraph of the first part of Article 55 of the Law on Higher Education Institutions. The study programme does not involve teaching assistants, but instead a number of hourly-paid lecturers will be employed, including from legal practice institutions. Hourly-paid lecturers are involved as professionals in the field in specific study courses, which are mainly included in the restricted elective part B of the professional specialisation study courses. They will be contracted for the duration of the course. For example, the Director of the Data State Inspectorate J.Macuka is involved in teaching the course "Personal data and business secret management", the Director of the Legal Clinic at the Faculty of Law S.Z.Gereiša in the implementation of the course "Mediation".

The content and level of organisation of the study programme, as well as the academic staff involved, qualitatively and quantitatively ensure the achievement of the objectives of the study programme. The absolute majority of teaching staff are elected to academic positions, which means they are closely and sustainably involved in the academic process, with predictable, focused professional development. Experts from other educational institutions or legal practices are invited to teach some specific courses. The teaching staff involved in the implementation of the study programme are the most prominent and recognised experts in their field in Latvia, as evidenced by their scientific contributions, including citations in court decisions, demand in continuing education and professional development programmes, etc. For example, the Criminal Procedure lecturers are prof. K.Strada-Rozenberga, prof. Ā.Meikališa, in Criminal Law – prof. V.Liholaja, in State Law – prof. A.Kārkliņa, in Theory of Law – prof. J.Lazdiņš, prof. S.Osipova, prof. D.Rezevska, in Civil Law – prof. K.Balodis, prof. J.Kārkliņš, in Police Law – Dr.iur. Ē.Treļs, in specialised forensic courses - prosecutors J.Juriss and M.Leja, etc.

Most of the teaching staff involved in the study programme have considerable practical experience in the subject of the study course. Many of them practice law alongside their academic work, which enables them to continuously offer students analysis of the most relevant topics and issues, applying theory to practical tasks. Several of the faculty members are sworn advocates, for example, J.Rozenbergs, L.Saukāne, J.Kārkliņš, L.Rasnačs, I.Kačevska, former and current judges – S.Osipova, A.Rodiņa, A.Kučs, G.Kusiņš, J.Pleps, E.Kalniņš, K.Zīle, A.Kovaļevska, prosecutors – J.Juriss, etc.

At the same time, academic staff are active in research.

It should be underlined that a large part of the faculty involved in the teaching of the programme's

law courses are experts in law recognised by the Latvian Council of Science. According to the database of experts hosted by the Latvian Council of Science (https://sciencelatvia.lv/#/pub/eksperti/list) (there are 47 LCS experts in law in Latvia, 42 are employed by educational institutions), 14 out of all experts in law in Latvia are involved in the implementation of this programme. Taking into account that the total number of teaching staff who will be involved in the implementation of the programme in law studies is 35, it can be concluded that more than a third of them are recognised as experts of the LCS.

The teaching staff involved in the implementation of the study programme are scientific leaders in their respective fields, and their publications are incorporated into the study courses as basic sources, as well as their works are highly citable in court decisions, and they are often called as experts in Constitutional Court proceedings to comment on and assess the constitutionality of norms. Information on the achievements of each teaching staff member is reflected in their CV (see Annex 7 "*Biographies of the teaching staff (in the format of the Curriculum Vitae)*").

Taking into account the above, it can be confidently stated that the composition of the teaching staff involved in the implementation of the programme will enable to fully achieve the outcomes of the study programme, providing both qualitative theoretical knowledge, professional and research skills in law, as well as practical training, which enables to successfully engage in the solution of problems of the economy and internal security of the state.

Given the relatively small number of prospective students and the form of studies (part-time intramural), there is currently no perceived risk that existing lecturers will not be able to provide quality teaching in study courses. As the workload increases and in response to the natural generational change in the academic environment, it is planned to attract new lecturers to teach study courses - both by permanently employing them at the University of Latvia and by using the opportunities for faculty mobility provided by the consortium "Internal Security Academy" among the consortium partners. Consortium partners will be involved in the management, review and defence of the final theses from the outset of the programme.

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

There have been no significant changes in the composition of the teaching staff since the programme was licensed. The implementation of the study programme has started in the academic year 2023/2024, and in the 1st academic year 24 teaching staff are involved in the programme implementation (see Table 7.4.2.1). The total number of teaching staff to be involved in the study programme is 36 . In order to ensure a high quality and valuable curriculum, some courses have more than one faculty member, which for the time being increases the ratio of faculty members to students in the programme. This ratio will decrease with the next academic year as the total number of students in the programme increases.

The professional development of the teaching staff has contributed to an increase in the quality of studies, as more associate professors and professors are involved in the programme.

Table 7.4.2.1

Number of teaching staff in the professional master's study programme "Pre-trial Investigation"

No	Indicator	2023/2024
1.	Number of teaching staff, incl:	24
1.1.	Professors	6
1.2.	Associate Professors	4
1.3.	Assistant Professors	6
1.4.	Lecturers	4
1.5.	Elected teaching staff - foreign nationals	
1.6.	other teaching staff (hourly-paid contract faculty)	4
1.6.1.	incl. doctoral students	
2.	Number of academic staff with doctoral degrees	16
3.	Student/staff ratio	1

3.4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals or peer-reviewed monographs may be additionally specified. Information on the teaching staff included in the database of experts of the Latvian Council of Science in the relevant field of science (total number, name of the lecturer, field of science in which the teaching staff has the status of an expert and expiration date of the Latvian Council of Science expert) (if applicable).

Not applicable.

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

Not applicable.

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

The development and implementation of study courses is a collaborative process involving all the academic staff teaching the course. Most study courses are delivered by more than one faculty member – more lecturers are assigned to study courses with a higher number of credits. For several study courses, the course description is developed by one lecturer (the teaching staff member responsible for the course), but other lecturers are also involved in teaching the study course. In such cases, the course lecturers shall cooperate with the course developer to update the course description, when and as necessary.

Mechanisms to foster cooperation in the implementation of the study programme include, first and foremost, consultation among teaching staff - agreeing before classes on common requirements in terms of both content and form, such as requirements for seminars and tests. Despite the academic freedom of lecturers, uniform teaching methods are used as far as possible in the different groups. The responsibility for ensuring that uniform requirements are met in the teaching of courses of study rests with a course tutor appointed by the Dean.

Meetings of heads of departments and study programme directors are held with regularity to discuss various issues related to the organisation of the study process. Faculty staff meetings are held at least twice a year to discuss various issues related to the study process and programme implementation. Often, these meetings also include training (e.g. on psychological factors in the work of lecturers, on the most recent methods in teaching, etc.).

The FL is characterised by collegiality, which manifests itself in the daily study process. Despite the challenges of working in a fully remote study and work mode during the pandemic, the work was organised successfully even in these exceptional circumstances, and this was also appreciated by the students (e.g. regular meetings of the Heads of Departments, meetings of the Study Field Council, WhatsApp group for the Dean and Heads of Departments ensured prompt transfer of information and solving of acute problems).

In accordance with the UL regulations, regular classroom observation/ hospitality (peer attendance) and discussion of the resulting conclusions is conducted individually and within the department. The remote study process in the MS Teams environment since the spring semester of 2020 has also made the lecturers' teaching even more transparent, with the opportunity to learn from each other good examples of pedagogical practice.

Given the specificity of the programme, which is determined by its implementation within the ISA consortium, cooperation takes place not only within the faculty, but also among the teaching staff of the UL and RSU and the College, as well as representatives of sectoral internship sites involved in the implementation of the programme. All those involved are also invited to participate in various events (workshops, conferences, debriefings, etc.) organised both within and across ISA partners. It enables teaching staff to learn about current and relevant issues not only in their own institution, but more broadly. This consequently better ensures both the implementation of this specific programme and the quality of the overall ISA vision.

The student-staff ratio of the programme is currently rather under-informative, as the programme is

only one year long and has few Master’s students. At the moment, it can be reported that 24 lecturers are employed to train 15 students and, from this point of view, the studies offered can be considered exclusive.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	15_5_DIPLOMA_PMSP_Pre-trial investigation.zip	15_5_MSP_Pirmstiesas izmeklesana_diploms_diploma_pielik.zip
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	16 5 statitics students PMSP Investig.docx	16 5 studejo skaits prof mag PirmstIzm.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	17 5 Compliance-State Education Standard PMSP Pre-trial Investigation.docx	17 5 pielikums atbilstiba standartam prof mag pirmtiesas.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)	18 3 Compliance with the professional standard PMSP Pret-trial Investigation.docx	18 3 pielikums prof mag pirmstiesas izm.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	20 5 Mapping learning outcomes of the PMSP Pre-trial Investigation.xlsx	20 5 Kursu_kartejums_profes mag SP Pirmstiesas izmeklesana 2024.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	21 5 curriculum of the study programme PMSP Pre-trial Investigation ECTS.docx	21 5 pielikums studiju plans prof mag Pirmstiesas izmekl_ECTS.docx
Descriptions of the study courses/ modules	22 5 Descriptions study courses PMSP Pre-trial Investigaton 2024.docx	22 5 kursu apraksti profes mag SP Pirmstiesas izmekl 2024.docx
Description of the organisation of the internship of the students (if applicable)	23 2 Description organisation internship_PBSP-PMSP_Pre-trial Investigation.docx	23_2_Praksu nolikums 2023_Pirmstiesas-izmekl_PBSP-PMSP_LU-JF_20.02.2023..docx
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		