

APPLICATION

Study field "Internal Security and Civil Protection" for assessment

Study field	<i>Internal Security and Civil Protection</i>
Title of the higher education institution	<i>Rīgas Stradiņa universitāte</i>
Registration code	<i>3391702042</i>
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Self-evaluation report

Study field "Internal Security and Civil Protection"

Rīga Stradiņš University

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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,.

Rīga Stradiņš University (RSU, information [in Latvian](#), [in English](#)) is a state-established higher education and research institution under the supervision of the Ministry of Health of the Republic of Latvia and has been closely integrated into the national healthcare system already since 1950. On 15 April 2002, RSU was registered with the Register of Higher Education Institutions, registration No 3341702042. It was accredited on 13 December 2001. RSU is the third largest university in Latvia with a strong international orientation – in October 2023, 27.4% of RSU students were from foreign countries. RSU's legal address is Rīga, Dzirciema iela 16, but RSU's study programmes are also implemented at other addresses, for example in the recently built building at Konsula iela 21 (200 m from RSU's main building), in the building at Baložu iela 14, as well as at Kuldīgas iela 9C, where the premises have been specially renovated for the needs of the newly developed Faculty of Social Sciences (FSS) and the Social Sciences Research Centre. All buildings are fully suitable for the work of the higher education institution. Lecture auditoriums and rooms are equipped with modern equipment, ensuring high-quality study process, including online lectures

RSU is one of the best-rated institutions of higher education in Latvia, as evidenced by, for example, various international university rankings. RSU ranks third among all Latvian higher education institutions in the *Times Higher Education (THE) World University Rankings*. RSU scored the most in international outlook (62.7) placing it the second in this category among all the universities of Baltic countries included in this ranking. In the *QS World Universities 2022* ranking, RSU is ranked 801st-1000th in the world, the second-best ranking among higher education institutions of Latvia. In the comparative approach ranking of higher education institutions, U-Multirank World University Rankings 2022, RSU received a total of 12 highest (A) and nine (B) ratings, while in the U-Multirank World University Ranking 2021-2022 by Subject in the medical rating, RSU received a total of nine (A) ratings, as well as was nominated in the Innovative forms of assessment category and was ranked 25th among the best universities of the world. RSU has also been highly ranked in the international ranking of academic and research institutions *SCImago Institutions Rankings 2022*, where it is ranked 1st in Latvia and 641st in the world (35 places higher than in 2021).

RSU has been recognised as the highest-quality higher education institution with the best reputation in Latvia for eight years in a row (information [in Latvian](#), [English](#)) in the reputation survey of higher education institutions carried out by research company *Kantar TNS*. The value of the RSU diploma, as well as the university's ability to provide students with the knowledge and skills needed in the labour market, are consistently the most highly valued among the Latvian population.

The **vision** of RSU is to be the leading science and research university in Europe, a hub of talent and a place of excellence in research and practice-based education and experience. The **mission** of RSU is to ensure creation, accumulation and transfer of knowledge valued by the international scientific community and to offer excellent, inclusive and sustainable educational opportunities in the fields of health, life and social sciences in order to fulfil the lifelong potential of everyone.

RSU implements 10 study directions (StD):

- “Healthcare” (27 study programmes (StP));
- “Life Sciences” (2 StP);

- "Information and Communication Science" (6 StP);
- "Education, Pedagogy and Sport" (3 StP);
- "Sports" (5StP)
- "Social Welfare" (3 StP);
- "Sociology, Political Science and Anthropology" (5 StPs);
- "Law" (3 StP);
- "Management, Administration and Management of Real Estate" (6 StP);
- "Psychology" (2 StP)
- "Internal Security and Civil Protection" (4 StP. The first cycle (professional bachelor) study programme "Police Work" will be closed by the end of the accreditation period, providing opportunities to continue studies in the short cycle study programme "Police Work").

From 2017 to 2019, the StP Development and Consolidation Plan was developed at RSU (approved by RSU Presidium on 4 January, 2019, minutes No. 3-1/2/2019, approved by the Evaluation Commission for StP Development and Consolidation Plans established by the Ministry of Education and Science (MoES), MoES letter No. 4-6e/2018/3795), which was implemented with the support of the project "Reducing study programme fragmentation and promoting study internationalisation at Rīga Stradiņš University" (information in [Latvian](#), [in English](#)). During the development of the project, 19 existing study programmes were consolidated.

Existing study programmes of the StD were previously implemented within the framework of the Faculty of Law, but after consolidation of RSU faculties, in February 2024 they were included in the Faculty of Social Sciences.

On 25 October 2022, Riga Stradiņš University (RSU), the Ministry of the Interior (Mol), the College of the State Police (CSP) and the University of Latvia (UL) signed the foundation agreement of the consortium "Internal Security Academy" (ISA) (information in [Latvian](#), [English](#)). In order to implement the professional preparation of the personnel of Mol system institutions and other law enforcement bodies of the Republic of Latvia provided for in the ISA Agreement, to facilitate staff renewal, to provide a quality opportunity of lifelong learning services and to develop scientific research in the field of internal security, new programmes were developed within the consortium.

Study programmes paid for from state budget resources, unique, sustainable and based on the needs of law enforcement bodies.

For secondary school graduates (Full time):

1. Short cycle professional higher education study programme "Police Work" Implementer of studies: College of the State Police
2. First cycle professional higher education study programme "Pre-Trial Investigation" (Bachelor) Implementer of studies: University of Latvia

For existing employees of law enforcement bodies (Part-time):

1. Short cycle professional higher education study programme "Police Work" Implementer of studies: College of the State Police
2. First cycle professional higher education study programme "Pre-Trial Investigation" (Bachelor) Implementer of studies: University of Latvia
3. **The first-cycle professional higher education study programme "Police Work" (Bachelor) implemented after mastering the short-cycle professional higher education study programme of the College of the State Police. Implementer of studies: Rīga Stradiņš University**
4. Second cycle professional higher education study programme "Pre-Trial Investigation" (Master). Implementer of studies: University of Latvia

5. **Second cycle professional higher education study programme “Protection of Economic Security” (Master). Implementer of studies: Rīga Stradiņš University**
6. Second cycle academic higher education study programme “Public Management” subprogramme “Law Enforcement, Criminal Punishment Execution and Rescue Service Management” (Master). Implementer of studies: University of Latvia. (text only in latvian)

As it can be seen, two new study programmes have been developed and are already being implemented at RSU. It should be mentioned that the study process in ISA programmes is implemented in cooperation between the participating higher education institutions, for example, it is intended to involve the lecturers of the University of Latvia and the College of the State Police in the implementation of RSU programmes, as well as to jointly use the study infrastructure and resources of partners.

Combining the resources of the Ministry of the Interior, the College of the State Police, the University of Latvia and Rīga Stradiņš University, highly qualified specialists are prepared to work in law enforcement bodies in Latvia.

In addition to the abovementioned programmes, in cooperation with Daugavpils University (DU), the **joint academic Master’s study programme “Economic Security”** is being implemented in the study direction “Internal Security and Civil Protection” of RSU.

Overall, the StP governance approach implemented by RSU has promoted the provision of StP offer that is of high quality and relevant to the fields as shown by the growing number of applicants and students in the StDs implemented by RSU (see Table 1 and Figures 1 and 2), especially considering the circumstances of the demographic crisis and decrease in the total number of applicants in Latvia. On 1 October 2023, the total number of students at RSU was 10,663.

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

Study direction	2015./ 2016.	2016./ 2017.	2017./ 2018.	2018./ 2019.	2019./ 2020.	2020./ 2021.	2021./ 2022.	2022./ 2023	2023./ 2024
Health Care	5 285	5 652	6 043	6 222	6 306	6 707	7 316	7 708	7 912
Law	1 139	1 105	1 084	993	847	704	778	718	654
Management, Administration and Management of Real Estate	207	225	226	243	218	261	334	366	407
Education, Pedagogy and Sport	236	232	228	235	266	285	273	226	174
Sociology, Politics and Anthropology	234	227	230	252	285	311	338	291	
Social Welfare	138	146	126	143	150	125	120	100	88

Information and Communication Science	428	396	369	397	365	425	420	395	393
Psychology	66	111	121	143	167	279	391	461	558
Life sciences	6	6	6	6	6	5	10	9	23
Internal Security and Civil Protection	0	0	45	82	101	146	157	162	176
Total Number of Students	7 739	8 100	8 478	8 716	8 711	9 248	10 137	10 436	10 663

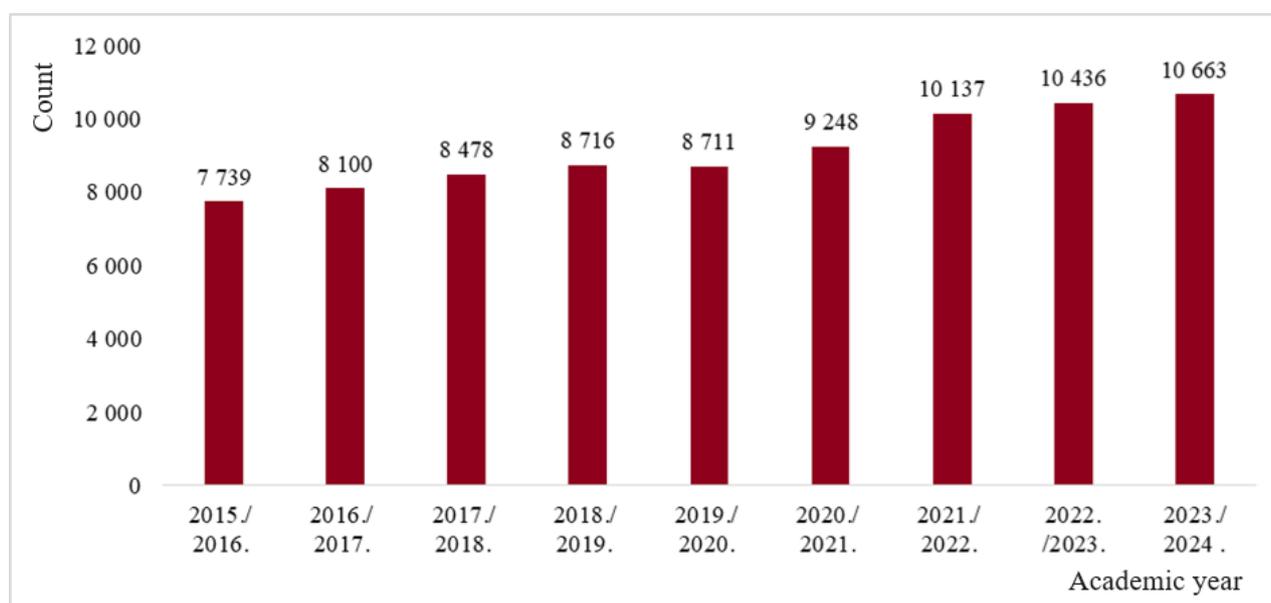


Figure 1. Total number of students in the study directions implemented by RSU over the last nine academic years

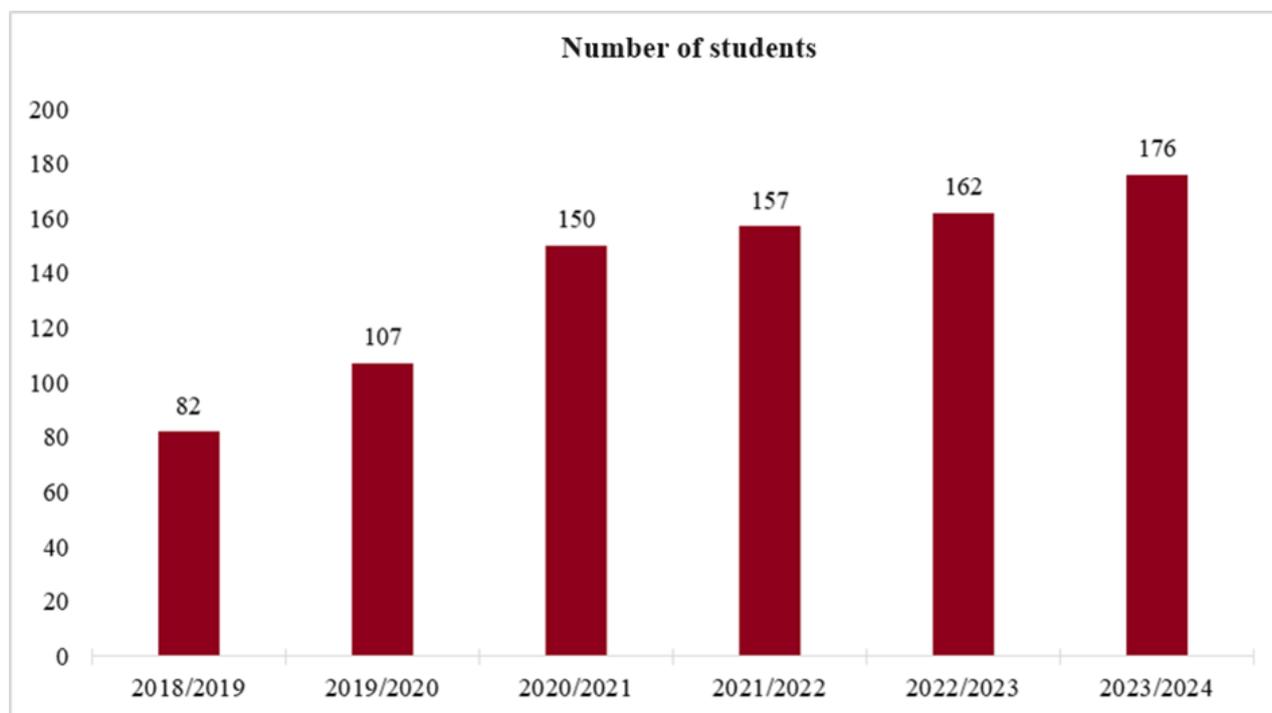


Figure 2. Dynamics of the number of students in the study direction “Internal Security and Civil Protection” over the last six academic years

RSU Development Strategy 2022 – 2027 is available on the RSU website (information in [Latvian](#), [English](#)). The main development goals of RSU are innovative studies in a modern environment and research into health, life and human sciences, including social responsibility for sustainable development of the university and society, twinning for integration in the labour market and internationalisation and reputation for international recognition.

The main development goals of RSU are the following:

- creation of locally and internationally significant research results;
- the implementation of education relevant to societal and individual needs to enhance overall human capital capacity.

The priority goals for sustainable development set by RSU and the contribution to their implementation are described on the website (information in [Latvian](#), in [English](#)).

RSU strategy provides for progress towards a modern education system compliant with the requirements of the future labour market.

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

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

In line with RSU mission and vision, as well as the main development goals set out in RSU Strategy 2022-2027, RSU Development Plan has been developed, consisting of six action lines:

1. Science
2. Education
3. Cooperation
4. Digital transformation
5. Governance
6. Internationality

Each action line has its own sub-goal, key objectives and actions to be taken, as well as key impact indicators and target values to monitor the progress in implementing the Strategy.

See Annex No. 13 for the awards obtained by RSU, cooperation with schools, and marketing activities.

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.

Activity of RSU is regulated by the Law on the Constitution of Rīga Stradiņš University, Law on Higher Education Institutions, as well as other external and internal laws and regulations. The said laws and regulations define the powers and duties of each institution. RSU decision-making is ensured by the Constitutional Assembly, Council, Senate, Rector and Academic Arbitration Court (information on RSU website [in Latvian](#), [in English](#)).

As amended at the Council meeting of
20 March 2024, Minutes No. 1-P-1/2/2024
Enter into force on 21.03.2024.

RĪGA STRADIŅŠ UNIVERSITY ADMINISTRATION



Figure 3. **Administration of Rīga Stradiņš University**

The current RSU Senate was elected at the meeting of the Constitutional Assembly on 23 September 2021. The composition complies with the regulations of RSU Senate: The Senate is composed of 31 senators, including the Rector *ex officio* and 30 elected senators, including 23 academic staff representatives (15 professors and associate professors and 8 other academic staff representatives), 6 student representatives and one RSU general staff representative. The study direction is represented in the Senate by the Deputy Chairman of the Senate, Senator, Assistant Professor Mārtiņš Daugulis (Vice-Dean for Studies at the Faculty of Social Sciences).

Efficient management and supervision of operational tasks at RSU are carried out by four Vice-Rectors: Vice-Rector for Health Studies, Vice-Rector for Studies, Vice-Rector for Administration and

Development, Vice-Rector for Science, and their subordinate structural units of studies, science, administration and management.

Scheme No. 2

RĪGA STRADIŅŠ UNIVERSITY ORGANIZATIONAL STRUCTURE

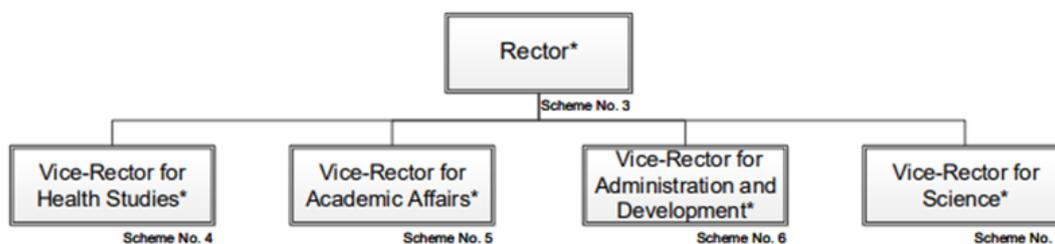


Figure 4. Organisational chart of Rīga Stradiņš University

Participation of external partners in decision-making

External partners cooperate in RSU's Convent of Councillors, Alumni Association, Study Quality Councils, faculty councils, departments, as well as cooperate with the directors of the study programme groups of the Faculty of Social Sciences (considering that the new FSS organisational model has no departments, but this function is performed by the study programme group directors). The specificity of the study programmes includes the need and obligation to be in constant contact with industry, such as the Ministry of the Interior, the State Police, the State Revenue Service, etc. For example, on 10 April 2024, a meeting of the Strategic Supervisory Board of the consortium "Internal Security Academy" (ISA) was held, chaired by the State Secretary of the Ministry of the Interior, Chairman of the Board Dimitrijs Trofimovs. The participants discussed the future development issues of ISA.

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

The Study Quality Council is composed of both the management of the StD/StP, lecturers and student representatives, as well as representatives of employers. The Council evaluates the compliance of the content of the study programme with the requirements of the legislation of Latvia and the EU, public interests and the requirements of the labour market, as well as the long-term development of the respective study direction. (See Section 1.4 for more information on the activities of this Council)

Faculty Councils are composed of academic staff, student representatives and employers. The composition of the Faculty Council is approved by the Senate on the basis of the proposal from the Dean of the Faculty.

The Alumni Association (information [in Latvian](#), [in English](#)) unites former graduates of various generations of Rīga Medical Institute, Medical Academy of Latvia and RSU. The Alumni Association is a contact point between graduates, students, academic staff and sectoral representatives. Mutual cooperation of the involved parties is essential for the improvement of study quality and research, development of the sector and purposeful guidance of students' professional activity. The Association promotes the involvement of RSU graduates in lifelong learning activities.

Participation of students in the management process

The Student Union (SU) (information [in Latvian](#), [in English](#)) represents the interests of students in the Constitutional Assembly, Academic Arbitration Court, Senate, Faculty Councils, Ethics Committee, Loan Granting Committee, Scholarship Awarding Committee, Library Council, Museum Council, Rectorate, Dean's Council, Study Quality Councils and the Committee for Recognition of Learning Outcomes Achieved in Prior Learning or Professional Experience. Student representatives have the right of veto in Faculty Councils; the right of suspended veto in matters affecting students' interests in the Senate.

Interests of international students at RSU are represented by the International Students' Association (information [in Latvian](#), [in English](#)).

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

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

The Student Union is financed from the University budget in the amount of not less than one two hundredth part of the annual budget of the University (in accordance with Section 53, Paragraph 4 of the Law on Higher Education Institutions of the Republic of Latvia (available [in Latvian](#), [in English](#))). At the end of each calendar year, RSU Student Union presents the use of the budget of the current year and the budget estimate for the following calendar year to RSU management, and it is accepted by the Rector. See Annex No. 5 for more information on the content of the SU activity.

Participation of structural units in decision-making

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

See Annex No 1. List of internal laws and regulations in accordance with the basic activity processes of RSU, which also includes links to documents).

See Annex No 3. RSU organisational chart (available also on the website in [Latvian](#) and [English](#) languages).

See Annex 23.1. "Compliance of the study programme with the 1st part of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG")

The governance structure of the study direction and the corresponding study programmes is geared towards development of the study direction (see Section 2.1, Paragraph 4.1 "Development Plan of Study Direction" and Paragraph 4.2 "Governance Structure of Study Direction"), decision-making is efficient; the support provided by administrative and technical staff ensures that all the needs of the study programmes corresponding to the study direction are met.

Information about the structural units involved in the implementation of the study programmes and support staff

StPs of StD "Internal Security and Civil Protection" have so far been implemented by involving not only academic structural units of RSU, such as the Language Centre (language courses) and the Medical Education Technology Centre (civil and environmental protection courses), but also by involving teaching staff in specific study courses from law enforcement bodies (State Police, State Revenue Service, Prosecutor's Office of the Republic of Latvia, Ministry of Foreign Affairs, etc.).

In the newly established RSU Faculty of Social Sciences, which started working on 6 February 2024, several existing RSU structural units were united – the Faculty of European Studies, the Faculty of Law, the Faculty of Communication, the Department of Humanities, the Health Management Group of the Department of Public Health and Disease Prevention, the Language Centre.

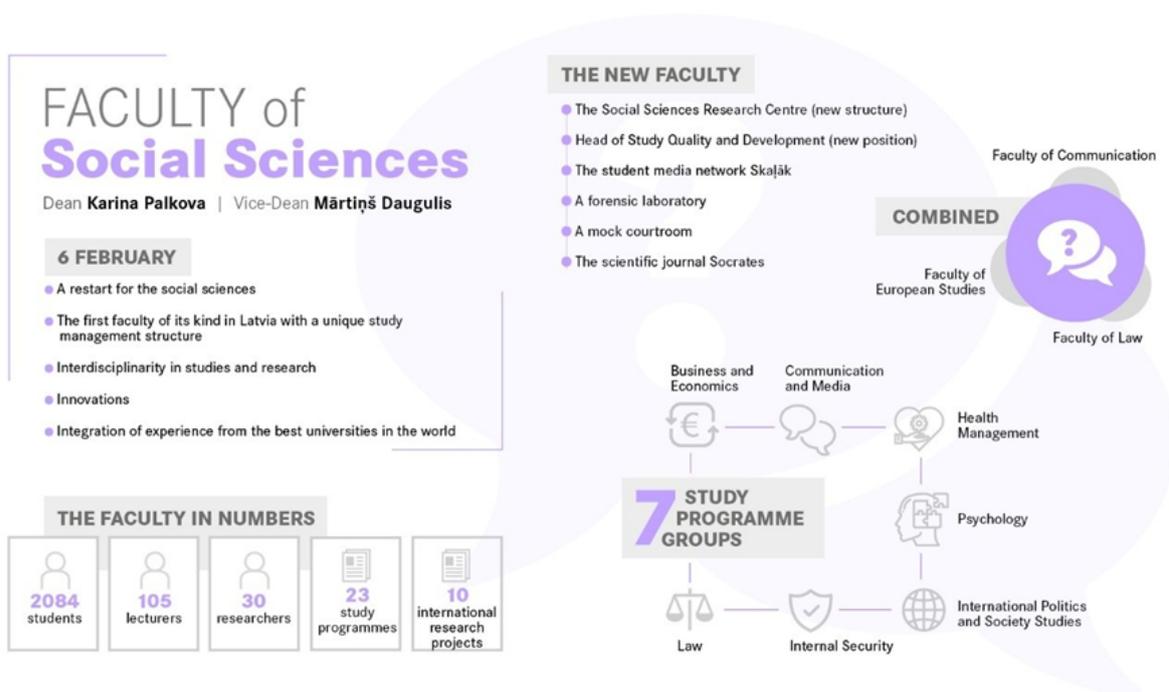


Figure 5. Rīga Stradiņš University Faculty of Social Sciences

To ensure the quality of academic activities and studies, learning support staff – study process coordinators – are employed at the FSS, who provide support to students and academic staff, as well as ensure circulation of documentation. An appropriate amount of support staff for the learning process is provided for each group of study programmes, according to the spectrum of programmes and students included into it. From March 2024, along with the redistribution of functions, the RSU Student Services, which takes over many technical responsibilities within the scope of its functions, also begin to provide significant co-support, thus giving the study process coordinators the opportunity to focus more on the study process, rather than student governance issues. Given that ISA StP is also linked to state secrets, specific and regular reports, monitoring student engagement,

orders, etc., it requires autonomous management of the study process. The support provided by the administrative and technical staff of the higher education institution within the StD is appropriate. Technically, state-of-the-art newest generation information technology equipment is available. From the first day of studies, students know where they can seek assistance in case of questions. Technical issues of the systems are solved by the Information Technology Department; issues of study process are supported by the Academic Affairs Department and office of the faculty, ensuring also feedback in communication with students.

For the development of research and the integration of science into the study process, the Faculty established **the Social Science Research Centre**. The aim of the Social Sciences Research Centre is to promote the targeted development of excellent research at the new Faculty of Social Sciences and at Riga Stradiņš University as a whole. The Centre's activities are focused on the development of interdisciplinary social science research and theoretical approaches. The Social Science Research Centre ensures the transfer of research knowledge and promotes the generation of interdisciplinary researchers by integrating the research process and results into the study process. The Social Science Research Centre provides the horizontal research needs of RSU social science academic staff – research infrastructure, digital research tools, and technical resource management. In the future, the Centre plans to provide social science research services to other organisations.

The objectives of the Centre are:

- Building a highly qualified, interdisciplinary team of researchers unlocks the potential of social sciences in Latvia, ensures research and publications in line with global trends, and raises the prestige of social sciences in society.
- Research development and scientific research in the social sciences: political science, economics, communication, social anthropology, sociology, psychology, law, health management.
- Advancing interdisciplinarity by networking and fostering research between different social science disciplines and other disciplinary groups, encouraging new ways of thinking and providing holistic approaches to complex social issues.
- Building dialogue between scientists, policy makers, business and civil society by promoting the dissemination and co-creation of research results and engaging in expert and public debate.
- Promoting international cooperation through partnerships with research institutes and science universities around the world, joint research projects, scientific conferences and seminars, and student and researcher exchanges.
- Integrating research into the study process by supporting the integration of research topics, methods and tools into the daily work of the Faculty of Social Sciences, involving lecturers and students in research projects, organising seminars and workshops, and providing research infrastructure and resources.
- Development of research infrastructure, focusing on increased use of new technologies in qualitative and quantitative research.

The Centre has several research groups (including security) and three tenure-track professors who ensure the development of scientific results, including in the fields defined by the pathway.

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.

RSU has a defined, publicly available quality policy. A quality assurance system has been established and is maintained, which helps to achieve the goals and results of the study direction and corresponding study programmes. The system ensures continuous improvement, development and operational efficiency of the study direction “Internal Security and Civil Protection” and its study programmes.

The RSU Quality Policy is based on the university’s strategy and values and includes four basic principles – quality, partnership, student-centred approach and education and experience based on research and practice.

The Quality Policy is available on the RSU website (information in [Latvian](#), [English](#)). Both the staff and students of RSU are involved in the implementation of the Quality Policy. In general, study quality assurance is a multi-level system (see Figure 6).

The duty of the RSU senior management is to set strategic and quality goals and quality policy, to make a decision on quality approach, to manage resources, and determine the internal procedures. At the university level, one of the indicators of study quality is the public attitude and opinion, as well as the popularity of RSU. Evaluating the level of RSU staff satisfaction and engagement as well as the results of the university reputation survey, guidelines are set to strengthen the image of RSU.

In accordance with the approved study quality assurance system, at the StP level, the duty of the StP director is to ensure compliance of the content of the StP with internal and external laws and regulations, requirements of the labour market, sectoral development trends and recommendations of partners involved by ISA, to analyse the data that might provide information on the factors affecting results and quality of the StP, and to implement necessary improvements to the StP. Quality indicators of StPs that are measured annually. This aspect promotes taking responsibility and motivates StP directors to achieve higher defined quality standards. In the newly created FSS governance model, the StP director is replaced by the Director of the group of study programmes, who most often supervises more than one StP, but has similar responsibilities as the StP directors before. At the same time, a new post, Head of Programme Development and Quality, has been created at the faculty to monitor the quality of ISA study programmes and make proposals for their modernisation and improvement. The duties of the director of the StP of ISA include close cooperation with the parties involved in the consortium, including law enforcement bodies, in order to be able to introduce novelties related to direct service duties into the StP courses.

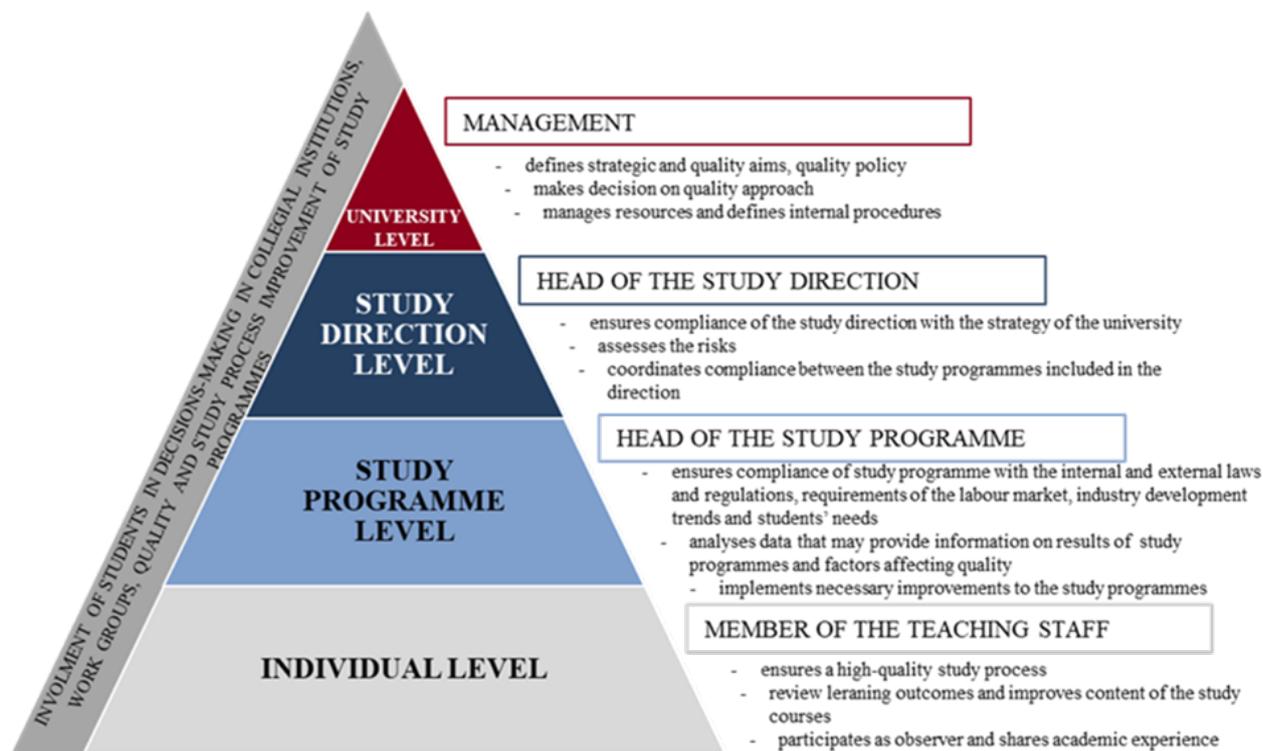


Figure 6. Quality assurance of RSU study process and outcomes

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

External and internal laws and regulations (available in [Latvian](#), [English](#)) governing student achievements and evaluation of learning outcomes:

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

In 2016, RSU performed an international external assessment of the implementation of student-centred learning approach performed by the group of assessment experts of project *Peer Assessment of Student Centred Learning (PASCL)*. Report of PASCL experts on the implementation of student-centred approach at RSU is available both in [Latvian](#) and [English](#). It was an EU-level project promoted by the European Students' Union in cooperation with other European higher education organisations, whereas the visit of experts in Riga was initiated by the RSU Student Union. RSU is one of the few higher education institutions in Europe that accepted an institutional decision to be involved and was elected within the framework of the PASCL project.

The expert opinion described RSU as a student-centred higher education institution that actively involves students in the improvement of the study process. The report also included recommendations for further facilitation of student involvement in the study process and general institutional improvement of the understanding and implementation of a student-centred approach at all levels, which RSU has used to improve work with student feedback on learning, improve the e-

learning environment, update assessment approaches and promote the efficiency of internal communication. Since RSU participation in the *PASCL* project, various aspects of student-centred learning have been regularly put forward as guiding principles in the work planning of the Board of Studies, coordinating the projects to be implemented with the aspects of student-centred learning that need to be improved.

Assessment procedure of the student achievements and learning outcomes has been established in the description of each course of study. The head of course determines the assessment system of his or her course. Successful completion of final and interim examinations, active participation in seminars and discussions, independent work, presentation of acquired skills in various simulations of practical situations (e.g. mock courts, foreign policy debates), etc. are most often set as criteria for passing the course. Prior to the start of the course, students are informed about the planned learning outcomes of the course, the examinations that will confirm the achievement of the learning outcomes and the assessment criteria for these examinations. Operating in the RSU e-learning environment, the support staff of the faculty office prepares test assessment lists, which are issued to lecturers at the end of the study course. After accepting an examination, the staff lecturer personally or the invited lecturers, with the help of the faculty office staff, publish the final assessments in the e-environment, which is linked to the students' personal accounts. In the student's personal account, each student can see his/her study information and assessments.

The analysis of students' performance is carried out twice per academic year after the end of the semester. The monitoring of progress leads to the identification of risks to the success of the study process and reasons for drop-out, on the basis of which preventive actions can be taken. Meetings of the ISA Board of Studies are held annually, as well as meetings of the Strategic Monitoring Board. The Strategic Oversight Board is a collegiate supreme decision-making body with the mandate to ensure the sustainable development, strategic and financial oversight of the Consortium. In addition, on 16 January 2024, the Cabinet of Ministers approved the Government Action Plan for the implementation of the Declaration on the actions envisaged by the Cabinet of Ministers headed by Evika Siliņa, including the Government Action Plan to strengthen the remuneration of teachers in the field of internal affairs and ensure the functioning of the Consortium "Internal Security Academy" as well as the development of study programmes and infrastructure.

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.	RSU has established policy and procedures for quality assurance in higher education, defined by internal regulatory documents described in Paragraphs 1.3, 2.1.1, 2.2.1 and 2.2.2 and Paragraph 1.1 of Annex 23.1 (Compliance of RSU study programmes with Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) Part 1) of the Self-Assessment Report. They also determine the quality mechanisms of the study process at RSU, which apply to absolutely all StPs.
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2.	<p>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.</p>	<p>RSU has established mechanism for the development of StPs of the higher education institution, monitoring of their performance, and periodic testing, described in Paragraphs 2.2.1, 2.2.2 and 2.2.3 and Paragraphs 1.2, 1.7 and 1.9 of Annex 23.1 (Compliance of RSU study programmes with Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) Part 1) of the Self-Assessment Report and it applies to all StPs. It is supervised by the RSU Centre for Educational Growth (PIC), which at the same time also improves the system, provides support to the directors of the StPs and directions in this process taking into consideration its experience within the framework of its competence. An example of this are the StPs developed within the framework of the specific objective, which are described in Latvian and English.</p> <p>Improvement and development of StPs takes place by creating a development plan of StD. The implementation of the plan is discussed at the meeting of the Quality Council of the Study Direction and/or at the Council meetings of the Faculty of Social Sciences. The StP development process is monitored regularly, analysing academic achievements, number, dropout of students, technical support, assessments, the quality of work of lecturers and other relevant indicators.</p>
3.	<p>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.</p>	<p>For the criteria, conditions and procedures for assessing student performance, which make it possible to make sure that the expected learning outcomes have been achieved, see Paragraph 2.1.5. and Annex 17.1 (compliance of the study programme with the national education standard (for each study programme)) and Paragraph 1.3 of Annex 23.1 (Compliance of RSU study programmes with Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) Part 1).</p>
4.	<p>Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.</p>	<p>Internal procedures and mechanisms for ensuring the qualification and work quality of the academic staff are described in Paragraphs 2.3.5, 2.3.6, 2.3.7 and Paragraph 1.5 of Annex 23.1 (Compliance of RSU study programmes with Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) Part 1) of the Self-Assessment Report. Compliance assessment is carried out every year, and the mechanisms themselves are reviewed.</p>

5.	<p>The higher education institution/ college ensures the collection and analysis of the information on the study achievements of the students, employment of the graduates, satisfaction of the students with the study programme, efficiency of the work of the academic staff, the study funds available, and the disbursements thereof, as well as the key performance indicators of the higher education institution/ college.</p>	<p>Information on academic performance of students is summarised in Section 2.1.5. For information on employment of graduates, see section 3.1.3. (for each study programme). Information on graduate feedback mechanisms can be found in Paragraphs 1.2 and 2.2.4. For information on student and graduate satisfaction with StP see Section 2.2.3 and Annexes: 21.1. Results of the questionnaire survey on the evaluation of the study programme and study courses, 21.2. Results of the questionnaire survey on graduates and 23.1. Compliance of RSU study programmes with Part 1 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), Paragraphs 1.7 and 1.9. 6.2. Biographies of the teaching staff, 6.3. collection of statistical data on the incoming and outgoing mobility of the teaching staff during the reporting period and 6.4. List of publications of the teaching staff for the reporting period and 24.7. Analysis of the composition of the teaching staff (for each study programme). For the information on the available study funds and their costs see Sections 2.3.1, 2.3.2, 2.3.3, 2.3.4 and 2.3.8 and Paragraph 1.6 of Annex 23.1 (Compliance of RSU study programmes with Part 1 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)) and the following annexes: 23.2. Assessment of the informative and methodological provision regarding library resources for the implementation of the study direction “Internal Security and Civil Protection” in accordance with the requirements of the guidelines and 23.3. Assessment of the information and methodological base on IT resources. For the information on the essential performance indicators of the institution of higher education see Sections 1.1, 1.2, 1.3 and RSU website in Latvian and English.</p>
6.	<p>The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing their quality assurance systems.</p>	<p>The higher education institution shall ensure continuous improvement, development, and efficient performance of the study direction whilst implementing their quality assurance systems. This is described in Paragraphs 1.3, 2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2 and Paragraphs 1.9 and 1.10 Annex 23.1 (Compliance of RSU study programmes with Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) Part 1), see StD development plan in Annex 4.1, Study direction governance structure in Annex 4.2 and Recommendation implementation plan in Annex 11.</p>

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 RSU strategy 2022-2027 (available in [Latvian](#), [English](#)) defines the vision and mission of RSU, as well as sustainable development goals and main development goals until 2027, including research platforms and directions. The RSU vision and one of the main goals of RSU is to ensure research-based, exportable and quality higher education in Europe and in the world. The RSU forms a solid foundation for academic and professional education, as well as research work.

The RSU strategy identifies three main RSU research platforms - medicine, public health and social sciences. At interdisciplinary level it concentrates RSU resources on conducting world-class research. RSU is constantly modernising the study process, which provides new specialists with wider opportunities for growth.

Compliance of StD goals with the area of the university's activities is determined in two new development plans - Study Quality and Study Programme Development Plan (approved by RSU Senate on 13.02.2024) and RSU Science Development Plan (approved by RSU Senate on 13.02.2024).

The Study Quality and Study Programme Development Plan, viewed in the context of internal consolidation processes, focuses on the pursuit of excellence in social sciences and sustainability in scientific replacement. Indicators and processes such as international appreciation, rankings, selection of young scientists and support system, strengthening of research and study quality are essential for this. This can be achieved by promoting development in four directions:

1. Research-based studies (modern forms of studies, research methodologies, opportunities for student research and innovation, etc.);
2. Strategic specialisation and interdisciplinarity (work on topics where RSU can achieve international level results, build cooperation);
3. International levelling (doctoral grants, post-doctoral grants, research grants, research projects, doctoral support package);
4. Operational efficiency (sharing of resources, better profitability indicators, quality management, support and development in all study processes).

The transition period has been defined until 31.08.2024 for the Faculty of Social Sciences, after which, starting from 01.09.2024, the FSS will start full-fledged operation. In general, it is expected that because of the implementation of the consolidation plan, up to 20% new study courses will be developed at FSS, which will include both those developed in cooperation with the Social Sciences Research Centre and corresponding to specialisation directions, as well as transversal courses (according to industry demand). Quantitatively, this will mean that audit of all StD and all StP throughout the FSS for all study levels will ensure that:

- 10-15 shared courses are developed (sharing 2-6 StP within one StP group or several StP groups);
- 3-4 FSS and university-level shared study modules are developed (they will basically consist of restricted elective (Part B) and free elective (Part C) courses);

- 4 modernised study programmes are identified;
- 20-30 study courses are consolidated.

In the process of internal consolidation, a significant emphasis will also be placed on digital transformation, which will include both the creation and implementation of new courses promoting digital literacy, as well as approbation and integration in the study process of the courses developed in existing projects (for example, the project “Ensuring the acquisition of high-level digital skills” No. 2.3.1.1.i.0/1/22/I/CFLA/003 or Language Technology Initiative). The integration of artificial intelligence solutions and their application at various stages of the study process will be important both in the context of the development of transversal skills and in the context of the modernisation of study courses and StP. It can also be mentioned that in October 2023, RSU started work in the project “Erasmus Mundus project HYBRIDIM” on the development of a new study programme in cooperation with the Estonian Academy of Security Sciences, Estonia, and Mykolas Romeris University, Lithuania.

The goals of RSU’s Science Development Plan are described in the report on the development of the scientific direction, but it should be noted that the synergy of the two mentioned plans directly affects the perspective of the study direction, accordingly building a unified ecosystem of the study environment and scientific activity, which is inextricably linked to the entry of research into the study process and at the same time the replacement with young scientists in an interdisciplinary perspective. In general, in accordance with the RSU strategy, the indicators reflected in Tables 2 and 3 must be achieved by 2027:

Table 2. Fulfilment of the indicators set in the RSU strategy

Indicator	2024	2027
Number of students	10 000	10 500
Number of applicants	2 223	2 223
Number of paying students	5 956	5 956
Number of students supported by private target grants	167	167
Proportion of students graduating in the expected time:		
In Bachelor’s study programmes	89,27%	89,27%
In Master’s study programmes	83,79%	83,79%
In 2nd level professional programmes	89%	89%
Employment of graduates in highly qualified professions	92%	92%
Satisfaction with the quality and outcomes of study programmes	3,30	3,32

Number of students per academic staff	17,7	17,7
Proportion of academic staff engaged in mobility activities (incoming)	+25%	+50%
Proportion of academic staff engaged in mobility activities (outgoing)	+25%	+50%

Table 3. Performance of indicators in addition to the RSU strategy

Indicator	2024	2027
Number of holders of doctoral degree in academic staff	70%	73%
RSU reputation index	78 points	78 points
Completion of study course questionnaires	90%	90%
Reduction of student dropout rates	-10%	-10%
Erasmus+ activity of students (outgoing)	+10%	+10%
Continuing education of lecturers by attending training organised by CEG	At least 1 per year	At least 1 per year
Internal observations, participation of each lecturer	At least 1 per year	At least 2 per year
Military medicine course	At 4 faculties	At 4 faculties
Simulation-based education	At least 1 study course in each StP	At least 1 study course in each StP
Stable operation of the Stade branch in Germany	At least 25 students study for 1 year	At least 25 the students study for 2 years
Foreign visiting lecturers	At least 1-2 in each acad. structural unit	At least 1-2 in each acad. structural unit

Focusing specifically on the objective and direction of development of StD, StPs of StD “Internal

Security and Civil Protection” are implemented at RSU, which has obtained the ISO 9001 international quality management system certificate (see RSU quality policy (information in [Latvian, English](#))). The RSU quality management system standard includes the ENQA (European Association for Quality Assurance in Higher Education) study internal quality assurance standards and guidelines for quality evaluation in the European higher education space, as well as the requirements of the Latvian Higher Education Law. The quality management for the StP is implemented according to the Higher education institution management process defined by the ISO standard.

The **strategic aim of StD “Internal Security and Civil Protection”** corresponds to the strategic mission of RSU – prepare high-quality specialists who perform service (job) duties in the State Police, State Revenue Service, Corruption Prevention and Combating Bureau and other units of law enforcement bodies, solve legal and economic problems of high complexity, including in the prevention, solving and investigation of crimes, develop and coordinate international cooperation, represent diverse interests for Latvian, European and world society, so that the knowledge, skills, competence and attitude acquired during studies is in conformity with the requirements and humanitarian traditions of the European Union, as well as so that the acquired knowledge axis forms a stable basis for lifelong learning.

The tasks set by of the StD are:

- to provide students with comprehensive and detailed knowledge of processes of international organisations in the world and Latvia – about the role and significance of history, economics, philosophy, communication, law, sociology, forensics, criminology and other sciences in the development of social and political theory;
- to improve students’ understanding of the structure, functioning and development laws of law enforcement bodies;
- To provide students with comprehensive knowledge, to develop the analytical, presentation and reasoning skills and abilities necessary for the work of the police, to improve the communication and cooperation skills, self-assessment, independent activity and decision-making, acquisition and processing of information, ability to think and analyse industry problems creatively and critically, to promote attitudes and understanding of values, as well as to promote practical work skills necessary for professional activities, growth and further education of the senior officer of the State Police.
- To promote research and practical activity in the field of economic security, operations of law enforcement bodies, using theoretical foundations and skills acquired, independently acquiring, selecting, analysing and critically evaluating information, identifying challenges and offering possible solutions
- To develop professional skills in preventing and combating criminal offences in economics by acting in law enforcement bodies, develop skills to explain and argue on matters within their competence, as well as identify sectoral challenges
- to provide students with comprehensive knowledge of the theoretical and practical aspects of social sciences and the possibilities for their use;
- to provide students with the opportunity to specialise and study in depth one of the fields of legal science (e.g. criminal law, criminal procedures);
- to develop the ability to understand in an analytical and contemporary way, understanding theoretical knowledge and to use research skills to solve specific societal or public administration problems;
- to create and promote motivation for students to conduct independent research with an orientation and to use the results of the research obtained in practice;
- To provide the possibility to approbate the knowledge obtained in practice in law

enforcement bodies, to ensure the possibility to obtain highly qualified and competitive education, fostering the introduction and implementation of lifelong learning and open university principles.

Additional objectives for the development of programmes within the study direction:

1. Practical objectives:
 1. Carry out simulations and drills to ensure preparedness for different emergencies such as natural disasters, terrorist attacks or industrial accidents.
 2. Practice the development and implementation of evacuation plans.
 3. Learn first aid and other lifesaving activities.
2. Analytical objectives:
 1. Carry out risk assessments for various infrastructure assets.
 2. Analyse past incidents and develop improvements to security protocols.
 3. Develop and conduct surveys to assess public preparedness to respond to emergencies.
3. International cooperation tasks:
 1. Research and analyse opportunities for international cooperation in civil protection.
 2. Participate in international seminars and training to learn best practices and experiences from other countries.
4. Project development:
 1. Develop projects and programmes to inform and educate the public on safety issues.
 2. Campaigns to raise public awareness of emergencies.
5. Use of technology:
 1. Use modern technologies such as drones, sensors and simulation programmes to improve civil protection.
 2. Develop and test new technological solutions to improve security.

These objectives will enable students to acquire the necessary knowledge and skills to work effectively in the field of internal security and civil protection by acquiring up-to-date skills and competences.

StD “Internal Security and Civil Protection” currently has the following composition of study programmes, taking into account the programmes that are gradually terminated and replaced by new ones (see Table 4).

Table 4. Study programmes in StD “Internal Security and Civil Protection”.

Title of the study programme	Implementation from / to
1. CP/ECTS	
2. Duration	
3. Type and form of studies	
4. Language in which the studies are implemented	
5. Degree / qualification to be obtained	

Joint academic Master's (second cycle) study programme "Economic Security" 45861	<ol style="list-style-type: none"> 1. 80 CP / 120 ECTS 2. 2 years, 2 years, 6 months 3. <u>Full-time regular studies</u>, part-time regular studies 4. <u>Latvian</u>, English 5. Master's degree of Social Sciences in Economic Security 	Implemented as of 2022/2023 study year as a joint professional Master's programme, which will be graduated by the last graduates in 01.2025. As the content of 1 st year of studies has remained unchanged, students will still be admitted to a professional programme in the next admission, informing about the programme's plan to become an academic programme following the adoption of an accreditation decision.
Professional Master's (second cycle) study programme "Protection of Economic Security" 47861	<ol style="list-style-type: none"> 1. 60 CP/ 90 ECTS; 80 CP/ 120 ECTS is planned to be added during accreditation, enabling applicants for academic Bachelor education to receive professional education. 2. 2 years; 2,5 years 3. Part-time regular studies 4. Latvian 5. Professional Master's degree in Economic Security 	Implemented from 2023/2024 study year (September 2023)
First Cycle Professional Higher Education Study Programme "Police Work" 44861	<ol style="list-style-type: none"> 1. 80 CP / 120 ECTS 2. 2 years 3. Full-time regular studies, part-time regular studies 4. Latvian 5. - / Senior officer of the State Police 	Implemented from 2023/2024 study year (September 2023)
Professional Bachelor's study programme "Police Work" (admission in year 3 - in semester 5 after the College of the State Police) 42861	<ol style="list-style-type: none"> 1. 160/240 2. 4 years, 4 years, 6 months 3. Full-time regular studies, <u>part-time regular studies</u> 4. <u>Latvian</u>, English 5. Professional Bachelor's Degree in Police Work / Senior officer of the State Police 	Implemented from 09.2019 Last admission on 09.2022 From ac.y. 2023/2024 there is no more admission. It is planned that the students will complete studies by January 31 of 2025. Students who have not been able to complete their studies after the break will be able to do so in the first cycle.

As already described in Section 1.2, starting from 06.02.2024, upon creation of the new FSS, the supervision of all StPs of StD "Internal Security and Civil Protection" is ensured by the director of StD groups, in this case, also the head of the StD "Internal Security and Civil Protection" Lidija Juļa.

The growing role of the StD "Internal Security and Civil Protection" can be noted within the new RSU structure. In the process of internal consolidation, namely, by establishing the Faculty of Social Sciences, which currently includes study programmes of the accredited direction, as well as by

ensuring the fulfilment of the 25th June 2020 Order of the Cabinet of Ministers No. 345 “On the conceptual report “On the Introduction of the New Doctoral Studies Model in Latvia””, the direction of “Social Sciences” has a special role to play when developing the interdisciplinary doctoral study programme corresponding to the new model.

Namely, both in providing the study process and in research, the specifics of the group of the branch of social sciences are based on the study of the needs and interests of society, man, and the state. Within the framework of the mentioned direction, the overarching goals of both the faculty and the doctoral study programme are implemented, namely, to provide opportunities for talented and motivated students to carry out innovative interdisciplinary research in social sciences based on individual research work. It should be noted that such research addresses issues that require a multifaceted approach and extends the traditional boundaries of social science disciplines, emphasising dynamic approaches in the fields of law, business, economic matters and other fields.

At the same time, the importance of the direction in fulfilling the tasks of the sub-programmes of the doctoral study programme should also be noted – to carry out industry-relevant, cross-sectorally relevant original and innovative research, to increase scientific excellence at the level of scientific articles published in international journals. To provide doctoral students with the opportunity to acquire competences in a perspective of interdisciplinary integration, which contributes to the dissemination of knowledge in society at national and international level and to the strengthening of transversal skills. To provide doctoral students with the opportunity to acquire the competence to independently improve their scientific qualifications in order to implement and manage research and development projects meeting international criteria at national and international level, including the application of new digital skills in research areas of relevance to the sector. Analysing the execution of the mentioned tasks, it can be concluded that the role of the direction to be accredited is obvious, which is primarily reflected in the specifics of the activity of researchers corresponding to the direction and the involvement of these researchers both in working with doctoral students and in international research, implementing Horizon projects, LCS (Latvian Council of Science) projects and performing other types of scientific activity.

In addition, it should be noted that all existing programmes of the study direction are still implemented within the direction, additionally strengthening their connection with the direction. In 2024, within the scope of consolidation research grants, RSU FSS priority research topics are additionally defined, which creates the importance of the direction and role in the implementation of programmes in an interdisciplinary framework.

The priority research topic is “Security in the Baltic States: internal and external aspects in the public, political, communication and military spheres”. It can be concluded from the priority direction that the programmes of the direction to be accredited provides relevant expertise. The second direction of development in the mentioned document – Trust in a Highly Mediatized Environment: Community Cohesion and Resilience – is also applicable to the direction programmes. On the other hand, the third priority topic – Issues of Interaction Between Patients and Healthcare Professionals: Ethical, Legal, Social, Communication Aspects – emphasises more the sociological and political contribution, which is also applicable to the content of the existing programmes of the direction (available in [Latvian](#)).

Considering the above, it can be concluded that the study programmes are even more closely related to the study direction “Internal Security and Civil Protection”, the aforementioned is strengthened both in the study process and in the provision of research.

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	Weaknesses
<ol style="list-style-type: none"> 1. Participation of students and academic staff in national and international research projects implemented by RSU and other scientific institutions: national research programmes, basic and applied research projects. 2. Cooperation with ISA consortium partners in the development of digital infrastructure. 3. Cooperation with foreign research institutes in the field of security. 4. Guest lecturers from ISA partners. 5. Highly qualified security specialists, with professional security experts with both academic and practical experience delivering the content of the programme. 6. Technical support, state-of-the-art laboratories and simulation centres to support security training. 7. Cooperation with public and private security institutions, regular cooperation with national police, fire brigades, national armed forces and other law enforcement agencies. 8. Inclusion of simulations and practical exercises. Through simulations and practical exercises in real situations, students gain practical experience. 	<ol style="list-style-type: none"> 1. Limited study opportunities in the study programmes. 2. Insufficient funding for international mobility and involvement of foreign academic staff. 3. Low provision of digital competences at higher level and insufficient capacity to develop them due to limited resources of professionals and experts. 4. Overload of RSU FSS staff lecturers. 5. Attraction of foreign lecturers due to lack of financial resources. 6. International competitiveness due to the specificity of the programmes. 7. Insufficient number of practical classes, although simulations are available, it may be necessary to increase the number of practical classes in real situations. 8. Insufficient remuneration to attract security specialists. Limited financial resources affect the ability to attract and retain highly qualified lecturers, especially in the field of security. 9. Insufficient mobility of students and lecturers due to the specific field. 10. Relatively little cooperation with international security organisations due to the language barrier among students.
External factors	
Opportunities	Threats

-
1. Integration of new technologies, i.e. integration of new security technologies and tools in the teaching process, e.g. use of drones, cyber security software.
 2. Expansion of international cooperation, possibility to expand cooperation with foreign security institutions and universities.
 3. Development of research projects in the field of internal and external security, involving students and lecturers.
 4. Adaptation of training modules to market and national security policy needs, taking into account the latest trends and demand in the field of security.

1. Increase in tuition fees, i.e. as tuition fees increase, student numbers may decrease.
2. Changing security situation, global and regional security challenges may affect the adaptability of the programme.
3. Increasing competition from similar programmes in the security field from other universities.
4. Decrease in the number of students delegated by ISA consortium partners.
5. Political and economic factors, political decisions and economic situation in the country may affect the funding and development of the programme.

RSU FSS and StD management are aware of the strengths and weaknesses of the direction, as well as opportunities and threats of the StD, StD opportunities can generally be divided into three large groups – quality of programme content and lecturers’ competence, study process organisation, industry evaluation. To keep StD strengths, it is necessary to continue to build and improve existing aspects that have proven successful and effective. For example: (1) to improve and regularly update the content of study programmes by attracting new industry experts, scientists and practitioners as lecturers and seminar leaders. To promote an interdisciplinary approach by integrating the latest scientific knowledge and practice trends from the fields of jurisprudence and criminal law; (2) to continue to analyse student feedback on the study load and the module system in order to identify possible improvements and, in accordance with the recommendations, continue to optimise the order and content of the modules to ensure a more even study load and more effective knowledge acquisition; (3) to introduce additional tools and methods for monitoring the efficiency and quality of students’ independent work, for example, in an effort to reduce the unfair use of artificial intelligence, as well as seminars on conducting research works and writing scientific articles; (4) to continue to invest in material and technical support, improving the lecture room and available technology base, to organise regular discussions and workshops where students could share their experiences and opinions about the study environment and process; (5) in cooperation with institutions (for example, the State Police, the Ministry of Foreign Affairs) and the private sector, to look for involvement of professionals in teaching and additional placement opportunities; (6) to promote the scientific activity of lecturers by organising regular events where lecturers could present their scientific achievements and research, thus promoting scientific discourse and cooperation between colleagues and students; (7) to expand cooperation with industry institutions, organisations and companies to provide students with practical skills and experience through placements, visiting lectures and projects, as well as promote the involvement of graduates in mentoring programmes for new students; (8) to be active in social media and other communication channels in order to talk about the studies, academic and scientific successes of students and lecturers, achievements of graduates and important projects, thus promoting the recognition and prestige of the programmes.

As for the weaknesses of StD and the possibilities to reduce them, first of all, they have been identified and will be addressed also at the management level of FSS and RSU, looking for ways to prevent or reduce them, while also implementing the following activities at the level of the programme director: (1) optimisation of lecturers’ workload, accurately separating the functions of lecturers and support staff, as well as using IT solutions to optimise routine functions and inviting lecturers to review course content and evaluate the usefulness of various activities and the

possibility of replacing them with others (innovative teaching methods and digital tools that could improve the efficiency of the teaching process and reduce workload of lecturers). Attention will also be paid to the fair distribution of the workload and the more intense involvement of doctoral students in the implementation of the study process; (2) discussions on the balance of lecturers' remuneration rates and workloads will be continued; (3) active cooperation with the Latvian Council of Science and academic staff of the appropriate level will be continued in order to motivate the fulfilment of the requirements necessary to be included in the range of LCS experts; (4) networking events, seminars and conferences will be organised in cooperation with the FSS faculty management and the Social Sciences Research Centre to promote cooperation between researchers in different fields, as well as to develop international cooperation projects that would help find funding for attracting foreign visiting lecturers. Regular consultations with ISA consortium partners when planning student enrolment flows.

In general, the untapped potential and opportunities to further improve the performance and quality of the specific StD are also seen. For example, (1) an intense emphasis on the new FSS marketing campaign and awareness strategy to retain and attract new students – personalised FSS marketing strategies aimed at the target audience through social media platforms, educational exhibitions and open door days. This approach would attract both local and international students; (2) expansion of international cooperation and partnership by increasing the range of exchange students, continuing to expand student participation in international summer schools, thus promoting knowledge exchange, networking and bringing the name of RSU FSS to the world and attracting international students to independent Bachelor's and Master's studies in the programmes included in direction "Internal Security and Civil Protection". (3) strengthening of scientific capacity in the newly established Social Sciences Research Centre by increasing the number of scientific publications and projects, attracting doctoral students and students of other levels, increasing their practical experience and professional development; (4) use of the potential of interdisciplinarity offered by the inclusion in the new FSS – development of new, interdisciplinary study courses, integrating fields such as data science, digital marketing and public health; (5) more intensive involvement of the industry in the study process, continuously updating the study process according to the needs of the industry. Using these opportunities, the study direction "Internal Security and Civil Protection" could not only improve its competitiveness and student experience, but also significantly promote its academic and research potential.

At the same time, it is important to focus on the following activities to reduce the impact of external threats: funding diversification, student attraction and retention strategies, as well as improving the academic environment. Funding stability of StP "Economic Security" can be facilitated by cost optimisation and maximum resource efficiency of the programme. Marketing strategies should be adjusted to attract and retain students, improving cooperation with the ISB, secondary schools and offering flexible learning opportunities, as well as promoting the motivation of young people with interactive activities and practical opportunities. It is also important to offer stimulating research grants to promote international cooperation and organise scientific conferences to increase interest in academic activity. In the medium and long term, it is necessary to build a strong academic team with a sustainable staff development strategy, offering professional development opportunities and a motivating environment for lecturers.

It is important to continue cooperation with companies and government institutions that can help identify opportunities and address any potential problems, thus reducing their impact on the faculty's operation and development.

As regards risk analysis, the following actions should be taken:

1. **Increase tuition fees in the "Economic Security" programme** – promote cooperation

with the private sector, for example by developing the potential of industrial research, by offering private sector students tuition fees or industry support scholarships. Assess the risks associated with changing security circumstances, ensure that the curriculum is flexible and can adapt quickly to changing security circumstances, can better respond to global challenges. It is essential to include current security topics and subjects that are relevant to current and future security challenges. Cooperation with international organisations and experts will help to keep abreast of global security challenges and involve students in international projects and research.

2. To prevent the risk of growing competition, especially in the "Economic Security" programmes, it is necessary to create and develop unique micro-specializations that differ from the offers of competitors. Strengthen marketing activities.
3. **To prevent a drop in secondments from ISA consortium partners**, it is important to ensure a stable flow of students, it is essential to foster closer cooperation with existing consortium partners through regular contacts and joint projects and initiatives. Finding new partners and establishing new collaborations can help to ensure the required number of students.
4. **Political and economic factors and their impact mitigation.** In order to reduce the dependency on public funds, it is necessary to diversify the funding sources of the programme where possible, e.g. in the "Economic Security" programme by seeking funding from the private sector, international organisations and EU funds. By fostering an active dialogue with policy makers, a better understanding of political and economic processes and their potential impact on the programme can be achieved. By developing different scenarios and risk management plans, the programme will be ready to react quickly to political or economic changes. At the same time, ISA programmes can be strengthened by leveraging of funding for international projects for infrastructure development and attracting visiting lecturers.

In order to promote the growth of StP and improve the study process, long-term and short-term goals were determined. Meetings were held to determine priorities: setting the most important goals and tasks. The goals were set by also attracting industry professionals to take into account the innovations of the industry and the specifics of the work. Employers, lecturers and faculty management were involved in the development plan development and implementation process to ensure support and participation.

The following participated in the development of the development plan:

- SZF dean Karina Palkova
- Līga Ozoliņa, head of study program quality development
- Head of the Social Sciences Research Center Ieva Puzo

Industry professionals with various experiences were recruited, who are also study course leaders. For example, the representative of the 1st Department of the Organized Crime Combating Department of the Main Criminal Police Department and the head of the study course "Forensic characterization of criminal offenses committed in the economy".

The development process defines the specific steps and measures to be taken to achieve the stated goals, including activities, resources, timelines and responsible persons. At the meetings, an action plan was discussed in case of risk, discussing alternatives and risk mitigation options. The group also discussed the monitoring of the implementation of the development plan to ensure that it proceeds according to the schedule and according to the goals. The development plan serves as a guide for ensuring long-term development, therefore it is introduced to lecturers and student representatives at the beginning of each semester.

StD “Internal Security and Civil Protection” is attached in Annex 4.1, the recommendations implementation plan given by the previous accreditation experts can be found in Annex 11.

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.

Study direction “Internal Security and Civil Protection” management (governance) structure, its effectiveness

The management (governance) structure of the study direction “Internal Security and Civil Protection” and corresponding study programmes is oriented towards the development of the study direction, decision-making takes place efficiently, the support provided by administrative and technical staff ensures all the needs of the study programmes corresponding to the study direction.

Programmes are managed in accordance with the process description No. 35 “Planning and administration of the study process”.

The governance structure consists of:

- academic structural unit – Faculty of Social Sciences;
- Study Quality Council – quality council of StD “Internal Security and Civil Protection”, which includes also students and representatives of employers;
- ISA Study Programmes Council;
- ISA Quality Supervision Council;
- Head of the study direction – Head of StD “Internal Security and Civil Protection” Lidija Juža;
- StP directors (until 05.02.2024);
- lecturers of study courses;
- employers, industry representatives who engage in cooperation, participate in Study Quality Council meetings, final thesis defence committees and other forms of cooperation;
- students, by giving feedback.

In general, much attention is paid to cooperation with the industry in the operation and development planning of StPs implemented by StD; the development trends of the industry are regularly followed, the professional competences required in the industry are analysed and their dynamics are monitored.

The effectiveness of the governance structure can be stated in context with the RSU Quality Policy[1] using the set quality criteria[2] and the achievement of aims of the study direction and corresponding StPs.

RSU quality indicators include institutional level, content level, individual level (students, lecturers) and employer outlook – a total of 14 criteria.

Student satisfaction with studies, success indicators, participation of students in StP development, as well as employment of graduates in the sector and feedback from employers regarding the work of students during training placement or the competence of graduates indicate the effectiveness of the management structure and process in achieving the aims set.

Role of head of direction and directors of study programmes

StD “Internal Security and Civil Protection” in the context of the development of the programmes included in the programme is important and multidimensional. The head of the study direction is responsible for several important aspects:

1. Programme planning and development: the head is responsible for the strategic planning, development and improvement of study programmes so that they meet both academic standards and student needs and current trends in the field.
2. Quality assurance: the head ensures that the content of all programmes of the direction meets the highest academic standards and quality requirements. It also includes monitoring the qualifications of lecturers and evaluating the learning process.
3. Research: the head promotes research activity in the relevant disciplines – development of research projects, cooperation with other scientific institutes and industry, as well as involvement of students in research work, development and defence of theses.
4. International cooperation: the head creates and maintains international partnerships with other higher education institutions and research institutions to promote student and faculty mobility, joint research and international projects.
5. Student support and involvement: the head follows up on the results of student questionnaires, provides conceptual support in connection with the study process, and also promotes active involvement in university and social and political life.
6. Communication and representation: the head represents the study direction inside and outside the university, building cooperation with industry representatives, potential employers and other stakeholders.

On the other hand, the role of the director of study programmes and from 06.02.2024 the role of the head of StP group in ensuring the operation and development of the programme is aimed at achieving the objectives and qualitative implementation of each programme. The most important functions are:

1. Strategic planning and development of programme content to ensure compliance with labour market requirements and student needs. This includes defining study programme objectives, updating study plans and course content, as well as introducing new study directions and specialisations.
2. Quality assurance, which is implemented through the assessment of the study process and study content, monitoring of the work of lecturers, as well as the analysis of student feedback and the implementation of improvements corresponding to high academic standards.
3. Resource management, providing the necessary resources to achieve the programme’s objectives – a team of university teachers, material and technical base and necessary IT provision.
4. Cooperation with other academic institutions, research centres, national and international organisations to expand study, placement and research opportunities for students. This may include developing joint study programmes, exchange programmes, as well as cooperation with employers.
5. Student support in solving academic and administrative problems, as well as their involvement in academic activities – visiting lectures, conferences, seminars, field trips that promote professional development.
6. Communication and recruitment – promoting the programme’s popularity (advertising activities) by popularising it among potential students.

The main task of StD “Internal Security and Civil Protection” and the directors of the Bachelor’s and Master’s programmes included in it (from 06.02.2024 – one director, L. Juļa) is to ensure the

academic and administrative management of the study process, with the aim of achieving the academic and scientific excellence and relevance to the dynamically changing demands of the labour market. In the new RSU FSS structure, the director of the programme group works in close cooperation with the study process coordinator (Sanita Vīksne), the Head of Study Programme Quality and Development (Līga Ozoliņa), the Vice-Dean of the Faculty of Studies (Mārtiņš Daugulis) and the dean of the faculty (Karina Palkova), where the achievement and further development of the objectives and tasks set by StP is ensured through interaction. Support functions are also provided by the Information Technology Department, the Academic Affairs Department and the Student Service, as well as representatives of the Student Union and students in the study programmes, especially group leaders, who ensure daily information exchange and feedback between the director of the programme group, the study process coordinator and students.

Enclosed:

Annex 4.2. Study direction governance structure.

[1] The RSU Quality Policy is available on the website in [Latvian](#) and in [English](#).

[2] Quality indicators of RSU study programmes. Approved by rector's order No. 2-3/166, 2016.

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.

RSU has established the unified system and developed/implemented procedures for student admission, recognition of study period, professional experience, previously acquired formal and non-formal education and evaluation of student achievements and learning outcomes, these systems are logical and effective.

Admission to RSU takes place on the basis of admission requirements of the respective study level approved by the RSU Senate as defined for the particular academic year. RSU has admission regulations for each level of studies. The admission regulations are available on the RSU website in [Latvian](#) and [English](#), as well as in Annex 1. For more information, see Annex 23, Paragraph 1.4: Enrolment of students, process of studies, recognition of qualifications and certification.

RSU ensures admission procedures corresponding to the aim that are based on previously defined and published admission regulations. The admission regulations are revised and updated every year by the Academic Affairs Department in cooperation with directors of study programmes.

Admission to ISA study programmes will be carried out in accordance with the Founding Agreement of the Consortium "Internal Security Academy" signed on 25 October 2022 (Ministry of the Interior agreement registration No. 1-52/33, RSU agreement registration No. 3-L-14/5/2022) and Cabinet of Ministers Regulation No. 257 of 16 March 2010 "Regulations on the Procedure for Sending Officials With Special Service Ranks Working in Institutions of the System of the Ministry of the Interior and the Prison Administration for Education as Well as the Procedure for Covering and Reimbursing Education Expenses". Students are admitted to ISA study programmes according to the list of applicants (candidates) submitted by the Ministry of the Interior. Applicants of the study

programmes are enrolled at the request of law enforcement institutions (Internal Security Service, State Revenue Service, Corruption Prevention and Combating Bureau, State Border Guard), following the selection requirements set by these institutions.

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

Recognition of qualifications is based on cooperation with other higher education institutions, quality assurance agencies and the national ENIC/NARIC centre (Academic Information Centre) to guarantee harmonised recognition of qualifications throughout the country. Appropriate qualification procedures are based on the qualification recognition practice of the higher education institution, which is in line with the principles of the Lisbon Convention on the Recognition of Qualifications.

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

It should be emphasised that the recognition commission includes a student delegated by the Student Union, thus fully ensuring student participation in decision-making.

According to the regulations of the Cabinet of Ministers of August 14, 2018 no. 505 "Rules for recognition of competences acquired outside of formal education or professional experience and study results achieved in previous education", provides for the right for a student to apply to Riga Stradins University (RSU) with an application for recognition of competences acquired outside formal education or professional experience and study results achieved in previous education in the study programme or part of it implemented by the university. If a person has competences acquired in previous education or professional experience that meet the requirements of the specific study programme or its part, RSU evaluates and recognizes these competences and study results in accordance with the procedures established by the university. During the recognition process, the submitted documents, such as work experience descriptions, certificates, statements and other relevant materials, are evaluated in order to determine compliance with the requirements of the study programme.

In the "Police work" study program, the professional work experience of the study course "Practice" was equated, the number of educational recognition cases during the reporting period is as follows:
In 2023: there were 33 cases of recognition.

In 2022: there were 62 cases of recognition.

These data indicate a decrease in the number of recognition cases from 2022 to 2023.

Enclosed:

Annex 24.2. Certification that in case the StP is no longer implemented, the university will provide

the students with the opportunity to continue their education in another StP or another institution of higher education (agreement with another accredited higher education institution or college).

Annex 24.3. Certification that the higher education institution guarantees compensation of losses to the students if the StP fails to be accredited due to activity of the higher education institution, or if the StP licence is withdrawn and the student does not wish to continue their studies in another StP.

Annex 24.8. Study Contract Sample.

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.

Students may familiarise themselves with the criteria, conditions and binding procedures for the assessment of students' academic performance in the Academic Regulations I (documents are available [in Latvian](#) and [English](#) under the section "Studies"). Requirements for defining and evaluating learning outcomes – knowledge, skills, competence – are included in the Process Description No. 6 "Evaluation and Submission of Learning Outcomes" (See Annex 1). The assessment criteria of each specific course and the lecturer's requirements are detailed in the specific Course description. A unique course description or "agreement" between the lecturer and the student is developed for each study course, in which the student, upon commencing the course acquisition, may become acquainted with all the requirements of the lecturer, tasks to be performed, assessment criteria, etc. or all information describing the progress and outcomes of the course.

The student assessment process as a result of the study course takes place in accordance with the requirements specified by the particular lecturer and in conformity with the topic to be studied in the study course and the number of ECTS. The final assessment of students' knowledge and skills is expressed in a ten-point system – objective, accurate and understandable to the student. The lecturer also has the right to give intermediate assessments as pass/fail, informing students precisely about the assessment methodology.

When assessing written and practical works, students are always given feedback on the performance in written or oral form. Any written works (including visual presentations) should be submitted by students to the e-learning system where they are assessed and checked for signs of plagiarism.

The overall assessment of the study course most often includes several parameters – participation of the student in lectures, involvement and quality of answers in seminars, as well as in practical classes, quality of drafting of the report, quality of essays and other written works (e.g. mini tests), examination result. However, the teacher specifies the exact assessment system to be used in each particular study course in the particular course description and the assessment criteria are presented to students at the beginning of each module. This type of system excludes the possibility for a student to obtain a successful assessment by learning only for an examination and therefore stimulates them to study systematically, throughout the module, making the knowledge acquired more lasting and durable.

The academic freedom of each lecturer is respected in the implementation of the study courses, including the development and implementation of study examinations, at the same time providing

that the teaching and examination methods are chosen in accordance with the learning outcomes to be achieved in the study course. In order to ensure that the methods, procedures and principles of student performance assessment are in line with the objectives of the study programme and the needs of students, the quality of study courses is regularly monitored within the framework of the study direction, involving both course lecturers, heads of the StPs and RSU structural units of study process support, in this case the RSU Centre for Educational Growth or the Academic Affairs Department reviewing and approving study course descriptions, as well as employer and student representatives, including in the Study Quality Council. This cooperation and exchange of information includes the organisation of observation of teaching in study courses, seminars for the exchange of experience for teaching staff and heads of StPs, as well as mapping of StPs, during which special attention is paid to the close link between study course outcomes and StP outcomes. The assessment methods used in study courses are discussed between the teaching staff and students, evaluating the relevance of the methods to the aims of the StP. During the annual updating of study courses, best practices are taken over and used further. At the same time, the assessment methods used in the study courses are reviewed taking into consideration the results of the course evaluation survey, in which a special section is devoted to assessment methods.

Both summative and formative assessments are combined in the study process to enhance students' individual performance and assess the level of learning outcomes achieved. In the context of learning outcomes, both study course-specific and transversal knowledge, skills, and attitudes are important, therefore, students' active involvement and participation, initiative, and taking responsibility are additionally evaluated. Individual assessments of interim and final examinations are available to each student on their student profile in RSU e-learning environment.

Creative, research, practical and self-reflective tasks are assessed in accordance with the aims of each study course and the evaluation criteria of the course with which the lecturer introduces to the students at the beginning of the course. The criteria for research papers are available in the methodological guidelines for research papers, which were improved and updated in 2023 for both Bachelor and Master students (information [in Latvian](#), [in English](#)).

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.

RSU has clearly defined principles and mechanisms of academic integrity - a Code of Ethics has been developed and an Ethics Commission has been established, which examines violations and cases of disputes based on submissions. The RSU Academic Integrity Policy has been developed to strengthen the management of academic integrity, which includes explanations of academic integrity and its violations, investigation of violations and applicable actions. RSU has developed and approved document "Methodological Guidelines for References and Listing of Reference Sources and Literature" (available in [Latvian](#) and [English](#)), which explains to students the principles of using the works of other authors and making correct references. In order to promote compliance with academic integrity and make it easier for lecturers to check student papers, RSU has implemented and uses the Unified Computerised Plagiarism Control System of Latvian institutions of higher education to verify the originality of any written paper, and for wider use, RSU has acquired a license for the *Turnitin* content originality control tool (since 2015). For ease of use, the tool is integrated into the RSU e-learning website not only for the assessment of final papers, but

also for interim examinations. Example of application: intended research papers, all final research papers and individual course reports must be submitted in e-learning to the *Turnitin* assignment upload request indicated in the relevant course. After uploading the papers, the work content originality (comparison) results are also available in the e-learning environment, which show both the total percentage of matches and visually show the matching places in the submitted work, identifying the used original sources with which a part of the text matches. Study paper supervisors evaluate the matching results, also taking into account the *Turnitin* user manual developed by RSU (the document is only available in [Latvian](#)) for academic staff, which indicates the principles of interpreting the results (page 7 of the manual). Considering these results, the supervisor of the relevant paper evaluates whether the submitted paper complies with the principles of academic integrity and provides an assessment accordingly or informs the student if the paper needs to be corrected. When evaluating *Turnitin* results, it is taken into account that a relatively high (over 20%) similarity with other sources may not mean that the submitted paper has signs of plagiarism, but indicates a lack of contribution by the author of the paper, that is, the author has used other sources of information and referred to them correctly, but the analysis, argumentation, interpretation added by the author is missing, which the supervisor also indicates to the student when providing an assessment or returning the paper for correction.

In order to improve the lecturers' knowledge of the possibilities of this tool and to develop the skills for using it, RSU Information Technology Department and CEG regularly organise practical trainings for lecturers and support staff on the benefits and use of this tool for checking, correcting students' independent work and providing feedback in the study courses, as well as for checking final (Master's) papers at the end of the study programme.

RSU has developed and implemented process description No. 48 "Verifying the originality of final papers, residents' scientific research papers and doctoral theses and monitoring academic integrity", which explains in detail the steps of checking the originality of final papers step by step. RSU's actions in the event of a violation of academic integrity are regulated by the following regulatory enactments:

1. Academic Regulations I of Rīga Stradiņš University (approved at the meeting of RSU Senate on 23 November 2021, minutes No. 2-1/10/2021);
2. Academic Integrity Policy of Rīga Stradiņš University (approved at the meeting of RSU Senate on 16 June 2020, minutes No. 2-1/6/2020).

A process has been developed for reviewing violations of academic integrity, and several forms have been developed for reporting various types of violations of academic integrity:

- Form No. AG-1 "Academic Integrity Violation Form for Interim Examination in a Study Course"
- Form No. AG-2 "Academic Integrity Violation Form for Final Examination in a Study Course"

A disciplinary process is governed by Internal Rules and Regulations for Studies of Rīga Stradiņš University (approved at the meeting of RSU Senate on 21 April 2020, minutes No.2-1/3/2020).

Implementation of academic integrity in programmes of the direction "Internal Security and Civil Protection":

- Students of all levels learn the basic principles of academic integrity, for example, at the Bachelor's level, in study courses such as "Scientific Research Methodology", while at the Master's level in the study course "Scientific Research in Economic Security" plagiarism, academic integrity, academic ethics are explained in detail, as well as practical training in creating references and using various applicable software, students are also provided with access to video lectures offered by the RSU Library; the head of StP group is to inform about the principles of academic integrity and the procedure of prevention at RSU (examination of

plagiarism cases is the joint responsibility of the director of the programme group and the teacher of the specific course or paper supervisor, a plagiarism register is maintained, recording each case; in case of repeated plagiarism – potential exmatriculation of the student;

- all stages of the study process or final papers (semester paper, Bachelor's, Master's theses) are uploaded to the e-learning environment and checked with the help of the *Turnitin* tool;
- most of the examination papers of the study courses are also checked with the help of the mentioned tool;
- there are regular tutorials with the RSU Student Union on issues of academic integrity.

In order to promote the implementation of a uniform approach to definition, detection, consideration of violations of academic integrity and application of punishment, RSU has developed the initiative to create the framework for compliance with academic integrity culture and its principles with other higher education institutions in Latvia. This initiative is included in specific objective 8.2.3 “To ensure better governance at higher education institutions” of the Ministry of Education and Science in the implementation of the project.

Within the framework of development of a support system, the main activities are:

- Promotion of prevention strengthening compliance of the principles of ethics and academic integrity, includes the development of a single e-learning study course, regular studies and discussions at the university, educational self-learning materials, self-assessment tests. Three main target groups have been specified for the activity of the action: students, academic staff, and scientific staff;
- Improvement of the internal system – development and improvement of the RSU's internal regulatory enactments, which allow to align the definition and implementation of unified principles of ethics and the management of academic integrity for students, lecturers, and scientific staff. The types of violations are defined in the internal regulatory enactments, the procedure for examining violations is explained in more detail, as well as the applicable action and punishment, thus promoting transparency and consistency in decision-making. In a situation of conflict of interest or disputes, there is a possibility to create a commission that examines the specific case of possible violation.

In order to promote alignment of basic principles of ethics and academic integrity and compliance with these principles in Latvia, cooperation has been established between several Latvian higher education institutions, envisaging intellectual cooperation in strengthening common principles, developing shared materials, as well as further cooperation in promoting ethics and academic integrity and solving problem issues on a national scale. Currently, RSU has formally signed a declaration of strategic partnership with RSU Red Cross Medical College, University of Latvia and Riga Technical University.

Artificial intelligence has entered the modern study process as a new challenge to academic integrity. To respond to the challenges caused by the widespread use of artificial intelligence and also the risks to academic integrity, RSU CEG has developed guidelines “Artificial intelligence in higher education”, where the risks and correct use of artificial intelligence tools in the academic environment are explained in chapter “2.1. Artificial intelligence and academic integrity”.

Additional information about RSU's involvement in issues related to academic integrity:

- article of 05.03.20219 “Integrity is an integral part of academia” (available in [Latvian](#), [English](#)),
- article of 15.11.2019 “The seminar “Academic integrity and ethics in higher education” was held” (only available in [Latvian](#)),

- RSU Academic Integrity Policy (available in [Latvian](#), [English](#)).
- Guidelines: Academic integrity and ethics in higher education (available in [Latvian](#)).

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.

Deming cycle is used for the implementation and application of the internal quality system: Plan - Do - Check - Act (see Figure 7).

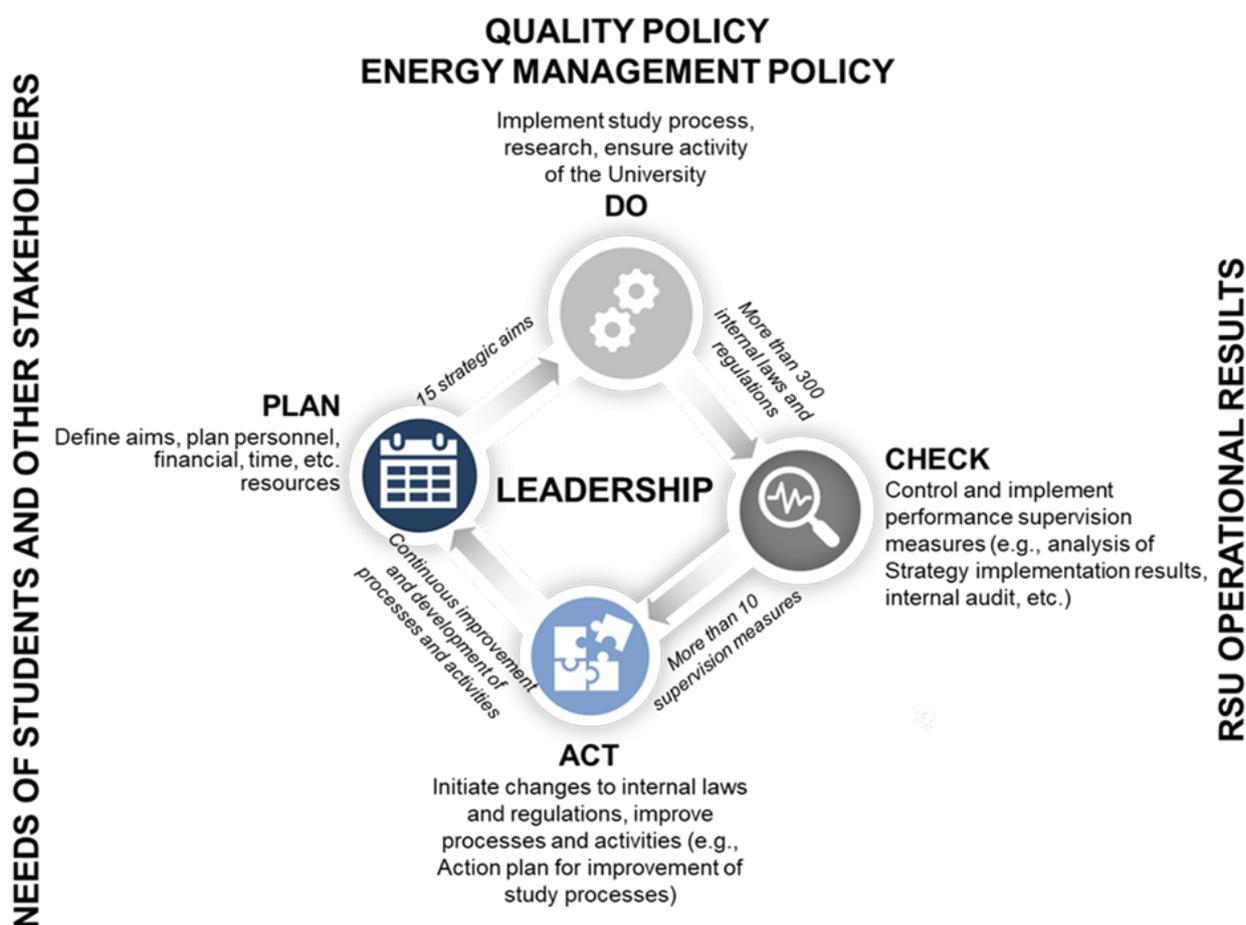


Figure 7. Implementation and application scheme of the internal quality system

In general, supervision of RSU activities is ensured by activities that are integrated in everyday activities, for example, evaluation of work quality, distribution of duties and responsibilities, coordination of documents. At the same time, targeted control measures have been introduced, which are implemented at different times throughout the year.

Requirements for planning, supervision, and quality control of the study process in RSU are determined by Process Description No. 35 "Study Process Planning and Administration". Requirements for defining and assessment of learning outcomes – knowledge, skills, competence –

are included in Process Description No. 6 "Assessment and Submission of Learning Outcomes" and Academic Regulations I.

To ensure the supervision of the quality of studies, once a year an evaluation of study directions is carried out, a review of study programmes and a study direction development plan / report, as well as a plan / report for the implementation of the recommendations of external evaluation experts are drawn up. The programme review should include an analysis of the StP quality indicators (approved in 2016).

Heads of the study programmes summarise and evaluate the quality indicators of the StPs each year in accordance with the document "Procedure for assessment of the quality indicators of the study programmes" (available only in [Latvian](#)) and integrate the results into the reports of the StPs. Data analysis related to studies, including analysis of the academic performance, analysis of the results of study course surveys, analysis of class observation results, and other measures are also performed.

In order to ensure supervision of processes taking place at the university, analysis of quality criteria performance of processes is performed once a year. For example, one of the criteria in Process Description No. 6 "Assessment and Submission of Learning Outcomes" is: "The input of assessments of interim examinations and final examinations of study courses in e-academic performance is ensured:

- for oral tests - within one working day;
- for written interim examinations - no later than within six working days (or until the beginning of the session, if the period until the session is shorter - in the study system of regular classes);
- for written examinations at the end of the study course - no later than within six working days."

The results are reported at the management meeting - the rectorate, where decisions are made for further action.

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

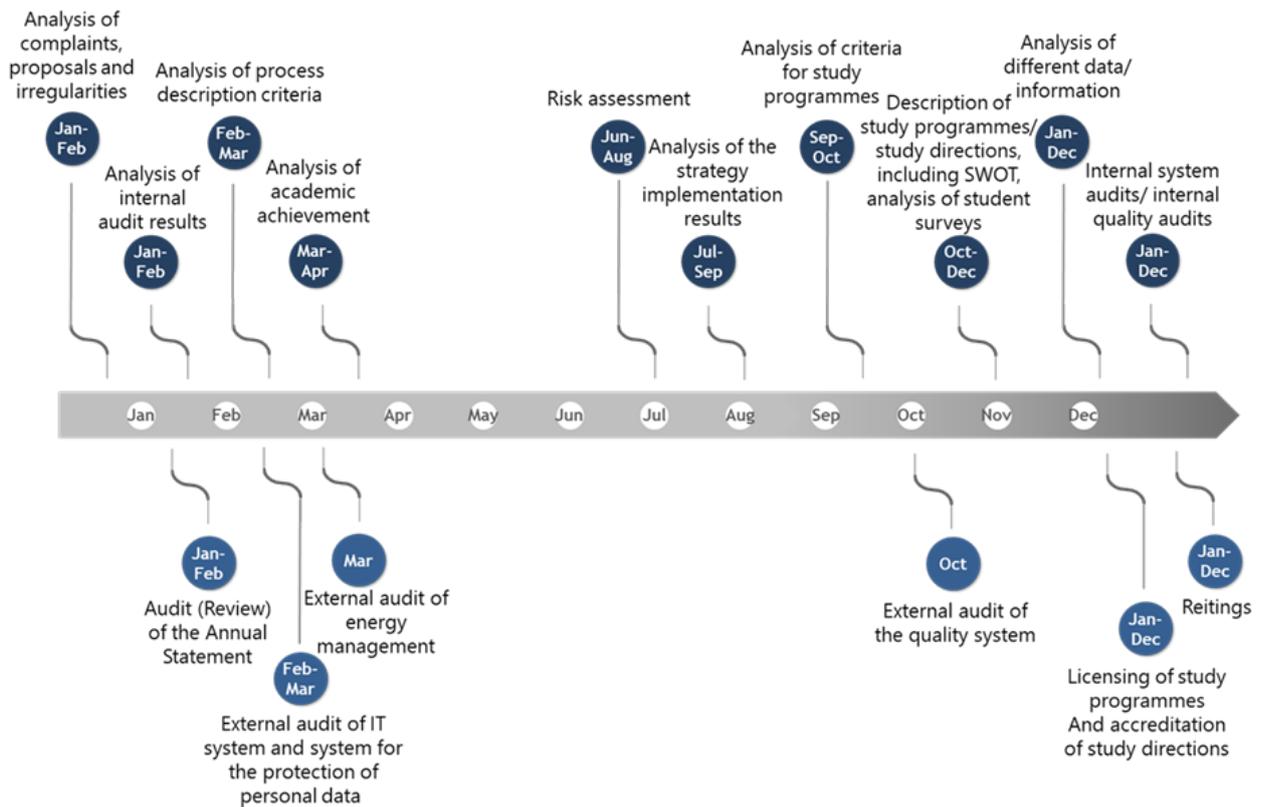


Figure 8. Measures of internal quality control

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

In addition, see section 3.2.3 of StP description on the evaluation of the implementation of StP.

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).

RSU has established the procedure for development and internal approval of StPs, supervision of their operation and periodical inspection. These requirements are determined in the Regulations for Development and Approval of New StPs at Rīga Stradiņš University and in detail - in Process Description No. 34 "Updating and Development of Study Courses, Study Programmes, Study Directions" (the link is available in Annex 1) in accordance with the requirements of external laws and regulations. Necessity, usefulness, and compliance of a new StP to the set aims is evaluated by CEG and Vice-Rectors for Studies, while developed StP licencing, accreditation and change introducing documents are coordinated by several RSU structural units and collegial institutions, including the Study Quality Council, Faculty Council, Dean's Council, Rectorate, and Senate. Supervision over the implementation of StP and its quality is ensured by the StP director by evaluating the study process, learning outcomes, analysing the results of student surveys, changes

to the trends in the labour market, and current events in the sector and world. Several administrative structural units are also involved in monitoring the quality of studies, including CEG (information [Latvian](#), [English](#)), Academic Affairs Department (information in [Latvian](#), [English](#)), Human Resources Department (information in [Latvian](#), [English](#)), Quality Assurance and Internal Audit Department (information in [Latvian](#), [English](#)). It should be mentioned that there is also external monitoring of ISA study programmes, which is carried out by representatives included in the Study Programme Council of the Consortium "Internal Security Academy", which has to consider any issue related to the development of the study programme; it is also discussed in the Strategic Monitoring Council of the Consortium, which includes representatives of the Ministry of the Interior, the Prosecutor General's Office, the State Police and others.

Drafting and approval of StP until submission to the Quality Agency for Higher Education (QAHE) includes certain sequential activities carried out by the StP developer (usually the StP director) in cooperation with the CEG study development project manager and coordinator, who perform informative, supervisory, coordinating, organisational functions, provide the necessary support during programme development, as well as content creation and content expertise functions, which are listed in Paragraph 1.2 of Annex 23.1 "Development and approval of programmes" (Compliance of RSU study programmes with Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) Part 1, information in [Latvian](#), [English](#)).

Annual revision process of StPs and study directions is regulated by instructions of the study administration, and the goal is to prepare a summary of the annual study process quality monitoring. For more information, see Annex 23.1, Paragraph 1.9 "Survey and regular inspection of programmes". (The location of the document is in the "Other annexes" folder)

The annual study direction report is prepared in accordance with the above-mentioned procedure for the annual review process of StP and study direction. Programme directors and members of the Quality Council of the direction participate in the preparation of the report on the study direction. The report includes an analysis of significant indicators of the development of higher educational institutions and learning outcomes, as well as a plan for the development of the study direction and a plan for the implementation of the recommendations of evaluation procedure experts, as well as the instructions of the Study Quality Commission of the Higher Education Quality Agency, which are contained in the final decision of the procedure.

Study direction reports are prepared using various sources of information. These sources help to comprehensively analyse study programmes, evaluate previously implemented changes and identify future improvement opportunities. The main sources of information include the dynamics of the number of students, students' academic performance and assessments in study courses, feedback provided by students, the results of student questionnaires from the last year of studies about the study programme in general, feedback from graduates and employers, as well as feedback from lecturers about the implemented and planned improvements in study courses.

The various sources of information used help identify improvements by analysing trends and the effects of past changes. For example, the dynamics of student numbers can reveal whether certain study programmes are more popular than others and whether admission requirements need to be adjusted. Students' academic performance and assessments in study courses can indicate in which areas students are experiencing difficulties and where it may be necessary to improve study materials or methods. Feedback from students, graduates and employers can provide valuable information on how the planned outcomes of each study programme are being achieved. On the other hand, feedback from lecturers about the implemented and planned improvements in study courses can help to assess whether and how these improvements have affected the students' learning experience.

A specific position is planned for the head of quality and development of study programmes in the structure of the newly established FSS faculty, whose primary task is to provide supreme supervision of the quality and content of study programmes, to monitor the quality of all StPs implemented by FSS, and to analyse various indicators confirming the quality of study courses in the format of a coordinated framework, for example, completed by students study course assessment questionnaires, in connection with other criteria of the quality management system and the strategic objectives of the direction. From 6 February 2024 this position is held by Līga Ozoliņa.

Overall, the content of the study direction “Internal Security and Civil Protection” has been created by carefully adapting it to the requirements of regulatory enactments, the objective and learning outcomes of the programme. In parallel, the content of the programme is aligned with the recommendations formulated by the sector (commissioning parties and employers) and the latest trends in scientific development. At the start of each academic year, lecturers conduct an audit of course/module content and implement the necessary innovations and improvements. However, the director of the study programme group and the study process coordinator follow up and provide the necessary support and motivation for the implementation of this process. An additional incentive is also the expected assessment by students, which requires lecturers to mobilise to update the course concerned.

The content of StPs is created based on the complementary chain principle, starting from the so-called basic or introductory courses in the first year of studies and moving towards more specialised and high-level courses in the following academic years. This whole process ends with the drafting of a final (Bachelor’s or Master’s) paper, which is a certification of the student’s ability to summarise and demonstrate all the knowledge gained during the previous semesters.

It should be emphasised that students’ opinions are obtained in two stages – after each course of study (learning the opinion regarding the particular course and the lecturer) and after graduation of the study programme (learning the opinion about the whole programme and the study process). The first stage is necessary for operational monitoring of the quality of studies, while the second stage helps to assess the overall usefulness and consistency of each specific programme with the student’s wishes and future plans.

The following collegial bodies have been established as set out in the ISA Agreement of the Consortium:

1. The ISA Consortium Strategic Oversight Board
2. Study Programme Board.

The ISA Consortium Strategic Oversight Board is the highest decision-making body with the mandate to ensure the sustainable development, strategic and financial oversight of the ISA Consortium.

The ISA Consortium Study Programme Board is the executive body of the ISA Consortium for the development, implementation and improvement of study programmes, for internal quality assurance and for the coordination of the study process.

In accordance with the founding purpose and objectives of the ISA, as well as the basic principles of operation as laid down in the Consortium's Founding Agreement, the Regulations of the Consortium Study Programme Board (see Annex 29.3); the Terms of Reference of the Strategic Monitoring Board of the Consortium (see Annex 29.2), the programme was developed and is monitored in cooperation with the supervisory authorities and cooperation partners, as well as potential employers, which include the Prosecutor's Office, Supreme Court, State Police, State Revenue Service, etc. It should be noted that the accreditation documents were also evaluated by the Study Programme Council, which made a number of recommendations that demonstrate the industry's

genuine interest in the quality of the curriculum.

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.

The procedure for submitting and examining student complaints and proposals is specified in process description no.31 "Management of complaints, appeals, non-compliance and proposals". The requirements for the submission and consideration of appeals are additionally determined in the Study Regulations I. Information on the opportunities for students to submit complaints or proposals is available on the RSU homepage in [Latvian](#) and [English](#) and on the student portal. In accordance with the internal procedure, students can submit complaints on the student portal MyRSU, in the "Students" section of the RSU website, by sending an e-mail to Atsauksmes@rsu.lv or Complaints@rsu.lv, orally, in writing, by submitting them personally to the Student Service or the Student Self-Government. The aforementioned structural units ensure the registration of complaints and proposals and their transfer to the responsible structural unit for consideration. In the case of an appeal, an appeal commission is convened to consider it, and the appellant has the right to participate in the appeal commission meeting and provide explanations. After evaluating the complaint/proposal/appeal and taking corrective actions, the complainant is informed in writing about the results of the review and the actions taken.

Once a year, information on all received complaints/proposals is collected and the results are included in the document "Overview of the quality management system". The information is taken into account when assessing RSU risks.

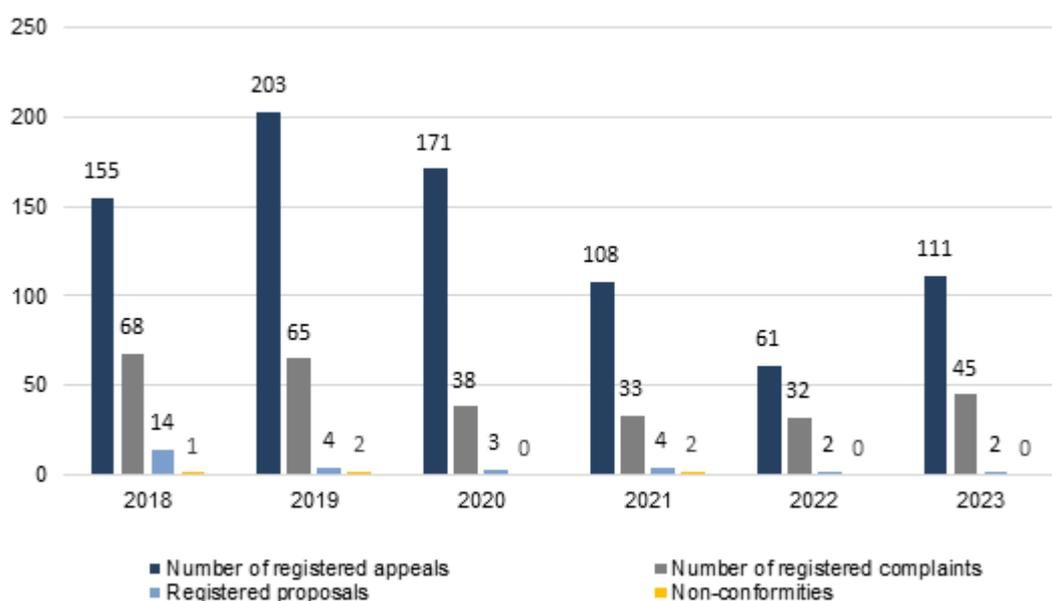


Figure 9. Total number of appeals, complaints and proposals registered by RSU from 2018 to 2023

In 2023, structural units registered a total of 45 complaints, 111 appeal complaints and two proposals. An increase in complaints is observed compared to the previous year. Evaluating the overall content of RSU complaints, it was stated that most complaints were about the implementation/quality of the study process (16 complaints) and the course of the knowledge examination (7 complaints). The number of complaints about the implementation of the study process has remained at the previous year's level. In 2023, 6 complaints were registered that were not observed before - complaints about mutual relations between students (ignoring, mobbing, incorrect treatment) and 3 complaints about academic integrity.

In 2023, compared to 2022, the total number of appeals has increased by 50 units, which is equivalent to the number of appeals in 2021. In the reporting year, varying trends can be observed by structural units where appeals are registered. Most appeals are in the Faculty of Medicine (75 appeals), the Faculty of Dentistry (11 appeals) and the Faculty of Law (7 appeals). In the Faculty of Law, all appeals were submitted within the study programme "Legal Science" (until 06.02.2024.). There are several structural units where no appeals were submitted in 2023, for example, the Faculty of European Studies, the Department of Political Science, etc. In the study direction "International Security and Civil Protection", no appeals were submitted.

To monitor the level of student satisfaction and prevent possible complaints in the study direction "Internal Security and Civil Protection" regular meetings are organised for students with programme directors (after 06.02.2024 with the director of the StP group). The purpose of these meetings is to learn about the most pressing problems and challenges, as well as to provide the necessary moral or substantive support. Since student groups are optimal, it is possible to carry out such regular microclimate monitoring and preventive problem solving. Group director, as well as the Study process organiser, are also in regular communication with the leaders of each study programme group, who can at any time formally or informally approach the representatives of the specific positions, present the problem and it will be solved immediately.

Analysis of study course assessment questionnaires is also an important mechanism for identifying complaints from the students' point of view. In response to individual comments expressed in them, the head of the group of programmes takes preventive actions to prevent potential more serious complaints. Also, this information is used in the development of the annual study programme and study direction development plan, thinking about adjustments and improvement of the content of study programmes, as well as other issues included in the development plan of the direction - programme consolidation, qualitative growth and internationalisation, digitisation and promotion of interdisciplinarity of study programmes, as well as adaptation to the latest social environment and labour market trends/evidence-based learning, synergy of sectoral study programmes and sharing of resources, strengthening of interinstitutional cooperation, ensuring the growth of scientific research, strengthening the scientific and professional capacity of lecturers and integrating science into the study process, as well as ethical, academically fair, inclusive and "green-thinking" academic environment in the academic, support and student environment, and finally - promoting excellence in the study process.

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.

RSU regularly collects and analyses information (statistics) on study programmes corresponding to the study direction "Internal Security and Civil Protection" and uses it effectively for the improvement of the study direction. RSU has developed a system for centralised collection and analysis of key data related to the study process. The system has a clear division of responsibilities for data analysis at various levels (RSU institutional level, study direction and programme levels, faculty and academic structural unit levels and study course level), drawing conclusions and providing feedback on the changes planned and implemented in the study process as a result of the analysis. To ensure data integration, data from different RSU information systems are periodically automatically backed up in a data storage room, where information can be analysed in different ways, integrating data from different disciplines. RSU collects data on general statistical indicators characterising the higher education institution, such as the number of students, student success rate, drop-out rates and its causes, as well as admission results. Key performance indicators have been developed and are periodically measured and monitored, and in-depth analysis of key indicators is ongoing.

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

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

Data on the use of the e-learning environment is regularly collected to monitor the content and quality of e-courses, to identify shortcomings and support lecturers in improving the e-learning environment.

The obtained statistical data are used to improve StD, for example, in the following ways:

- The number of applications for studies, including by programmes, is used to assess the awareness of the StD and its StP. In case of a decrease in the number of applications, possible reasons are analysed and changes are made to the StP and/or the publicity activities of the StP are strengthened.
- Statistics on study application priorities are used to identify opportunities for interdisciplinarity in the offer of the StPs.
- Study applications by regions and secondary schools are used to improve publicity activities in certain regions and secondary schools in the next period.
- Statistics on the number of study contracts concluded/students enrolled are used both for a more objective assessment of the number of applications in the future periods and, of course, for the analysis of student dynamics, which affect many other indicators (drop-outs, the number of graduates, the number of state-funded study places, publicity activities).
- Statistics on academic achievement are used to analyse both the dynamics of the level of skills of students and the relevance of study courses to the needs of students, as well as to identify possible changes in the study course assessment system and the structure of content and learning outcomes, and possibly in the teaching the course in general.
- Drop-out statistics is analysed especially in the 1st year and during the programme period. Drop-out statistics together with the reasons for dropping out are used to identify possible differences in the demand and supply of higher education, to analyse the gap in students' expectations and to facilitate the communication of the teaching staff, directors of the StPs and support departments and students about the reasons for dropping out (for example, various options for paying tuition fees, possibilities of having individual tutorials during

studies, etc.). The drop-out statistics are also analysed during the overall programme period along with the graduate statistics, which are used both in the publicity activities of the programme and in the overall assessment of the complexity and relevance of the programme.

- Statistics on the number of graduates are analysed together with the statistics on drop-outs of the overall period of the programme and are used in the publicity activities of the programme and in the assessment of the overall quality and relevance of the programme.
- Statistics on the types of tuition fee payment (loans, sponsorships, grants, own finances) are taken into account to a large extent together with the analysis of drop-out and its causes, used in communication with students to reduce drop-out risks and in publicity activities of programmes, as well as in cooperation with support departments in the management of programmes, for example by setting payment schedules, possible discounts, tuition fees.
- Status of study course descriptions - information about the status of study course descriptions is analysed to ensure regular updating of study courses, including updating of the literature and other sources given in the study course description.
- Results of study course evaluation questionnaires are used for the review of study courses and for evaluation and updating of the management of study courses every semester.
- Statistics on the causes of leaving studies are analysed together with drop-out statistics to minimise the drop-out risks, eliminating the reasons for leaving studies as much as possible. For example, the most common risks during the study process are academic and related to the study plan (motivation, combining with work, complex content, etc.), as well as financial, related to difficulties of paying tuition fees.
- Statistics on the number and qualification of the teaching staff are used to assess the compliance with regulatory requirements of programmes, publicity activities, identification of programme quality and strengthening of lecturer qualifications, financial calculations of the study process, etc.
- Distribution of types of lecturers' work - information on types of lecturers' work is analysed in order to plan the staff development of academic departments and to balance the pedagogical, research and methodological work of lecturers.
- Completion of e-environment: the completion of the e-learning environment (study materials and activities available to students, activity of the use of content, etc.) is analysed in order to identify and eliminate deficiencies in the availability of digital learning materials and activities and to provide support to teaching staff.

Obtaining and providing feedback to students

Student surveys at the university are organized centrally twice in the academic year. Students fill out an anonymous electronic questionnaire for each study course taken in the semester, in which they evaluate the content, results, organization of the study course, as well as evaluate the work of the lecturers involved in the implementation of the study course. The survey results for all lecturers, as well as heads of structural units and programme directors, are available in a summarized form on the RSU academic portal (only available [in Latvian](#)). It is the duty of the head of each study course to become familiar with the results of the course survey and to provide the students with structured feedback on the identified strengths and weaknesses of the course, as well as the planned improvements in the development of the study course, if necessary. The feedback is submitted by the head of the course on the RSU academic portal and it is automatically published on the student portal MyRSU and in the e-study environment - in the course, where it is available both to students who have studied the course and to students who start studying the course in the next academic year. Thus, when starting the study course, the students have access to the results of the previous course evaluation, as well as the feedback provided by the course leader on the planned improvements of the study course.

Once a year, students of the last year of study fill out a study programme evaluation questionnaire, in which they provide feedback on the content and results of the study programme. This questionnaire is also anonymous and organized electronically, and its results are automatically collected and published on the RSU academic portal, where they are available to study programme directors, heads of study areas and deans of faculties.

The information obtained in the surveys is analyzed at all appropriate levels (at the level of the University, study directions and study programs, departments and study courses), evaluated and discussed in collegial institutions (faculty councils, department meetings, study quality councils and deans' council), where the experience gained and decisions have been made regarding the necessary changes in the implementation of the study course or programme.

Obtaining feedback from alumni

Obtaining feedback from alumni is essential to understanding the quality of the study programme, the student experience, and how the university could improve its offerings in the future. Taking into account the aforementioned, that also the new SZF approach in ensuring the quality of studies, cooperation with graduates is strengthened at all levels, It should be noted that the direction "Internal security and civil protection" which covers various aspects, such as study courses, teaching staff, internship opportunities and overall experience at the university .

RSU has developed an online questionnaire (<https://www.rsu.lv/form/anketa-absolventiem-studijas-rsu>) with the aim of obtaining feedback from university graduates about their study experience, the quality of education and its impact on their career and professional development .

It should be noted that the main purpose of the questionnaire is:

collect data on the experience of graduates and their views on studies and career opportunities after graduation;

to obtain information that allows to identify the strengths and weaknesses of study programs and promote their improvement;

To create a basis for strategic planning in order to improve study programs and promote the competitiveness of graduates in the labor market.

The questionnaire covers several important aspects that help RSU to evaluate the effectiveness of its study programs and their compliance with the requirements of the labor market. It includes questions about the applicability of theoretical and practical knowledge in the labor market, the employment status of graduates and their relevance to their field of study, as well as recommendations for program improvement.

It is possible to receive the following information from the questionnaire:

1. Study quality assessment, namely the questionnaire, helps the university to assess how well study programs prepare students for their future professions and whether they meet the requirements of the labor market.
2. The information necessary for the improvement of study programmes, namely feedback from graduates, provides the university with valuable information about possible improvement opportunities in study programmes, which could help future students to better prepare for the labor market.
3. Employment statistics, namely the questionnaire, help to gather information on the employment status of graduates, which is a key indicator of the success of programs and their ability to provide job opportunities after studies.
4. Creators of graduate satisfaction, the questionnaire allows to assess the satisfaction of graduates

with their studies, which can contribute to improving the image of the university and increase the interest of potential students.

In addition, it should be noted that interviews and focus groups are being conducted. So, for example, on January 6, 2024 at 15.00, a focus group of graduates was formed in the Rehearsal Hall of RSU Hall, in which graduates of the field were invited to participate in the focus group, where they shared their experiences and gave in-depth feedback. This approach was tested for the first time and is recognized as effective, as it allowed to receive more detailed and personal answers. Therefore, continuing the new SZF policy on improving the quality of the study process, focus groups are planned to be held systematically in the future, especially in the "Protection of Economic Security" and "Police Work" programs. The results of the focus group indicated the following: Alumni meetings and events organized by the Alumni Association are also worth noting. The regularity of the events allows to gather together more active and cooperative graduates of the direction, as a result of which I can discuss and obtain information about the graduates' professional lives and generally receive feedback in person. Taking into account the peculiarities of the field and its special status within the framework of the IDA consortium, in order to strengthen the faculty composition of the field, the involvement of practitioners in the study process, "career tracking" of graduates is carried out, that is, interest in the professional career of graduates is maintained by RSU and cooperation with IDA partners is carried out in the best way selection of personnel who are offered cooperation in the academic environment. Since the number of students in the field is limited, and the peculiarities and specifics of the profession indicate limited access to the context of teaching staff, the renewal of teaching staff takes place through a graduate who continued his professional development after studies and at the same time, gets involved as a new teaching staff in conducting lectures and classes.

In order to ensure the widest possible and deepest feedback from graduates, events are organized in which graduates are invited to return to the university to participate in discussions, share their experiences and participate in the development of the university.

In addition, it should be mentioned that the majority of StV graduates are already in legal employment relationships, a large number of graduates can be met at various industry events, for example: conferences, discussions, seminars,

The feedback of graduates and students is an essential tool to improve the quality of studies and the compliance of programs with the requirements of the labor market. A variety of survey methods, such as online surveys, focus groups, and regular events, help to obtain the comprehensive information needed to further develop and improve the study process.

The combination of these methods helps to obtain versatile and useful feedback that can help improve the study programme and graduate experience in the future in the field of "Internal Security and Civil Defense".

Mechanism of obtaining and providing feedback from/to employers

Since April 2020, the "Employers" section has been created on the RSU website (in [Latvian](#), in [English](#)). It contains a survey questionnaire (in [Latvian](#), in [English](#)), which is freely available to any visitor to the website, including RSU employers and cooperation partners.

Since 2020, the "Employer" field has been included in the Certification of Fulfilment of Obligations to develop the up-to-date database of employers of graduates, which all graduates must fill in before exmatriculation.

Twice a year, when the exmatriculation of graduates has taken place, a report is prepared, from which current employers are obtained. An individual e-mail is sent to all employers twice a year - at the beginning of February and in July, with an invitation to fill out a survey questionnaire. Once the data is collected, the staff of RSU Career Centre summarises and compiles statistical data, as well

as highlights recommendations. The results of the survey are presented and sent to the Deans' Council and study programme directors.



Figure 10. Centralised employer survey

There were also regular contacts of the head of each study programme (after 06.02.2024, the head of StP group “Internal Security and Civil Protection” L.Juļa) with employers, both in the form of a survey and organising student placement, inviting employers to participate as members of the Faculty Council, as well as attracting employers (for example, employees of ministries) as lecturers to provide the study process.

At the moment, when planning solutions for the interdisciplinarity of study programmes, particular attention is paid to the recommendations provided by Vitālijs Rakstiņš, Director of the State Defence Service Department of the Ministry of Foreign Affairs, regarding professional skills and abilities, which would be useful for every student of the programmes and which do not belong directly to economic security and international relations segment. Regular cooperation partners in the period until now were all law enforcement bodies (ministries, SP, SRS, KNAB).

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).

Table 5. The websites on which the information on the study direction and the relevant study programmes is published

Study Programme / Study direction	Sections[1] of RSU website, where the information on the study direction and the relevant study programmes is published:
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Study Programme / Study direction	Sections[1] of RSU website, where the information on the study direction and the relevant study programmes is published:
Professional Bachelor's study programme "Police Work" / First Cycle Professional Higher Education Study Programme "Police Work"	Information about the programme in Latvian Information about the programme in English (minimum translation from Latvian) (responsible person: head of StP group) Information on the ISA consortium website (in Latvian , not available in English).
Professional Master's study programme "Protection of Economic Security"	Information about the programme in Latvian , (responsible person: head of StP group) Information on the ISA consortium website (in Latvian , not available in English).
Joint academic Master's study programme "Economic Security"	RSU information about the programme in Latvian , in English (responsible person: head of StP group) DU information about the programme in Latvian , in English .

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

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

RSU participates in industry events (exhibition "School", etc.), works with a database and e-mail marketing, develops various activities and events also for the target groups of Master's and doctoral StPs.

The information published on the [website](#) of the higher education institution regarding the StPs corresponding to the study direction corresponds to the information available in official registers, provides basic information to applicants and students, and is published in all languages of the StP.

In early/mid-July, ISA StP cooperation partners set up an applicant selection commission and publish admission rules on the website of the law enforcement body. Applications can be submitted by all persons who want to submit them, then there is a selection after they have been evaluated. Once the selection has taken place and the number of eligible applicants is known, RSU, ISA StP cooperation partners sent a list of potential students to RSU. RSU accepts documents for studies in the e-media and/or on site. The number of students admitted is regulated by the law enforcement body. If the applicant has submitted all necessary documents to RSU and has entered into a study

agreement and is admitted as a student by an RSU order and commences the study year. Matriculation documents are sent to the commissioning party – ISA StP cooperation partners.

[1] The RSU website is maintained by the Communication Department (information in [Latvian](#) and [English](#)).

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 revenue from the study programmes within the study direction is used for staff remuneration, taxes, maintenance of IT infrastructure, purchase of equipment and facilities and placement expenses. In addition to the direct costs of delivering lectures and conducting classes, the study programme has to cover infrastructure maintenance costs (premises, IT solutions) and costs of other RSU common resources used in the StP (Student Services, Library, organisation of the study process, grant for the Student Union and other support and administrative functions).

The largest costs in the implementation of study programmes are the costs of academic staff remuneration. The remuneration rates of academic staff are determined in accordance with the regulation on types and accounting of work of academic staff developed by RSU. The amount of compensation for academic staff is determined considering the staff's academic position, structural unit and the amount of pedagogical work performed in the academic year. The amount of pedagogical work is determined based on the planned number of pedagogical work units in the study courses implemented by the structural unit in the relevant academic year. Pedagogical work units according to the types of pedagogical work are planned, calculated and listed in accordance with the regulations developed by RSU.

Funding for the implementation of the study direction is provided by:

- State budget grants financed from the state budget funds allocated to the Ministry of the Interior's departmental budget programme "Internal Security Academy";
- Tuition fees and fees for courses, as well as social payments;
- Funding for science (state budget and EU structural funds, international project funding, revenues from contract work, etc.);
- Income from other services, such as student dormitories, room and equipment rental, etc.

In the annual RSU budget planning process, each department plans its structural unit's budget, which is necessary for the implementation of study programmes, research, as well as infrastructure expenses. In budget planning, the head of each study programme discusses with the head of the department the provisions necessary for the study programme, while departments submit budget applications, which are further evaluated by deans, persons responsible for procurement, vice-rectors and the Rectorate. The submitted budget is coordinated by the Senate and approved by the Council.

The budget allocated to a structural unit depends on several factors, such as the planned number of

students, the planned amount of pedagogical work, the necessary investments in infrastructure, the necessary investments in the development of study programmes, the costs of maintaining the structural units, revenue trends in the specific faculty, scientific activities, etc. The financial results of each programme in the given academic year are also considered in budget planning. A detailed budget is approved for each structural unit, that is, specific costs for a specific purpose are approved. Within the framework of the budget year, it is possible for structural units to request additional funding if there have been changes in some factor, for example, a larger number of students apply for a specific programme, as was planned when preparing the budget application (revenues have also increased accordingly).

External funding comes from participation in various EU and national programmes and initiatives: "Horizon 2020" and "Horizon Europe", the largest EU research and innovation programmes, and funding opportunities such as the Joint Programming Initiatives, international cooperation programmes, the EU Structural Funds and other programmes. From local funding initiatives: National Research Programme and Fundamental and Applied Research Programme. External funding also comes from cooperation with the private sector (commissioned research, commercialisation projects).

RSU internal programmes are actively used, which are funded from RSU resources. The funding for internal research projects is allocated during the planning of RSU annual budget. Several internal funding programmes exist: grants for doctoral students, RSU internal grants, inter-university cooperation grants, aid to certain projects from RSU Alumni Association, cooperation with Boris and Inara Teterev Foundation.

Artistic creative activities (dance group and choir) are funded from:

- RSU own funds;
- Riga City Council co-financing.

In order to promote research and help researchers at the initial stage of their careers, RSU has established incentive schemes and practices:

- RSU internal grant system (approximately 400 thousand EUR per year);
- joint RSU and Riga Technical University (RTU) grant programme for multidisciplinary research;
- grants for post-doctoral students and researchers at the initial stage of their careers (European Social Fund);
- grants for doctoral students;
- co-financing for international cooperation networks and mobility (*Erasmus +*).

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.

RSU has identified the infrastructure resources and material technical provision necessary for the implementation of the study direction "Internal Security and Civil Protection" and they are fully available to the institution of higher education. Access to resources is ensured for students and teaching staff. A unified system and procedures for the improvement and purchase of material and technical, methodological, informative and other facilities are established.

IT Service Centre

In order to ensure continuous availability of IT resources for the study process, an IT Service Centre was established: IT support for students, administrative staff and teaching staff providing answers to questions related to RSU IT systems. The applicant may ask questions, using the IT Support System help.rsu.lv, by e-mail: it@rsu.lv, or by calling 67061515. Working hours on weekdays are from 7.30 to 20:00 and Saturdays from 9.00 to 16.00

WiFi

RSU staff and students have the possibility to use the *Eduroam* WiFi network free of charge. *Eduroam* has a free service that allows you to connect to the *WiFi* network in more than 6,000 locations in over 100 countries around the world: higher education institutions, research centres, educational institutions, schools and other research and educational facilities. Students may connect to the *Eduroam* wireless network using their username and password. RSU students may also use open access computers with provided access to student IT systems and Internet resources.

Infrastructure

Multimedia projectors, most of which are high-resolution interactive projectors connected to a sound system, are available in 193 lecture rooms for the use of audio-visual materials for studies. A centralised management system of the multimedia equipment in lecture rooms has also been set up. Ten computer rooms with more than 200 workstations are also available for the study process, both for specific courses and for electronic examinations and other types of knowledge tests:

1. 28 hybrid lecture rooms with automatic following the conducting of hybrid lectures and classes;
2. Eight lecture rooms for more than 100 students, equipped with the possibility of conducting online lectures and classes;
3. other auditoriums are equipped with standardised equipment, which includes interactive projectors or interactive TV screens and centralised management of multimedia equipment;
4. recording room for recording high-quality audio and video content for lectures and online events, as well as for recording podcasts or audio soundtracks;
5. there is a specially equipped studio for creating interactive content. Various technological solutions are available in the studio: green screen, interactive display and the first transparent learning glass in the Baltics, which can be used to prepare more engaging and enjoyable video lectures and classes.

The physical IT infrastructure of RSU consists of:

- RSU computer network located in 23 buildings, connections thereof, with a total of 4418 network connection ports, 323 wireless network access points, including provision of wireless network at the Halls of residence;
- RSU uses the infrastructure and resources of the Latvian Academic Network Data Centre, that is supplemented with a secondary data centre located at RSU, consisting of 48 physical servers, four dedicated disk arrays, *VMware* virtual server infrastructure with more than 200 virtual servers, backup power system, cooling, data backup copy infrastructure;
- IT hardware and system monitoring system *Nagios*, *HP IMC*, *MS SCCM* with more than 2000 monitored devices and services;
- communication platforms: *MS Teams* and *Zoom* are available to all staff members and students; *Zoom* is used as the main remote learning platform, with more than 74,900 lectures and classes held in 2022;
- *Panopto*: a video lecture recording system with more than 31,000 video recordings; an average of 30 new video learning materials are added per day and a total of more than

300,000 lessons are viewed per year;

- e-mail systems for staff: *Exchange* for staff ensuring management of the calendar and contacts; cloud service *Office 365* for students;
- *MS Active* directory-based electronic identity management infrastructure maintenance (one username and password for all centrally maintained IT systems);
- maintenance of the file server;
- maintenance of computerised workstations and computer rooms (2,144 computers, 456 printing equipment units, scanners and other equipment);
- maintenance of classroom equipment (193 permanently equipped classrooms);
- self - service copying / printing / scanning systems.

RSU lecturers and employees have the opportunity to use the room booking system *Booker*, which is linked to the lecture and lesson planning system *Timetable*. The room booking system *Booker* allows you to find all the rooms RSU offers for the study process, view the room occupancy, including lectures and classes, as well as make room and table bookings.

The lecture and lesson planning system "*Timetabler*" is a cloud-based service that provides an opportunity to schedule academic events for students and lecturers in a fast and efficient way.

The system provides the following functionalities:

1. Check for room, instructor and student collisions.
2. Automatic event scheduling solution *Autoscheduler*.
3. Creation of detailed reports.
4. Integration with the *O365* calendar solution.

The infrastructure and technical facilities established by RSU are equally available for all RSU StPs. More detailed information on the infrastructure and facilities is available in Annex 23.2 "Assessment of the information and methodological base for IT infrastructure and available resources".

The study environment – both premises and material and technical provisions are essential both for the quality of the study process and for the mental well-being of students. This aspect has also been highlighted as important in the satisfaction assessment questionnaires of students of the programme, where, in addition to the opinion on the work of the lecturer and the content of the study course, there is also an opinion on classrooms – environment and technical provisions. It should be noted that over the last decade the study environment and material and technical provisions have improved significantly, but the level of student requirements is also growing.

A student-centred approach and a modern study environment is a setting that permeates the decisions made and working methods used by each lecturer of the programmes included in the direction, and in particular the director of the group of study programmes, as well as support staff. Both the content and form of studies are chosen by balancing the priority of the quality of education with the opportunities of students. Each student group is approached individually, if necessary, anonymous questionnaires are conducted, as well as students are encouraged to report immediately if they experience any difficulties both in terms of the content and form of the study process, such as being unhappy with classrooms, too cold/hot, having problems with the IT system or having any other problems. Individual approach and individual solutions have been identified as the most effective tool for reducing student drop-offs and motivating.

Studies are implemented both in a regular way and using remote communication forms – Zoom, Panopto, the MyRSU student portal, etc. At least 50% of classes take place in a regular way, the rest (respecting students' wishes) remotely. If necessary, not only study courses, but also tutorials and the process of developing Bachelor's/Master's thesis, as well as pre-defence and defence take place online, for example, when a student is in long-term justified absence (health problems, being

out the country). The situation created by Covid-19 has served as a catalyst for significant improvements in the digital literacy of lecturers and students by developing skills to use a variety of digital tools and programmes. The overall ability of RSU to work online (e.g., MyRSU student portal, the E-learning platform or the availability of library resources) is also considered excellent. The chosen model of studies- maximum regular lectures, received and receives very good feedback from both commissioning parties and students. Direct student contact with the lecturer and instant feedback, highly appreciated inside and outside RSU premises, from “supervisors” of study programmes in law enforcement bodies. Students’ perceptions and communication opportunities are considerably higher in the regular model and, because lectures in part-time studies take place twice a month, they have a beneficial effect on the result as a whole. Remote or online lectures are held due to unexpected reasons, such as: The lecturer suddenly cannot come to a regular lecture. In that case, if students are already present, the lecturer is given the opportunity to participate in Zoom. There are cases where students can agree with lecturers in advance, having assessed the specifics of the material to be taught, that next time all lectures will be held on Zoom. Joint coordination. Students, programme management and the respective law enforcement body are informed. In addition, any student may be able to be present online individually for good reason, in parallel with regular lectures, by applying for the programme specialist and study day lecturer in advance. For example, cold, weather, unplanned absence, family conditions. It should be noted that classified courses, which take place in the premises of the special library, always take place as regular lecturer at Ezerkala iela. If a student is unable to attend these lectures, he or she individually agrees with the lecturer the possibilities for learning the material, outside the intended time. However, all exceptions should be applied and coordinated at programme management level, before the fact, if possible. Consequently, the provision of regular and remote studies has proven itself to be an ideal model with the comprehensive support of the parties involved.

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 information

The total area of library premises is 2,044 m², including premises to serve readers - 1318 m² (290 places for readers, 33 computer places, wireless internet). The open-access subscription library has well-equipped premises, the possibility of taking books home using self-service machines; there are reading rooms for group and individual work. To ensure accessibility to disabled visitors, the Library has a lift from one floor to another in the main building. The Library is located in the main RSU building (Dzirčiema iela 16, Rīga), and it has two service centres:

- Information Centre for Healthcare Professionals at RSU Red Cross Medical College (J. Asara iela 5, Rīga);
- RSU Liepāja branch library (Riņķu iela 24/26, Liepāja).

Library services: A wide range of information resources, advice on searching for information, including searching by thematic requests. Library professionals conduct information literacy classes, which are included in study programmes and offer support for researchers (information in [Latvian](#), [English](#)).

Students can communicate remotely with the Library on various issues by phone or using the system **help.rsu.lv**. Information resources that are not available in RSU Library collection can be ordered from other libraries using the **Interlibrary Loan (ILL) or the International Interlibrary Loan (IILL)**.

Each year, the Library environment is gradually improved and modernised; new technologies and services are introduced (self-service facilities with possibilities for users to issue the books to themselves, return the books, extend the period of use, view their user account, as well as print, copy and scan by using multifunctional equipment). Self-return facilities allowing to return the library books also outside the Library opening hours are located at the entrance of RSU building at Dzirciema iela 16, and J.Asara iela 5.

Information resources

The collection includes 536,200 physical units, incl. 248,200 books. The subscribed databases provide access to about **~534,000 subscribed electronic resource units** (about 90% of these are e-books).

Funding for purchasing resources is increasing. Funding per one user of the library was 44 EUR in 2023. Approximately 91% of the budget spent on assembly of the collection are used for subscription to electronic resources/purchasing of e-books.

Table 6. Total funding spent and funding spent on subscribed resources

Year	2018	2019	2020	2021	2022	2023
Funding spent (EUR)	442,360	475,460	503,480	507,234	563,074	682,807
including subscribed resources	301,870	317,532	337,500	339,360	468,931	580,797

Databases

Access to more than 30 online e-resources is provided. Students and lecturers can access the subscribed databases remotely using the RSU username and password.

Database usage statistics are high. It is evaluated every six months. Usage statistics remain high, tending to increase.

E-book databases have very high usage rates, for example, the Ebook Academic Collection (EBSCO) database saw 49,365 information items in 2023. Proquest Ebook Central Academic Complete is the most used ebook database, with 141310 items of information viewed in 2023. Such data show the importance of e-books in the study and research process of major programs.

In order to search for individual studies, e-journal databases are used in the study and research process. The EBSCO LV national package, which consists of several collections, is used the most, for example, in 2023, RSU lecturers and students used 571,694 items of information in this database. The most used database in 2023 is Encyclopedia Britannica (1086906 viewed information units), in which students and academic staff searched for a wide variety of facts about significant events, achievements in various industries, notable persons and events in the world.

In the provision of e-resources for the field of study "Internal Security and Civil Defense", the most

important are two multidisciplinary e-book databases (ebook Academic Collection (EBSCO), Ebook Central (ProQuest)), the HeinOnline database in International Core law, six full-text multidisciplinary databases of journals (Academic Search Complete (EBSCO), ProQuest Central database package (including Criminal Justice Database and Military Database), Wiley Online Journals, Science Direct (Elsevier), SAGE Premier 2024, Sociology Source Ultimate (EBSCO)), as well as purchased e-books for the courses of study direction programs.

Funding for subscribing or purchasing resources comes from the library's total funding, which is not divided among programs. It is also available for co-financing of academic structural units, for example, for the renewal and addition of the stock of legal books and e-books, an additional 3,500 EUR has been allocated each year in the last five years. Database subscriptions are financed from the library's overall budget, for example, the subscription to the HeinOnline legal database costs around 8800 EUR, but for the other databases, which are multidisciplinary packages, it is possible to show only the total costs, but not for the individual collections they include.

Procedure for additions to the Library collection and subscribing to databases

RSU has introduced and the Library has implemented the support process, which defines how to provide RSU study programmes and research activities with the necessary information sources and services. The Process Description defines the following: 1) planning of the information sources, evaluating the provision and stocking up; 2) measuring user satisfaction.

Subscription to the databases takes place after trial periods and analysis of the statistics on the use, the user feedback, and costs.

In order to improve the relevance of the Library collection to the needs of students, work is carried out on the bibliography of study courses, cooperation with the teaching staff to inform them about the provision of literature for study courses. Lecturers and students can also send their orders/suggestions for additions to the collection electronically to help.rsu.lv.

Availability of the Library data in the digital environment of the higher education institution

Primo, a unified search engine is used to manage E-resources, providing fast and streamlined search for e-resources. Information on databases is available also from RSU Student Portal *MyRSU*.

RSU students can access students' final papers and other RSU publications in the **institutional repository** on the *DSpace* platform.

Since 2020, publications of RSU academic and research staff are entered into the new **Research Activity Information System (ZDIS) Pure** (a unique tool for searching research in RSU research areas).

You can follow the news and current events of the Library on the *Facebook* profile "Rīga Stradiņš University Library".

RSU Library is an accredited national library. The current accreditation was received in November 2021. The library resources and services are assessed as very good, meeting the demand of students and teaching staff to ensure successful completion of the relevant study course. Simple procedures have been introduced to suggest additions to the collection or to contact the Library about services. Both student and teaching staff surveys confirm good and very good assessment of the Library. In recent years, the Library has received both the Annual Award of the Student Union (as a testimony to students' satisfaction with the quality of resources and services) and the Annual Award of RSU Administration as the best department of RSU. Like other universities in the world today, e-resources are a priority for RSU Library.

More detailed information on the infrastructure and material and technical provision is available in Annex 23.2 "Assessment of the information and methodological base of the Library resources for the implementation of the study direction "Internal Security and Civil Protection" in accordance with the requirements of the guidelines".

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.

The students and employees of Rīga Stradiņš University (hereinafter referred to as RSU) are provided with a developed IT infrastructure and IT services that are continuously developing, taking into account the increasing requirements for IT from students and employees.

E-learning environment

One of the main websites used by RSU students is the e-learning environment. The E-learning environment provides access to absolutely all study courses implemented in all curricula, therefore e-learning can be used by any RSU lecturer, and students have access to e-learning courses that the student is studying or has studied. The e-learning environment is used as a tool for the organisation of study process in each study course – for posting various materials, execution of test works and home assignments, checking originality of the content of works, and publication of assessments. Additionally, e-learning environment provides both the calendar of pending events and latest RSU news and discussion forums, study materials and all latest information on what the lecturer of the student's course wishes to transfer to the students – different assignments, sample tests, useful additional materials, etc.

E-studies environment provides access not only to the courses of the current semester, but also the courses studied in previous semesters, and the content of previous courses as it is for the students of the current semester. RSU e-studies are available 24 hours a day, 7 days a week from any location with internet access, including from mobile devices. The MyRSU student portal is linked to the e-learning environment.

In the e-learning environment, lecturers develop and post interactive study materials using the *H5P* solution integrated into the *Moodle* platform, which allows the study materials to be supplemented with various types of interactions. Popular are interactive video materials in which lecture videos are supplemented with regular knowledge test questions, interactive books in which text and images are supplemented with interactions, as well as branched scenarios in which decision-making competence is developed by solving authentic problems, obtaining and interpreting information, as well as making decisions.

Planned infrastructure improvement programs. Creation of an IDA computer class.

Strengthening the quality and technological breakthrough of IDA programs, work is underway to create a computer classroom for the major programs. Within the framework of IDA, 13 computer forensics workstations will be deployed, which will be equipped with the necessary software and technical solutions to perform digital evidence analysis and large-scale data analysis using various analytical tools of law enforcement agencies. The workstations are intended to provide sufficient performance and data storage (local or network) to train students and to be able to use the equipment in case of need to provide support to law enforcement agencies.

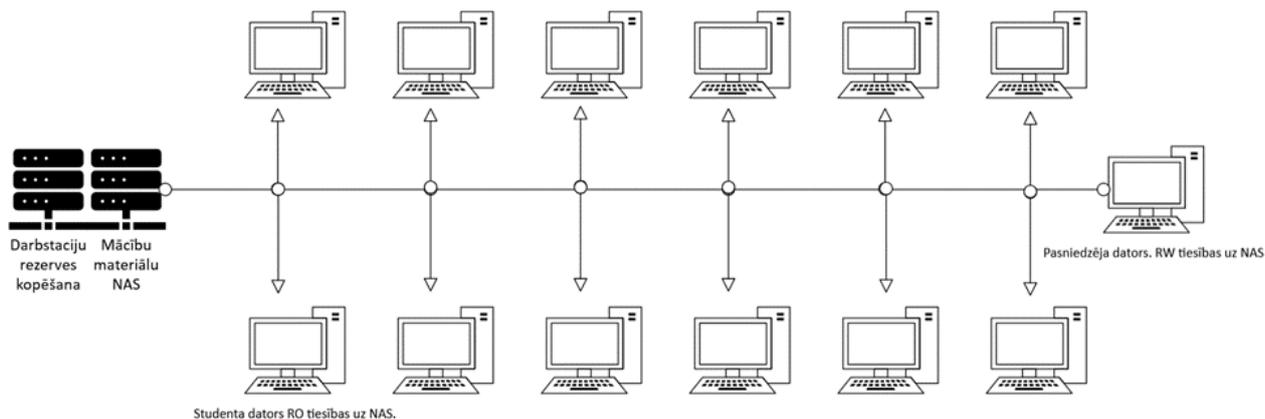


Image – Example of equipment/network visualization

In the IDA computer classroom, or laboratory, training is planned, within the framework of which mirror copies of equipment, which may contain computer virus artifacts, will be analyzed. Most computer forensics tools must be run with administrator privileges. Virtual machines (Tsurugi, Kali, Paladin, etc.) will be used as part of the training.

Student portal *MyRSU*

RSU students have access to the MyRSU student portal, which combines the possibility to view the necessary information about studies and to use the e-services necessary in the study process in one place. *MyRSU* is available as both a browser and a mobile app, which enables to get faster and more convenient access to all the necessary university information, for example, e-learning and final assessments in study courses, the schedule of lectures and classes, invoices, the platform for application for restricted and free elective study courses, skills learned, study course and study programme evaluation questionnaires and feedback, most important contacts, access to *Office 365* apps, management of self-service printouts (printing, scanning, copying). Using MyRSU, students can extend periods of use of books and access the databases, to which RSU is subscribed. In the Statements and Applications section, the student can request different statements, which will be signed with a secure electronic signature and sent to the student’s e-mail.

Remote lectures and final examinations

In the conditions of the global pandemic, the e-learning environment has become a foundation for the interaction of the university with students. E-learning also makes it possible to create online classes where the lecturer and students can meet virtually. The recordings of these online virtual audience meetings can also be watched later in the e-studies course. In some of the courses in the e-studies environment, students can also find electronic tests for successful learning of the study course, which allows the students not only to assess their knowledge quickly and in high quality, but also use the self-test method to learn the course contents. In each e-learning course, the lecturer can electronically record student attendance at lectures and classes, and the attendance data automatically appears in the e-grades section, providing a more convenient overview of student performance in the course. The e-studies environment is also used as a tool, with the help of which it is possible to remotely apply for placement, consultations, examination times, and other events.

Remote lectures and classes are mostly implemented using *Zoom*, video recordings are available using the *Panopto* service (relevant licences have been provided to lecturers by RSU). In these circumstances, RSU lecturers demonstrate convincing IT skills. Not only study courses, but also the process of development, pre-defence and defence of Master’s theses takes place fully online.

There have always been cases, when it is necessary to ensure the possibility to defend a research paper online for students. For example, students defended their research remotely during the COVID period. On the other hand, in other exceptional cases, this possibility is used only in very justifiable circumstances and with the acceptance of the Faculty Council. For example, the student was in the post-natal period during her paper defence and has her actual place of residence in Latgale. In this case, it was possible to defend the research paper online. Such an additional opportunity, where students are provided with maximum comfort in specific circumstances, is appreciated by students and describes the university as a student-centred higher education institution.

In addition, by providing an additional opportunity to defend a paper remotely, it is possible for law enforcement bodies, study process coordinators to observe the defence process and get a full picture of the process of defence. Zoom connection links are prepared and sent to such representatives in due time with a request for participation. Usually, this possibility is always used.

RSU provides students with the possibility to submit graduation papers in the video format using the *Panopto* service. The possibility to have electronic tests in a safe environment using the *Safe Exam Browser* in RSU computer rooms has been provided. The *Safe Exam Browser* is integrated with e-learning (*Moodle*) and has been created to increase safety during tests. When the student uses the *Safe Exam Browser*, it is not possible to perform actions like copying, visit other internet links or apps, close the test before it is submitted for evaluation, the test cannot be minimised or window size cannot be changed, key combinations and the right-click menu, operating system menu bars are disabled, messaging and screen sharing links are disabled.

It is also worth noting that there have always been cases where it is necessary to provide online research defense opportunities for students. For example, all students defended their research remotely during the COVID period. On the other hand, in other exceptional cases, this option is used only in very justifiable circumstances and with the approval of the faculty council. For example, the student was in the postpartum period at the time of defending her work and her actual place of residence is in Latgale. In this case, an opportunity to defend the research work online was provided. Such an additional opportunity, when students are provided with maximum comfort in special conditions, leads to student responsiveness and characterizes the university as a student-centered higher education institution. In addition, by providing an additional opportunity to observe the defense of works remotely, it is possible for law enforcement authorities, coordinators of the study process to observe the defense process and get a full picture of the progress of the defense. Zoom connection links are prepared and sent in a timely manner to such representatives with a request to participate. Normally, this option is always used. RSU has provided students with the opportunity to submit final theses in video format using the *Panopto* service. It is ensured that electronic exams are taken in a safe environment, in RSU's computer classrooms, using the *Safe Exam Browser* browser. *Safe Exam Browser* is integrated with e-studies (*Moodle*) and designed to increase security while taking exams. When students use the *Safe Exam Browser*, it is not possible to perform actions such as copying, visiting other Internet links or apps, closing the test before it is submitted for evaluation, the test cannot be minimized or the window size changed, key combinations and the right-click menu of the mouse, operating system menus are disabled bars, messaging and screen sharing links are disabled.

RSU academic staff can make video recordings of lectures and presentations. Links to video recordings can be posted in the RSU e-learning environment, as well as on other websites. The service is provided using the *Panopto* platform. RSU academic staff can make live broadcasts of lectures and presentations. The service also includes the possibility to create a link to a specific live broadcast, which can be posted in the RSU e-learning environment, as well as on other websites.

Panopto enables parallel recording from multiple cameras and screens, search for phrases in slides, add subtitles or tests, as well as user view reports.

Tools that help to verify the originality of contents

RSU academic staff and students can use the *Turnitin* tool. *Turnitin* is the world's leading tool for the correction of written papers and combating plagiarism. *Turnitin* is fully integrated RSU e-learning environment and provides full service of submitting, correcting, verifying the originality and return of the submitted papers.

All student papers are submitted to the lecturer-created *Turnitin* assignment, which not only facilitates the collection of papers, but the system also automatically checks the originality of the paper, providing a full report of content plagiarism. The tool has the option of creating sections and comment templates, as well as peermark assignment. Checking originality is possible when comparing a paper to the work of other students (both at RSU and other higher education institutions in Latvia and in the world that use *Turnitin*), the Internet resources that are freely available to everyone, and journals, other publications, and resources included in the *Turnitin* database.

E-resource repository

The e-resource repository *DSpace.rsu.lv* stores digital research. This website contains articles, documents, conference documents and other documents in a variety of digital formats. In the e-resource repository (*DSpace*), it is possible to access the Bachelor's, Master's and other final papers of RSU students defended since 2020. The repository also regularly publishes various RSU publications in open access.

Repository of study materials

RSU has implemented a repository of study materials, which is a well-structured storage base for digital study materials, where study materials developed for RSU's educational purposes or obtained as a result of cooperation are placed. These include presentations, video lectures, educational videos, infographics, digital interactive scenarios, digital books and other types of information. The materials in the repository are structured by topics and collections, so that the necessary information can be found easily and quickly. Filters make it possible to search by author, year of creation, keywords or the format of the material, for example whether it is a video, book or presentation. Searching with the help of filters will help narrow down the amount of information and quickly find the study material needed.

The repository will give lecturers the opportunity to share materials, saving resources, as well as to familiarise themselves with examples of good practice from their colleagues.

E-services for students

When commencing studies at RSU, each student is assigned a username and, using the RSU self-service services available to students, the student can obtain a password, which can be used for RSU IT systems intended for students.

RSU offers the students an opportunity to use *Office365*, providing an option to use a full *Microsoft Office*, *OneDrive* file storage without additional fee. While studying at RSU, students have access to all the software necessary for successful study process. The student can install *Microsoft Office* software: *Word*, *Excel*, *PowerPoint*, *OneNote*, on five computers (*Windows* or *Mac*) and five mobile devices (for example, a smartphone, laptop, and tablet computer). Students may use *OneDrive* of 1 TB for automatic synchronisation of devices. Using *Microsoft Office 365* synchronisation, RSU students can see their schedules of classes and lectures in their phones and other smart devices.

The service is available through calendars built into smartphones or using *Microsoft Outlook*. Students are provided with data exchange through the *OneDrive* cloud service of the RSU student account.

RSU students and employees have access to a modern application system (*JIRA*) on the platform help.rsu.lv to receive necessary IT or other support.

Study programme mapping system

A study programme mapping system has been introduced for more effective study programme management, where the catalogue, descriptions, outcomes and implementation plans of study programmes and directions implemented by RSU are available. The system contains the following sections:

1. Study directions - study directions implemented by RSU and the study programmes included in them.
2. Study programmes - programmes implemented by RSU, their descriptions, outcomes and curricula.
3. Implemented programmes - catalogue of programmes implemented by RSU (includes different types of programme implementation (full-time / part-time), languages (Latvian / English) and locations (Riga / Liepaja).
4. Comparison of curricula - an interface for comparing curricula to review the extent of programme changes and their impact.
5. Requirements documents - documents regulating the content of study programmes (regulations of the Cabinet of Ministers, professional standards, etc.) and the requirements included in them, which are used in mapping learning outcomes.

Student Information System

The RSU administrative staff has the possibility to use the Student Information System (SIS), where all the data of RSU students are available, such as student admission data, final assessments, study courses. The academic portal is a user interface of the Student Information System through which RSU academic staff, directors of study programmes, heads of departments and other personnel involved in the education process have access to certain datasets deployed for Student Information Systems.

Academic Portal

An academic portal was developed for RSU needs, which together provides access to information available in different RSU information systems and related to the RSU study process, e.g. study course register, clinical skills register, survey results, feedback on survey results, etc. The modular structure of the Academic Portal is based on the *Microsoft SharePoint* platform.

Improving digital skills

RSU CEG regularly organises continuing education courses on learning both intramurally and remotely, as well as advises lecturers on the use of appropriate pedagogical methods and the selection of optimal e-learning support tools.

In order to improve the qualifications of teaching staff, the Information Technology Department organises regular thematic training on IT tools, as well as provides the possibility of applying for online individual expert consultations for improving digital literacy of lecturers. Consultations are mainly provided through one of the communication platforms (*Zoom, MS Teams*).

More detailed information is available in Annex 23.3 "Evaluation of the informative and methodological base on IT infrastructure and resources available".

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.

When developing and maintaining the functioning of a new SP, academic and scientific staff in compliance with provisions of Section 55(1)(3) of the Law on Higher Education Institutions (LHEI) and Law on Scientific Activity are involved in its provision. Academic and pedagogical staff with high qualifications, relevant competences and good reputation are involved in the implementation of the study direction and achievement of results.

The process of attracting and evaluating teachers is transparent, efficient, and is one of the prerequisites for high quality of the study process.

At the STP level, the STP director's responsibility is to ensure compliance of the program content with internal and external regulatory enactments, labor market requirements, industry development trends and students' needs, to analyze data that can provide information on factors influencing the results and quality of STP, and to implement the necessary improvements in STP. At the StP level, StP quality indicators are measured, which are directly linked to the remuneration of StP director managers.

At the RSU level, management is responsible for setting strategic and quality goals and quality policy, deciding on a quality approach, managing resources and determining internal procedures. Monitoring of the implemented system in RSU is carried out both by internal system and quality auditors and independent external experts. At the university level, one of the indicators of study quality is the public's attitude and opinion, as well as the popularity of RSU. This is regularly ascertained through participation in reputation surveys and brand evaluations.

More information about the recruitment and/or employment processes of teaching staff is available in the regulation "Regulations on Academic Elections at Rīga Stradiņa University" specified in Appendix 1: a (see Table of Contents 1.15 of Appendix 1, from page 175) and process description no. 29 "Academic staff elections" (see Appendix 1 table of contents 1.14, from page 157) and 23.1. of the appendix "Compliance of the field of study with standards and guidelines for quality assurance in the European Higher Education Area (ESG)" for part 1 1.10. in point

The announcement of RSU vacancies for academic and/or general staff is based on the following documents:

1. "RSU Personnel Policy" (paragraph 3: 3. Personnel selection and integration) (document available only internally at RSU);
2. Process description no. 30 "Provision of human resources" (paragraph 3: Personnel selection) (document available only internally at RSU);
3. "Regulations on Academic Elections at Riga Stradins University" (the document is only available

internally at RSU),

which generally determines personnel planning according to the existing situation in the field of human resources at the University and taking into account the achievement of the goals set in the University's Development Strategy.

The personnel policy states that (3.1.) The personnel selection process ensures equal opportunities for all current and potential employees of the University, regardless of a person's gender, race, religious, political affiliation or family status. The selection process is open and fair, giving equal opportunities to all applicants".

Announcement of vacancies. Upon receiving a structural unit's request for a vacant position, a job advertisement is prepared and the method of attracting and selecting candidates is agreed upon with the manager. The advertisement can be published on the RSU homepage (section: Vacancies), NVA vacancies section, NZDIS science academic positions, CVOnline.

After receiving and evaluating CVs, interviews are organized with the most suitable candidates in one or two rounds of selection, as necessary with a job assignment. The manager can participate in the interviews of the first round of selection or in the final interviews. After the decision is made, a job offer is made and a refusal is sent to the other candidates. When sending applications, RSU provides an automatic response to the addressee, which serves as a confirmation of receipt of documents.

Vacancy advertisements in Latvian can be viewed:

1. <https://cvvp.nva.gov.lv/#/pub/vakances/388606110>;

2. <https://www.rsu.lv/vakances>;

3.

<https://cv.lv/lv/vacancy/1236808/rigas-stradina-universitate/studejoso-informacijas-specialists-e?ref=application-draft/1236808&searchId=5ee20848-bb7b-45ed-b905-5da82a75907d>

Election procedure and openness. The Regulation on Academic Elections at RSU determines the requirements for applicants for academic positions, as well as the procedures for submitting documents, organizing academic staff elections and making decisions.

Based on and stipulated in the regulations "... when collecting academic vacancies, an open competition for vacant academic positions is announced, by publishing an advertisement on the RSU website and, in addition to scientific positions, by placing a publication in NZDIS. Advertisements can also be placed on other sites on the web, as needed.

The application documents are submitted to the relevant collegial institution for decision making/election. Decision-making in collegial institutions takes place in an open vote. Vacancies are published in the RSU section Vacancies:\\Academic personnel <https://www.rsu.lv/vakances>.

In general, the recruitment and employment processes of teaching staff (including the announcement of vacancies, recruitment, election procedures) are based on the regulatory framework, which is procedurally agreed in the internal regulatory documents and whose implementation and process development and continuous improvement are supervised and coordinated by the RSU Personnel Department (information in [Latvian](#), information in [English](#)

language), implementing high internal quality requirements.

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.

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

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

Annex No. 6.2 provides biographies of the teaching staff attached electronically (Curriculum Vitae Europass format). Annex 6.1 (in *Excel* format) provides basic information on the teaching staff involved in the implementation of the study direction, specifying their scientific degree/qualification, election status at the higher education institution, StPs and study courses, in the implementation of which they participate, and certification of official language and foreign language proficiency (if applicable). Annexes 24.6/24.7 reflect the analysis of the data of lecturers.

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

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

- Regulations on Academic Elections at Rīga Stradiņš University.
- Regulations on the procedure of inviting visiting university lecturers at Rīga Stradiņš University.

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

1. education,
2. experience,
3. competences,
4. potential,
5. achievements,

6. scientific contribution,
7. pedagogical skills,
8. service record,
9. recommendations of experts and industry representatives.

The career development of academic staff is one of the main ways, how RSU can affect the renewal of human resources for research and studies.

An RSU Centre for Educational Growth (CEG) was created in 2014 for the improvement of the quality of studies, the modernisation of the study process and competence of university lecturers. Within the scope of its operations, it provides support in the improvement of the quality of studies by analysing the study process, providing support and advising lecturers on the modernisation of StP, courses, organising pedagogical growth of academic staff in continuing education activities according to current needs.

CEG learning activities are based on the following thematic blocks:

- pedagogy (didactics and educational management of a higher education institution),
- technology-enriched learning and teaching (information and communication technologies, digitalisation),
- transverse competence (e.g. skills to communicate, collaborate, innovate, improvise, work in an interdisciplinary way and in data-based research).

At the beginning of the activity, in the thematic activities, more emphasis was placed on the definition of learning outcomes, assessment, creation of the pedagogical design of the study course, focusing on the basic learning of pedagogical legalities. Over time, these topics have been supplemented with a wide range of courses for improving the pedagogical digital skills of lecturers. The great work we had contributed to strengthening digital skills paid off significantly during the pandemic when remote work began. With the active cooperation of the Centre with the RSU Information Technology Department, a huge number of learning activities were implemented on the use of communication platforms *Zoom*, *Teams*, e-learning *Moodle* environment, organising remote group work in the *Miro* tool, creating interactive digital scenarios in the *Twine* environment, creating self-assessment tasks on the *H5P* platform and the use of many other digital tools in the study process.

In its daily work, CEG mostly performs advisory activities, which, especially during the period of remote and combined studies, has provided significant support for the improvement of the pedagogical digital skills of lecturers and the meaningful implementation of the technology-enriched study process.

The most frequent thematic groups identified in the consultations:

- **assessment in the digital environment** – formulation of learning outcomes, design of activities, adaptation of the type of examinations for full-fledged summative, formative and cumulative assessment;
- **organisation of group work and independent work in the digital environment** – promotion of student involvement, team cooperation, adequate assessment of individual contribution;
- **high-quality combination of synchronous and asynchronous activities** – creation of a study course design for combined, remote and hybrid studies;
- **increasing the interactivity of learning activities** – the student is an active participant in the process, not a passive consumer of content.

The lecturers involved in the StPs included in the study direction “Internal Security and Civil

Protection” have access to the entire continuing education content offer updated every semester in the Centre for Educational Growth (PIC). The contribution to the quality of the study process is made not only by attendance of thematic training by lecturers, but also by their attendance by the support staff involved in the organisation of the study process, which increases pedagogical understanding of the study process and strengthens effective cooperation with students. Every semester of an academic year, up-to-date content corresponding to the needs of lecturers is offered in different forms.

To date, the centre has developed more than 40 trainings of different content, the form of which is adapted to the goal to be achieved. These can include interactive workshops, seminars, conferences, think tanks, thematic cycles, guest lectures, simulation-based scenarios, etc. Since March 2020, the training has mainly been conducted remotely, maintaining equal participation of participants in regular learning activities, while also providing the opportunity for a wider range of participants to join training activities. Every semester, CEG offers university lecturers more than ten different thematic trainings in the amount of more than 140 academic hours, interest in which is constantly growing.

In the period from 2017 to May 2024, CEG and also the Information Technology Department 37 lecturers from the study direction “Internal Security and Civil Protection” actively participated in the continuing education activities for lecturers implemented by CEG and the Information Technology Department, attending a total of 243 training events. The lecturers of the study direction “Internal Security and Civil Protection” spent 3222 academic hours on mastering continuing education activities.

Lecturers were very interested in such CEG activities: Qualitative study course design, Application of good practice skills in work with students, Creating study presentations, Creating tests in the e-learning environment, Decisions and actions based on the results of assessment of study courses and programmes, Interactive Presentations and real-time feedback in the Mentimeter tool, Partnership in the implementation and management of study programmes; Potential of immersive technologies for efficient learning strategies, Qualitative research methods, Future higher education development vision, Applied Latvian of the 21st century; Creating interactive content in the e-learning environment (H5P), Authentic tasks – one of forms of students’ independent work in cumulative assessment, Development of digital simulation scenarios, Digital nuisances – changes and innovations encouraging organisations to change, Step into the student’s shoes: what does the competency approach look like in action, Work in large student groups: how to turn a challenge into an opportunity, Ethical aspects of the use of artificial intelligence tools in education and many other studies.

The knowledge gained during the training process directly and indirectly improves the lecturers’ performance in working with students – the results of surveys and informal communication with students show that the following skills of lecturers have improved – empathy towards students, presentation skills of class content, communication skills, visual design of presentations, IT tools, used to diversify the content of lessons, conflict resolution skills. Also, the lecturers pointed out the benefits received – improved academic knowledge in various fields – English language skills, easy language, integration of the principles of academic integrity in practice, improvement of the skills of using reference tools, etc. In general, the offered courses give the opportunity to improve the teacher’s academic and scientific competences, as well as to make a new contribution to the content and form of studies, improving the quality of the study process.

To motivate lecturers to participate in continuing education and use the training opportunities offered by CEG, participation in them is included in the performance bonus criteria for academic staff, the fulfilment of which enables the lecturer to receive a monthly bonus in addition to his/her

salary. Thus, more and more lecturers are motivated to improve their knowledge and skills, providing a higher quality, more interactive and innovative study process for students.

The return of competence development measures is reflected in the improvement of performance of study quality indicators, as well as in the evaluation of RSU's external reputation, in which RSU has been recognised as the university with the best reputation in Latvia several times in a row. RSU is also engaged Kantar to conduct an employee satisfaction study. In 2019, the assessment of the English language learning project was included in the questions of the RSU employee satisfaction and engagement survey, thus receiving confirmation that 85% of the employees who participated in the survey (731 employees in total) consider the English language skills testing and learning project as an opportunity to improve their qualifications. On the other hand, in the question of ensuring the growth of lecturers' competences, the majority of 367 lecturers (86%) answered affirmatively to the statement "I receive sufficient support in growth of my teaching competence".

Lecturers have access to:

1. training provided by the Medical Education Technology Centre, the Career Centre and the Human Resources Department;
2. taking study courses at the Open University;
3. the possibility to use materials and other library services available in the collection of the RSU Library;
4. the opportunity to participate in the Erasmus+ exchange programme and gain academic or administrative experience in one of the universities of the European Union and its cooperation higher education institutions;
5. the opportunity to participate in the IT excellence programme for the improvement of digital skills for half a year at the University at Buffalo in the United States;
6. opportunities for qualification improvement outside the RSU within the framework of the budget of the structural unit.

In general, it can be concluded that systematic and regular activities are carried out to strengthen the capacity of teaching staff, which is also appreciated. (For more information, see Annex 23.1, Paragraph 1.5)

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.

RSU has established, implemented and observed procedures (for the study direction "Internal Security and Civil Protection" and the corresponding study programmes) for attracting qualified teaching staff. It is monitored so that, as far as possible, the academic and research load of teaching staff is balanced. 8 professional and didactic improvement needs of teaching staff are determined in a targeted manner, as was described above, appropriate improvement measures are used, and the effectiveness and efficiency of these measures are evaluated. Teaching staff also participates in both outgoing and incoming mobility, which provides added value to the implementation of the study process and the quality of studies.

The lecturers involved in the StD and StP implementation are planning their teaching load according to the teaching programme of each study semester and academic year. Individual study

courses are mainly organised in modules and the load is reviewed according to necessity and regulations.

Highly qualified lecturers are involved in the implementation of StD are industry experts and specialise the study course topics, including professors, associate professors, assistant professors and lecturers. Lecturers, whose qualification and abilities are of high level and assessed over a long period of cooperation, are involved in the implementation of the StD and StPs, therefore, changes in the staff composition are not significant.

Many of the teaching staff have obtained a doctoral degree or are doctoral candidates to ensure they meet the highest academic standards and regulatory requirements.

Such versatile professional expertise of teaching staff makes it possible for the programmes to provide students with a complex understanding of practical preparedness for work in the profession in line with the requirements of the sector of internal affairs, the level of contemporary technological development, as well as demographic, immigration, crime globalisation and other factors that also influence criminogenic processes and determine crime trends, as well as to provide specialised know-how at master level in preventing and combating economic crime in law enforcement activities.

Additional requirements for the academic staff (approved by the ISA Consortium Study Programme Board meeting on 31.01.2023 and Strategic Supervisory Board meeting on 15.02.2023):

- Practical parts of the specialisation study courses (seminars, workshops, etc. In the implementation of at least 50 % of the total practical part of the study programme, lecturers who, together 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 in the last 15 years are obligatory involved, in accordance with the requirements for lecturers involved in the implementation of the study programme approved by the Strategic Monitoring Board of the Consortium "Internal Security Academy".
- Practical work experience includes the lecturer's work in law enforcement and other institutions related to the practical application of the knowledge, skills and competences acquired in the relevant study course, as well as the equivalent practice-based and practically applicable research that confirms the lecturer's awareness and competence.

Combining the scientific and practical experience of lecturers with innovative information technology solutions provides an opportunity for students to acquire a wide range of qualitative academic knowledge in current matters, as well as to develop the skills to independently perform scientific analysis in conformity with the outcomes of the study programme.

Full-time university lecturers are required to participate in research activities that are regulated by staff job descriptions. The proportion of duties and responsibilities of the employee in scientific and research activities has been determined depending on the type of academic position.

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

The scientific activity results of the academic staff are summarised once a year and included in the scientific activity report. For some groups of staff, they are related to the principles of remuneration and motivation. Achievements of lecturers are visible not only in personal CVs, they can be read in the RSU scientific activity information management system (*ZDIS Pure*), where information on the scientific performance results of structural units and academic staff is added, collected and maintained.

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

The range of lecturers of each programme can be found in more detail in the annexes attached to the programme descriptions – Analysis of the composition of teaching staff, as well as in the annexes of the direction report listed below.

Enclosed:

Annex 6.1. Basic information on the teaching staff involved in the implementation of the study direction (in *Excel* format).

Annex 6.2. Biographies of the teaching staff (in *Curriculum Vitae Europass* format).

Annex 6.4. List of publications of the teaching staff during the reporting period (compiled information on scientific activity of the teaching staff).

Annex 24.4. Certification that the official language skills of the teaching staff involved in the implementation of the StP corresponding to the study direction comply with the regulations regarding the amount of the knowledge of the official language and the procedures for examination of the knowledge of the official language for the performance of professional duties and duties of office.

Annex 24.5. Certificate of regarding the respective foreign language proficiency of the teaching staff involved in the implementation of the study programme of at least level B2 according to the European language proficiency levels.

Annex 24.7. Analysis of the Composition of the Teaching Staff.

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.).

RSU has identified the necessary support for students and based on the needs of students, has created a functioning support system. RSU student with special needs is a RSU student with functional restrictions requiring adaptation of the study environment and process in order to create equal opportunities to receive the higher education. RSU supports students with special needs in various stages related to studies – selecting a suitable StP, when enrolling with the higher education institution, and in the study process (study materials, taking examinations, etc.) and creating appropriate social and physical environment (for example, availability of environment of the Medical Education Technology Centre, information in [Latvian](#), [English](#)). The aim of the support measures is to promote the independence and inclusion in the study process of the students with special needs. Guidelines and support policy have been developed regarding support to RSU students with special needs (information in [Latvian](#), [English](#)).

Since 2012, all RSU students have access to psycho-emotional support. This service was introduced

to help students overcome adaptation problems at the start of their studies and to reduce the emotional manifestations of stress, stress-related health disorders, psychosomatic disorders or illnesses, overcome relationship-building difficulties, crisis situations. Human being is a single entity, and only an emotionally stable and balanced student rarely gets sick and achieves more. The availability of the service has been appreciated by both local and international students. The student may choose to attend group or individual visits to the resident physician. The introduction of the service has helped to reduce the number of students who have dropped out of the study process, and has promoted efficiency of study work by reducing students' stress and adaptive disorders.

The Career Centre is operating at RSU (information in [Latvian](#), [English](#)). The Career Centre is an active member of the Latvian Career Development Support Association (LKAAA). LKAAA is a non-governmental organisation established with the aim of promoting the development of the career development support system (KAAS) intended for strengthening the national economy and well-being of the people of Latvia. LKAAA cooperates with the European Commission career guidance and information network *Euroguidance*. In Latvia, *Euroguidance* is represented by the Information and Career Support Department of the State Education Development Agency. *Euroguidance* aims to promote the policy and practice of the KAAS by providing information to policy makers, support to career guidance counsellors and other actors in the system.

The services of the Career Centre are available to all RSU students, prospective students, as well as employees. Group career counselling is particularly appreciated and sought after. Individual consultations are held regularly for any interested party upon request. Events organised by the Career Centre on current issues in the labour market, as well as other career and self-development related topics, are regular (weekly) and in demand among the students. Students can post their CVs and get information about vacancies of employers at the [RSU Career Centre portal](#) (available in Latvian only). RSU Career Centre provides literature and information materials on career topics that students can read on the spot or take home for reading. "My Career Book" was published in collaboration with author Arta Citko – a workbook for young people to discover their potential career, business or study choices and other experiences for discovering and fixing experience.

Since 2019, there is excellent cooperation with the National Library of Latvia (NLL) - "Come with the classmates on an excursion to the NLL and participate in a class of the RSU Career Centre!". Prospective students, i.e. secondary school students, are provided with the opportunity to learn about career choices, higher education options during the seminar, as well as to perform an express test developed at the Career Centre in cooperation with the specialists of the RSU Psychosomatics Clinic.

Cooperation with the employers takes place continuously and on several levels. In order to promote cooperation with employers' organisations, their involvement in the education of future specialists, as well as to increase the RSU students' competitiveness in the labour market, meetings, visiting lectures and trips to cooperation companies and institutions are organised on a regular basis. Employers' organisations give presentations where employer representatives tell about the career opportunities in the respective organisation, offer RSU students and alumni the current vacancies, as well as give practical advice on how to succeed in the job market. For newly admitted students of the year of studies, RSU, in cooperation with the Student Union, Student Services, RSU Library, in the presence of the management of law enforcement bodies, the RSU Faculty management, students are addressed regarding their opportunities both during studies and in the work environment. Special attention has been paid to the employer's communication, which sets out career opportunities when studying at RSU or continuing at the highest stages.

International students, who have confirmed their wish to start studies, receive informative support

from the RSU International Department (ID) to ensure their successful and fast integration into the university and Latvia. New international students receive electronically an invitation to the RSU Orientation Week, an informative edition *Survival Guide*, internal rules of the university, other documents regulating students and a sample of the study contract in Latvian and English, information on different accommodation options in Riga, etc. RSU website in English offers wide information on RSU and life in Riga. In order to facilitate everyday life of students, the university offers several accommodation options, including the modern RSU student hostel opened at Dārza iela 5, Riga, at the end of 2017. ID supports third country nationals in settling immigration procedures.

One week before the beginning of each semester, ID organises an Orientation Week, where international students are informed about the university, the assessment system, rights and obligations of students, e-systems for students, immigration and accommodation matters, Latvian culture and language. During the Orientation Week international students learn about different RSU structural units (for example, the Student Services, the Information Technology Department, the library, faculties, etc.) and the support available. RSU's student organisations, the RSU Student Council and the International Students' Association, participate in activities of the week. In cooperation with ID they provide a cultural programme for new international students.

A mentor programme is supported for the purposes of helping new students to adapt at the university. The mentor programme is primarily intended for international students; however, any local student can also apply for mentor support and will be provided with it. Regarding international students - before the newly admitted students arrive to Latvia, they may contact mentors - local and international RSU students of senior years. Before the beginning of each semester ID organises an informative exhibition providing new international students with the possibility to get information, for example, about different RSU student organisations, amateur teams, the sports club, the ambulance and a psychosomatic assistance, etc.

At the stage of starting the study process, students always have a meeting with the director of study programmes (from 6 February 2024 - the director of the group of programmes), who provides informative and emotional support for integration into the environment of the higher education institution. Also, for Bachelor's and Master's level studies, to ensure integration, the study courses "Scientific Research Methodology", "Scientific Research in Economic Security" has been created, which helps to learn the basic knowledge necessary for the entire further study process - about the content and form of the study process.

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).

RSU is a European scale modern research university, where excellent research- and practice-based education and experience are provided. The objectives of RSU research is generating locally and internationally significant scientific results, the main sub-objectives are:

- increase in internationally high-quality scientific results,
- integration of research in the study process,
- organisation of a scientific process based on synergistic cooperation,
- digitisation of scientific processes,
- closer integration of science and study structural units,
- ensuring a balanced development of internationality.

RSU research objectives are implemented based on a strategy; up-to-date Development Strategy 2022 - 2027 (information in [Latvian](#), [English](#)).

RSU researchers not only carry out fundamental and applied research, but also actively cooperate with Latvian and European businesses, as well as with other scientific institutions, providing scientific services and expertise. RSU supports and promotes interdisciplinary and transdisciplinary research, as well as data-intensive research and research involving the re-use of data.

RSU research is carried out in three scientific platforms - medical platform, public health platform, social sciences platform, each of which conducts research in several groups of scientific fields, in the directions of science that are of priority for the Latvian economy and in the areas defined by Latvian and EU health policy (information on RSU science platforms is available in [Latvian](#) and [English](#)). Research areas are updated as policy documents are updated.

Social Sciences Platform

The Social Science Platform is developing as an independent and fully-fledged unit of research on people and society. The Social Science Platform carries out research in all sectors of social sciences: politics, law, economics, education, sociology and social work, mass media and communication research, etc. The main areas of empirical and theoretical research are political and state processes; media studies and strategic communication; national, international and cyber security, sociology and social anthropology, international business and economic development - labour market and social policy, business studies; international and national justice systems and legislation: international and EU law, medical law. It is also a platform for research in education and pedagogy. In multidisciplinary and interdisciplinary research, research methods tested over time are complemented by the use and development of innovative digital tools, incl. with elements of artificial intelligence. The RSU Social Science Platform works synergistically with the RSU Medical and Public Health Platform to promote a comprehensive understanding one of the RSU's values - people.

RSU was awarded a high rating in the 2019 International Evaluation of Scientific Institutions - a rating of "4" on a scale of 1 to 5. More detailed scores were also given for individual RSU research platforms: medicine - 4, public health - 3, social sciences - 3.

One of the recommendations of the International Evaluation of Scientific Institutions on doctoral theses is to tailor-make doctoral study programmes to promote human resources development in RSU research areas. This requires driving changes in the external framework to bring more flexibility into the everyday study process. In addition, the International Evaluation of Scientific Institutions highlights the need for improvements in doctoral study programmes and residency programmes, because the current system meets European standards at minimum level. In 2008, when ERDF funding was raised, a **Technology Transfer Office** (hereinafter referred to as TTO) was created at RSU, the purpose of which was to create and maintain external communications with the private sector by providing information on research activities and experience of RSU. The TTO identifies and popularises the research capacity of RSU, is involved in the protection and management of RSU's intellectual property, as well as organises cooperation with the private sector (contract research, commercialisation offers to companies, contact exchanges, exhibitions, etc.). In

2024, the functions of TTO are divided between RSU Innovation Centre and the project division of RSU Research Department.

Research organisation at the university is determined by the Law on Scientific Activity. The highest collegiate organ in research is the RSU Council of Science – a collegiate institution that operates constantly and, within the scope of its competence, deals with and coordinates issues related to scientific activity (information is available only in [Latvian](#)). The functions and tasks of the Council of Science are determined by the Regulations of the RSU Council of Science (approved at the RSU Senate meeting on 19 May 2020, available only in [Latvian](#)). The role of the Council of Sciences is to oversee the development, implementation and coordination of the scientific strategy of RSU.

The Council of Science elects the RSU Research Ethics Committee (information in [Latvian](#), [English](#)), which helps RSU lecturers and students by consulting and evaluating ethical aspects of medical research. The Research Ethics Committee follows its Regulations, provisions of laws of the Republic of Latvia and international laws and is independent in adopted decisions.

RSU follows the **European Code of Conduct for Research Integrity** (information in [Latvian](#), [English](#)) adopted by All European Academies (ALLEA). This document serves the European research community as a self-regulation instrument. The European Commission has recognised this Code of Conduct as the reference document for research integrity for all EU-funded research projects.

RSU research data management (information in [Latvian](#), [English](#)) is implemented based on *FAIR* principles (findable, accessible, interoperable, reusable), following ethical conditions, enduring safety and quality of data. RSU supports data-intensive research and research involving the re-use of data.

At the level of operative administration, management of scientific activity is conducted by Research Board headed by the Vice-Rector for Science.

Annual monitoring in research is ensured by summarising results of scientific activities of the structural units. All the data are retrieved from the RSU Research Portal (available only in [English](#)). The RSU Research Portal collects information on the results of the scientific activities of the academic staff of RSU – publications, projects, awards, research activities, datasets, performances, communications in the press and media and others.

The portal is publicly available and enables RSU's achievements in research and academic work to be demonstrated in one place, scientific results to be visualised and communicated, and research results to be shared. The RSU Research Portal promotes collaboration with university researchers and research teams, communication and knowledge dissemination.

The RSU Research Portal displays information included in the RSU scientific activity information management system (*ZDIS Pure*), where information on the scientific performance results of structural units and academic staff is added, collected and maintained. The data collected by *ZDIS Pure* is used to generate reports, track progress in meeting the objectives of the structural unit, prepare scientific activity reports for external institutions, while reducing the administrative burden on researchers, structural units and staff.

In accordance with financial possibilities of RSU and topicality of the research direction, RSU supports participation of academic staff in scientific conferences by assigning a paid period of absence or creative leave, provides financial support for the payment of high citation publications.

On 6 February 2024, a new Faculty of Social Sciences was established, consisting of programmes in the relevant field. The Social Sciences Research Center is part of the newly created faculty (<https://www.rsu.lv/en/social-sciences-research-centre>) The aim of the Centre is to contribute to the targeted development of excellent research at the new Faculty of Social Sciences and at Riga

Stradiņš University as a whole. The Centre's activities are aimed at the focused development of interdisciplinary social science research and the development of theoretical approaches. The Social Science Research Centre ensures the transfer of research knowledge and promotes the generation of interdisciplinary researchers by integrating the research process and results into the study process

The Social Sciences Research Centre provides the horizontal research needs of the social sciences academic staff of Riga Stradiņš University - research infrastructure, digital research tools, as well as technical resource management. In the future, the Centre plans to provide social science research services to other organisations. It is noteworthy that security is one of the priority areas of the research centre and also of the faculty. Consequently, a dedicated research group "Security and Defence Research Group" (<https://www.rsu.lv/en/security-and-defence-research-group>) has been established at the Research Centre of the Faculty of Social Sciences in view of the importance of civil protection and security in the contemporary and geopolitical context. The research group is headed by an Associate Professor and Senior Researcher at RSU, Director of the Centre for Geopolitical Studies and Visiting Researcher at Harvard University. He was a research fellow at the Academy of International Relations in Bonn, Germany, a Fulbright Visiting Scholar at the John Hopkins University, USA, Māris Andžāns. The research group, as a part of the Faculty, ensures the development of the field and the increase of research capacity in Latvia and abroad. In addition to the fact that security is a strategic research direction of the Faculty, as evidenced by the establishment of a research group within the Faculty Research Centre, led by an experienced researcher with a significant scientific impact and Hirsch index, it is also noteworthy that security is a priority for the entire RSU. This is reflected in the research project competition, where security was identified as a priority in the consolidation grant project. (More information on the research projects in Latvian only: <https://www.rsu.lv/konsolidacijas-plana-ietvaros-finansetie-granti>). In 2024, the approved research projects in the field of security total more than EUR 600 000,00.

1) Why would people (not) fight for their country in a war? NATO member states in cross-section, project No. RSU-ZG-2024/1-0001, Rīga Stradiņš University, project leader PhD Māris Andžāns

2) Addressing security threats and risks in the political, defence, public, socio-economic and information environment, project No. RSU-PAG-2024/1-0015, Rīga Stradiņš University, project leader *Dr. iur.* Andrejs Vilks.

In developing the direction of scientific research in the field of civil protection and security, the projects of the Latvia-Ukraine cooperation research programme are also noteworthy:

1) 2024 project LV_UA /2023/1 "University of Best Practice: process of transformation and adaptation in a challenging environment" (Latvian state budget funding). Scientific project leader Karina Palkova, Ph.D. (More about the project only in Latvian: <https://www.rsu.lv/konsolidacijas-plana-ietvaros-finansetie-granti>)

2) 2022 project "Distance Education Resource: forensic science as a science". Project/Contract No LV-UA/2021/3.) Scientific project leader Karina Palkova, Ph.D. (More about the project only in Latvian: <https://www.rsu.lv/projekts/attalinatais-izglitibas-resurss-kriminalistika-ka-zinatne>).

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.

Integrating the results of IDA students' research work into the study process is realised through a variety of methods and activities that promote student engagement, knowledge exchange and the development of practical skills. One of the functions of the research centre in the faculties of social sciences is to integrate science into the study process. Accordingly, the model of the research centre, which includes a research group appropriate to the field of study, takes care of the development of science in the field of study. At the same time, the projects implemented are based on the integration of science in the study process. This is also clear from the Statutes of the Research Centre of the Faculty of Social Sciences and the strategy of the Faculty.

In particular, one of the tasks of the Research Centre of Social Sciences is to involve the students of the programmes in research and science. Accordingly, students from the programmes are involved in the implementation of both Horizon projects and other projects looking at aspects of internal security. In addition to their involvement in international research, students' research is used as teaching material in lectures and seminars, providing the opportunity to analyse and discuss case studies. This not only makes the learning process more interactive and engaging, but also helps students better understand theoretical knowledge in context (for example, in the course "Development of Scientific Research and Methods of Research", "Scientific Research in Economic Security", "Scientific Research Methodology").

Students take similar successive courses of different courses, at different stages of their studies (Bachelor, Master, doctor). It is in these disciplines that students are taught, from the very beginning, to properly shape their research paper; teaches a successful choice of a topic whose research capabilities can be modified, as needed, and the expected amount of research. Teaches comprehensive research methods and techniques for cultivating their research idea and ultimately providing a scientific and practical contribution. The best research papers not only receive high assessments, but also positive feedback and words of gratitude from industry specialists who face shortcomings in laws or norms when performing their duties. The solutions offered by students are taken into account when drafting laws. A new course "Artificial Intelligence in Social Science Research" is currently being developed and introduced at the RSU. Accordingly, the use of modern technologies in research is also being strengthened to strengthen and improve the research process. Second, the results of students' research papers (especially Bachelor's and Master's theses) are integrated into the development of courses and modules, allowing to update the learning content according to the latest research and trends in the relevant sectors. This ensures that study programmes are dynamic and reflect the current level of academic and practical knowledge.

Third, the publication of research conducted by students in popular scientific and academic journals and their presentation at conferences (e.g. RSU International Student Conference "PLACES", <https://rw2023.rsu.lv/conferences/places>) promotes the exchange of knowledge between students, teaching staff and the wider academic community. This not only increases the visibility of student research, but also promotes academic cooperation and knowledge integration between different disciplines. Four Summaries of Final Research Papers have already been created in the programme "Police Work". This is the annual edition of RSU containing ten best student research. Papers of best students are determined by the composition of the defence commission after all research papers have been defended. There are commission discussions and respective selection. The publication of such books stimulates students to be among the best; this research is available on the website and in a printed version of RSU, the CSP, the National Library of Latvia. All cooperating partners involved in the implementation of the programme receive such editions annually. These summaries are promoted, advertised and used as a sample in the creation of other student papers. At the same time, the work of students is featured in "Jurista Vārds", a special publication of the legal community.

NOSLĒGUMA PĒTNIECISKO DARBU KOPSAVILKUMI



Figure 11. Sample summary editions of final research papers (Image available only in Latvian)

Fourth, the results of research papers are used to develop and improve the base of practical research at RSU, providing students with the opportunity to participate in real projects and research. This provides practical experience and promotes professional skills that are essential for their future careers. The work is used to complement the content of the VIP (Vertically Integrated Projects) and NRP (National Research Programme Projects) work packages in the field of internal security.

Finally, special sessions and discussions of student research presentations, as well as simulations of scientific conferences, are planned where students can share their experiences and acquired knowledge. A work section is planned to be created in the student conference "International Interdisciplinary Conference PLACES" for security matters, including economic security issues, especially in the current situation. This not only promotes the exchange of knowledge and experience among students, but also stimulates critical thinking and research interest. Also noteworthy is the importance of security work in the context of the Medical Law Conference, where information on medical law investigations is provided to investigators and police officers in particular. For example, the 2024 Medical Law Conference discussed the work of investigators and police officers in cases where the health of a patient or a medical practitioner has been harmed (More information in Latvian: <https://www.rsu.lv/notikumi/rsu-zinatniski-praktiska-medicinas-tiesibu-konference-2024>).

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 is ensured and purposefully developed within the study direction and corresponding study programmes. The compliance of the scientific research of the academic staff with the study direction is monitored, while at the same time, in an interdisciplinary perspective, it is directed towards a close connection with the Scientific Development Plan defined by the RSU (approved by the RSU Senate on 13.02.2024).

In accordance with the Science Development Plan, for planning the achievement of outcomes, each structural unit responsible for science is expected to set specific indicators corresponding to the RSU strategy – the number of publications in the WoS and SCOPUS databases, their proportion in Q1 scientific journals and in cooperation with foreign partners, the number of doctoral theses defended, the increase in external revenues in million euros in scientific activity programmes, incl. Horizon Europe, in the NRP and FARP programmes, as well as the creation of new scientific groups.

For the allocation of targeted funding, it is planned to review the distribution of research base funding among all structural units involved in scientific work, to continue the internal grant programme of RSU, as well as to direct the programme “Consolidation and Management Change Implementation Grants” to the development of priority topics defined by scientific structural units. Support for open access publishing will be continued with the aim of improving the visibility of RSU research, as well as motivation programme incentives will be revised to encourage publication in high-impact journals.

In order to monitor the achievement of the planned outcomes, it is planned to introduce regular meetings of heads of scientific structural units.

Structural changes

The structural changes foresee the implementation of research coordination in the faculties and the consolidation of scientific structural units. For the coordination of research in the faculties, from February 2024, the dean of the faculty is responsible for planning and achieving scientific outcomes. The Social Sciences Research Centre will be established at the Faculty of Social Sciences, which will provide research infrastructure for social sciences research both for the faculty and for the other structural units of RSU. The Social Sciences Centre will cooperate with the Baltic Studies Centre and other partners.

One joint international advisory board is established for the structural units of the RSU Science Centre and the Social Sciences Research Centre, which will advise on the development of the RSU Science Centre structural units, promotion of excellence and increasing the quality of scientific research during the implementation of the RSU project programme “Consolidation and Management Change Implementation Grants”. The Centre for Social Science Research and the Centre's dedicated research team are working on the internationalisation and transnationalisation of security research. This is evident from the international orientation of existing research and the development of future Horizon projects. In terms of international research excellence within the strand, other research groups within the Centre for Social Science Research (for more information see: <https://www.rsu.lv/en/social-sciences-research-centre>) are working on aspects of food safety and water safety in the context of public security, as well as on issues of resilience in the supply chains of medicines (internal and external security).

Launch of new state research programmes

In order to fulfil the state order for science, RSU is starting to participate in 5 new national research programmes financed and supervised by the Ministry of Education and Science, the Ministry of Health and the Ministry of Environmental Protection and Regional Development. A science communication specialist will be engaged for the communication of national research programmes and a developed communication plan will be developed and implemented. Research in the existing

programmes is also closely linked to the Ministry of Defence and the Ministry of Health, especially in the framework of military medicine and civil protection. Currently, the pilot project is implementing activities to strengthen simulation programmes in military medicine and civil protection for the medical block, based on the specificities of the programmes, while working on simulations and research in civil protection and security (more information in Latvian: <https://www.rsu.lv/aktualitates/rsu-ievies-pirmo-militaras-medicinas-studiju-kursu-latvijas-augstakas-izglitiba>).

RRF research projects/grants

To build and strengthen excellence in structural units that are reorganised in the process of internal and external consolidation, grants for scientific excellence and capacity strengthening are implemented in the priority research topics and sports science defined by the heads of structural units. RSU's priority topics were defined based on the following principles:

- compliance with RSU's strategic specialisation;
- is an active group of scientists which:
 - has been able to attract funding or is actively preparing project applications (including international ones);
 - regularly publishes in high-ranking journals;
- are doctoral students (and doctoral students who defended their theses);
- the field is recognised as innovative in the international scientific assessment.
- RSU has adequate infrastructure for the development of this field or requires relatively small investments;
- International cooperation – a wide network of cooperation or participation in an international consortium;
- Cooperation with industry – technology transfer, patents, innovations.

“Horizon Europe” project applications

To increase the volume of Horizon Europe project applications and projects, funding for writing projects, attracting consultants, as well as the creation of a one-stop agency for project preparation is planned. Performance indicators for the preparation of project applications and the volume of funding will be determined for each scientific structural unit, as well as for tenured professors, and measures for the development of new interdisciplinary groups and international cooperation with strategically important partners will be provided.

Preparation for international assessment

The preparation of the self-assessment report will begin. First, data will be collected in accordance with Regulations of the Cabinet of Ministers No. 619 for the established assessment structure and criteria at RSU in three areas of specialisation – natural sciences, medicine and health sciences, and social sciences. The development of the overall self-assessment report, as well as the preparation of the parts of the individual structural units will begin. The development of impact case descriptions will be initiated in each of the main research areas of social and economic impact.

In order to promote cooperation and attract funding for the development of priority research areas, RSU actively participates in various EU and national programmes and initiatives – the largest EU research and innovation programme *Horizon Europe*, international cooperation programmes such as *COST Actions*; *ERA-NET*, *ERDF*, *FLAG-ERA*, etc. RSU is a member of international research infrastructures (*EATRIS*, *BBMRI*, *EOSC*, *SHARE*), *EIT Health*, participates in international consortia (*CIMBA*, *BCAC*).

A total of 130 international research projects were submitted for 2017-2021, of which 39 have been funded. These include 13 *Horizon 2020* projects and 9 *ERA-NET* projects. Overall, *Horizon 2020* has an average success rate of 13%, while the *ERA-NET* programme has 22%, slightly higher than the EU average. The most important projects for the EU Structural Funds are related to infrastructure improvements, improvement of management processes and modernisation of study programme content, strengthening of academic staff capacity, reduction of fragmentation of study programmes and promotion of internationalisation of studies. During this period, RSU has welcomed foreign visiting researchers into its family of researchers.

Doctoral School (information in [Latvian](#), [English](#)) – one-stop shop for raising research competence attracts visiting lecturers who read lectures, tutorials, participate in the Breakfast of Scientists (information in [Latvian](#), [English](#)), networking events for academic and scientific staff, in which current research matters are discussed. The Doctoral School organises international webinar cycles with involvement of a visiting lecturer – a leading expert, such as a discussion for representatives of the networking social platform “**Systems thinking and its impact on research work**” webinars on applying *FAIR* data principles in health and social sciences, etc.

To promote closer cooperation in research, RSU concludes cooperation agreements with leading scientific institutions.

RSU organises international scientific conferences, (information in [Latvian](#), [English](#)) supports international symposiums and conferences organised by other scientific institutions.

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.

RSU has developed mechanisms to promote the involvement of teaching staff in scientific research. First, in the direction “Internal Security and Civil Protection”, as in the other 9 study directions, the scientific and applied research goals of the academic staff are clearly defined every year, according to the academic and strategic objectives of each study programme, faculty and study direction. The Growth Portal RSU Grow is used to perform these activities. It is the place where the manager meets the employee, the RSU strategy meets the employee’s individual goals and development wishes, and a conversation about growth takes place. The growth portal RSU Grow helps heads and employees effectively implement the work performance management process needed to boost employee motivation, growth, development of competences, and improvement of job quality in conjunction with the RSU’s strategic objectives. Second, together with the definition of goals, the opportunities for professional and career growth offered by involvement in scientific work are emphasised. Third, the necessary support system is offered, which has significantly increased with the establishment of the Social Sciences Research Centre, such as access to databases, research grants, administrative and methodological support. Fourth, a financial motivation system is applied – a bonus for high quality publications. Professional support is also provided – trainings and seminars on research methodologies, writing project applications and popularising research results. Such an integrated approach to motivating teaching staff in scientific and applied research promotes academic excellence and research activity, as well as strengthening the competitiveness of study programmes and the quality of student education.

RSU structural units, the Research Department (information in [Latvian, English](#)), the Development and Project Department (information in [Latvian, English](#)), regularly conducts various activities in which they address lecturers involved in scientific activities, offer not only specific opportunities for scientific projects, but also provide practical support both in project preparation and implementation, as well as linking with industries.

For aggregated numerical information on the scientific research activities of the teaching staff involved in the implementation of the study direction during the reporting period, see Annex 6.5: Summary of academic staff publications, experience in the field and participation in projects, conferences. For more information, see Annex 23.1, Paragraph 1.5.

Enclosed:

Annex 6.4. List of publications of the teaching staff during the reporting period (compiled information on scientific activity of the teaching staff).

Annex 14. Information on projects involving RSU.

Annex 6.4. List of scientific publications by the teaching staff related to the StP for the last six years.

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.

RSU has developed mechanisms to promote student involvement in scientific research and/or artistic creation, they function and are effective, students of all programme levels are involved in scientific research and/or artistic creation). In general, RSU students can engage in scientific activities in the following ways:

- vertically integrated projects, which have been created to provide students with the opportunity to acquire the knowledge and skills necessary for research in an in-depth and practical way. More information about the VIP event is available on the RSU website (information in [Latvian, English](#));
- applying for research project funding student research and innovation grants (SRIG), the purpose of which is to support and motivate RSU students to conduct research. More information about the SRIG event is available on the RSU website (information in [Latvian, English](#));
- developing research skills by participating in RSU business incubator B-Space (information in [Latvian, English](#)) in PINK and INK programmes. More information about the programmes is available on the RSU website (information in [Latvian, English](#));
- by participating in scientific interest groups of students in various areas. Currently, 39 scientific interest groups have been formed and work actively (information in [Latvian, English](#));
- by applying for receipt of financial aid from the Student Union for participation in conferences or seminars in the country or abroad, as well as for publishing a scientific article in one of peer-reviewed international journal (each year, more than 10 students receive financial aid for participation in conferences);

- by applying at the student portal with a doctoral student of RSU, as well as to assist in the development of a scientific paper;
- participating in RSU's international scientific conference "Research Week" (information is available only in [English](#));
- by participating with their own research in RSU International Student Conference (ISC), information is available only in [English](#)). RSU ISC is an annual project hosted by the Student Union that became international in 2015, and each year it attracts more and more students from various countries. In 2024, the conference reached new peaks, being organised for two days and involving more than 365 students with research works both in healthcare and social sciences. More information about RSU's international student conferences is available on RSU's website (information is only available only in [English](#));
- participation in the competition for research papers of the journal "Jurista Vārds" – specially written paper and papers written within the scope of studies, including final scientific research papers – Bachelor's theses and Master's theses may be submitted.
- Participate in the annual competition of scientific papers on competition law organised by ZAB PricewaterhouseCoopers Legal (PwC Legal) in cooperation with the Competition Council (CC) and Riga Graduate School of Law. Both Bachelor, Master or doctoral level law students and legal practitioners born after 1 January 1998 may participate in the scientific paper competition.

The most active RSU students are involved in the organisation of the RSU International Student Conference. Student research interest groups participate in the creation of workshops. RSU professors are involved in the assessment of papers, while management and structural units are involved in various organisational issues.

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

From April 2019, annual Research Week (RSU Research Week 2021, RSU Research Week 2019) is held, which includes an international scientific conference of researchers and students. It contributes to the wider development of international cooperation, involvement in scientific networks and associations, allowing to involve international partners into joint projects, research and publications.

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.

No specific boundaries are defined for pedagogical innovations of RSU, but their task is to change the usual way of learning and teaching in order to promote the quality of studies and enrich the learning experience of students. Learning and teaching innovation is the successful use of new ideas, rethinking traditional learning and teaching approaches and methods, re-improving them for the needs of today's world. Therefore, pedagogical innovations are not the same as excellence. Innovations can be different for each lecturer, at the same time the same innovation can be something big for one person, but something that has been done a long time ago for another person. However, the most important thing is that the innovation changes the way of learning and

teaching, creating a better study experience for students. Innovations in learning and teaching are viewed from two perspectives: first, methodological innovations, i.e., promotion of studies based on approaches and methods of research, work environment, search activity, projects, problem situations, etc.; second, technological innovations – *H5P, Miro, Turnitin QuickMark*, 3D printers, augmented and virtual reality and other solutions for the development of a technology-enriched study process. In order to promote a culture of learning and teaching innovation, RSU organises not only learning and best practice experience exchange sessions, but also developed learning and teaching innovation guidelines (available in Latvian), which have been approved by lecturers and received feedback that the guidelines help lecturers understand the full innovation cycle and start working on modernising study courses.

Technology and simulations

Several StD lecturers – Aldis Lieljuksis, Vitālijs Rakstiņš, Aelita Zīle – enrich the study process with simulations and various mocks. The programmes of the field have access to the criminalistics simulation rooms, the moot courtroom (Kuldīgas iela 9C), and the military medical simulation rooms (Medical Technology Simulation Centre - Anniņmuižas bulvāris). As part of the development of the use of technology in the StV, a specially equipped computer classroom is being developed. In order to strengthen the digital development of the direction, a procurement for open source software to teach the basics (open data analysis/computer forensics) is being prepared. The key to this is the creation of quality teaching materials with virtual laboratories. A computer classroom is being set up with software (analytics, computer forensics, open data analysis). In addition, to strengthen innovative methods, work is being done to adapt the list of guest lecturers and programmes to the new technical possibilities

Support materials for learning and teaching innovations

RSU lecturers have access to the support material “Teaching and learning methods and techniques” (available only in [Latvian](#)), which includes a wide range of different learning methods and techniques for lecturers to promote students’ active and self-regulated learning. The purpose of the material is to encourage lecturers to evaluate and integrate these methods in their study courses to improve teaching efficiency and the acquisition of learning outcomes. The methods and techniques included in the material promote student involvement, promote their independence and responsibility for their learning, and help achieve higher learning outcomes. It encourages lecturers to critically evaluate and adapt methods according to the specifics of their study courses and teaching approach, thus modernising the study process and making it more efficient and more in line with modern education requirements.

Following the development trends of higher education, the Centre for Educational Growth has developed the guidelines “Artificial Intelligence in Higher Education” (available only in [Latvian](#)), which provide a thorough introduction to the role of artificial intelligence (AI) in higher education, offering lecturers practical recommendations for the use, limitation and learning how to use AI. The guidelines cover the variety of AI solutions, their compliance with pedagogical paradigms, ethical use, as well as the potential of AI in modernising the study process. The material encourages lecturers and students to responsibly experiment with generative AI tools while maintaining academic integrity and data privacy, and evaluating the strengths and weaknesses, opportunities, and threats of integrating AI solutions. In parallel with the developed classes, the Centre for Educational Growth offers RSU lecturers various forms of learning activities (lectures, discussions, workstations) on the integration of various artificial intelligence solutions in the study process.

Mapping

When mapping StPs, an analysis of the mutual compliance of the programme content, mainly the

programme's learning outcomes, is performed at the level of the StP and study courses. The results of the StP mapping process – the obtained maps and observations – are used for the improvement of the study programme, as well as for the improvement of the course content, outcomes and assessment methods, and for the revision of the overall StP planning.

Initially, mapping is performed by using the *MS Excel* mapping tool developed by Study Programme Administration Unit of the Centre for Educational Growth of RSU, which extracts data from descriptions of study courses of the respective StP in the RSU register of study courses. In 2022, the RSU StP planning IT system was supplemented with mapping functionality, which was developed within the European Social Fund specific support target project “Improving governance processes and modernisation of StP content at Rīga Stradiņš University”. Currently, the mapping system is integrated into RSU's IT systems and ensures the mutual mapping of the outcomes and study courses, monitoring of the mutual coherence of the outcomes, mapping of the outcomes against professional standards, external regulatory enactments, as well as any other documents that describe the outcomes relevant to the programmes (e.g. recommendations of international professional associations, UN Sustainable Development Goals, etc.).

For the mapping results see Annexes 17.1 and 18.1.

Targeted scholarships of the Boris and Inara Teterev Foundation

From 2014/2015, every semester of the academic year RSU lecturers have an opportunity to receive a targeted scholarship from the Boris and Inara Teterev Foundation: for the development of new innovative study courses, for the modernisation of existing study courses, as well as for the integration of international experience at RSU.

Target scholarship activities can be implemented in two ways: for the new or experienced lecturer, working individually, or for the new lecturer, working together with a mentor, where both target scholarship recipients are equally responsible for both the progress of the process and the quality of the work result. Within the framework of the target scholarship, four months are planned for the implementation of the planned activities, during which lecturers both introduce innovative learning and teaching solutions, such as, for example, gamification activities, digital scenarios and other interactive learning materials and resources, student mutual assessment activities, etc., and develop new studies courses. During the target scholarship, lecturers receive pedagogical and technical support, as well as financial gratitude for their work. Within the framework of study programmes, lecturers can also receive a targeted scholarship for attracting visiting lecturers to the study course, for leading individual lectures and classes, for advising students and doctoral students, and even for strengthening the professional continuing education of lecturers.

RSU Research Portal

In 2021, RSU introduced a new scientific activity information system – RSU Research Portal, which lists various scientific results: data on publications, projects, intellectual property, doctoral theses, awards, public speaking and various other scientific activities (incl. participation in collegial units, speaking at events of various types and scales, reviewer and expert activities, etc.).

The system replaces the previously used method of listing data that was created and stored in *Microsoft Excel* and *Word* applications. The possibility of multiple versions is replaced, data quality is improved, time is saved (for both academic and administrative staff, as data does not have to be re-submitted to multiple units, but access is provided to both parties), and employees are no longer required to submit data in one narrow window stage, but the system can be accessed and data added at any time convenient for the employee. The system offers a wide range of options, incl. to see one's “fingerprint” (the term used most often in scientific results), to exhibit one's scientific results more publicly, as well as to see one's true cooperation network, at the level of people and

organisations (as well as the scale – Latvian or global). The system facilitates the registration and submission of scientific results to various external institutions, incl. submission to the Ministry of Education and Science (in the NZDIS system) when creating the RSU's annual report, which is taken as a basis for science base funding calculations.

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

1. to supplement the existing RSU Register of Study Courses in order to ensure vertical integration of the content of study courses that will provide a possibility to link topics of study courses within the framework of the StP in support of succession of study courses. A dictionary of keywords of study courses and visualisation of keywords will be developed that will reflect the related topics of the study courses and courses;
2. to establish a link between the thematic planning of the course description and the corresponding e-studies environment course, where the lecturer would be allowed to choose whether to create the respective e-course with the same thematic division as indicated in the study course description;
3. to use the RSU library of audiovisual study materials, including descriptions of various study objects, for example, clinical cases, dissection cases, simulation scenarios, interactive training videos, ensuring systematisation and collection of study objects, as well as the possibility to share study objects with other higher education institutions; thus helping the students to easier find the necessary simulation cases, clinical cases, and other study objects easily;
4. to develop a new system that would make it much easier for students to register for elective study courses available to them at times they are comfortable with. Establishing a system would facilitate the work of the administrative staff, allowing students to be added to elective courses more easily and quickly;
5. to improve the Electronic Admission System by reducing the administrative load, automating manual actions, improving the user interface, supplementing functionality, etc.

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

1. transition to electronic storage of the student's file, student submissions, requests and orders regarding the movement of students and the learning process can only be stored electronically. This will reduce the duration of document processing, increase the efficiency of administrative work and the quality of data, as well as reduce the use of natural resources;
2. acquisition of additional HOP modules to provide availability of new e-services: enhancement of HOP functionality by implementing new e-services for the staff, for example, record keeping of business trips, e-instructions;
3. develop a quality and process management system. RSU Quality Assurance and Internal Audit Department already uses process management tool *QPR Enterprise Architect* with success. In May 2019, an agreement was signed, under which additional licenses were acquired to use the process modelling tool in a more comprehensive manner and to access the latest version of *QPR*. In 2023, the purchase of a new process modelling tool with wider functionality is planned, which will enable each RSU employee to view the processes created, customise the content of the site to their own needs, keep track of changes made and monitor the activities under their responsibility, as well as ensure the registration and monitoring of quality criteria.

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

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.

Within the framework of the study direction "Internal Security and Civil Protection", cooperation is implemented with Latvian and foreign institutions (higher education institutions, employers, employers' organisations, local governments, non-governmental organisations, research institutes, etc.), which serve as a stimulus for the achievement of direction and its corresponding study programmes achievement of objectives and learning outcomes of the direction and corresponding study programmes. The cooperation partners of each study programme are selected according to the specifics of the study direction and study programmes.

RSU forms cooperation with various Latvian institutions: companies, state and non-state organizations, universities, colleges, etc. The need for cooperation is determined by the common goals set for the institutions of the field and the tasks to achieve them, the scope of which is wide and multifaceted, incl. questions about graduate employment opportunities are also addressed. The main criteria for starting cooperation are: compliance of the partner with the specifics of the activity of the direction and benefit for all cooperation partners.

The main directions of cooperation with employers are as follows:

- Participation in scientific research and creative activities;
- Participation in the improvement of study directions and study programs;
- Provision of internships;
- Organization of guest lectures;
- Participation in state final exams, incl. reviewing works.

In cooperation with higher education institutions, emphasis is placed on scientific research activities, staff qualification improvement measures.

As an institution representing the industry and the working environment, the Ministry of the Interior of the Republic of Lithuania is a long-term cooperation partner of RSU in the implementation of various common goals. Among them, cooperation is implemented within the framework of IDA. For example, leM with 07.06.2024. letter no. 1-23/1487 provided proposals from law enforcement authorities (State Police, State Revenue Service) on topics relevant to them and recommended for

research.

During the study process, in addition to the fact that there are industry representatives among the lecturers, meetings with representatives of professional organizations are also organized for the students, thus informing them about current affairs important to the profession, promoting the integration of future professionals in the professional environment.

For example, one of the lecturers in the study programs is the director of the State Defense Service Department of the Ministry of Defense, a security expert with 18 years of experience in the Ministries of Defense and the Interior - Vitalijs Raktiņš. The lecturer teaches the study courses "National security" and "Prevention and detection of cybercrimes" to RSU students, and as a researcher of RSU he develops the scientific monograph National security within the framework of the Social Sciences Research Center. At the same time, it should be noted that the relevant colleague is developing a "safety game" in cooperation with the lecturers of the course, which is intended for students of the course and aimed at perfecting the interactive study process. The game is in the mock-up stage and its presentation to partners and students is planned for November 2024.

The management of StV and StP, as well as lecturers, are in regular contact with the industry, for example, the Ministry of the Interior, the State Police, the State Revenue Service, courts, the Ministry of Foreign Affairs, the Saeima, the Cabinet of Ministers, sectoral ministries, municipalities. It should also be mentioned that as part of the implementation of the IDA StP, RSU associate professor A. Lieljuksis has been recruited to the University of Latvia for the implementation of the study course "Criminal investigation, criminal investigation and protection of classified information" (6 ECTS), while LU professor Jānis Lazdiņū is planned to be involved in the RSU study course "Finance and Tax right" in realization. The cooperation of the members of the IDA consortium, more VPK and IeM, RSU in the development of the new profession standard "senior specialist of economic security" (title project) is mentioned as an important cooperation. During the development of the programs, the consortium member's need for such a standard had already been discussed, its need had also been pointed out by licensing experts, as well as the Study Quality Commission of the Academic Education Quality Agency.

In accordance with the plan for the implementation of the recommendations of experts prepared by RSU, a letter was sent to ISA partners with the opinion of licensing experts, which, among other things, expressed an opinion regarding the development of a profession standard and/or one or more professional qualification requirements, setting the requirements to be met by prepared specialists in matters of economic security protection, including in a specific specialisation. The Ministry of the Interior has assessed RSU's letter No. 3-DPAD-6/550/2023 of 02.11.2023 and conceptually supported the development of a standard draft of professions. An agreement has been reached between the ISA partners on the role of RSU in the establishment and leading of a working group for the professional standard on economic security officer and a working group was established by order No. 1-PB-2/5/2024 of the RSU Rector of 03.01.2024:

- **Lidija Juļa**, StP group leader, chairperson of the working group;
- **Gints Rozenbilds**, Senior Desk Officer of the Personnel Management Division of the Personnel Management and Administrative Department of the Ministry of the Interior;
- **Gunta Gregersona**, Head of the Personnel Professional Improvement Coordination Division of the Personnel Administration of the State Police;
- **Līga Dimante**, Senior Specialist of the Personnel Professional Improvement Coordination Division of the Personnel Administration of the State Police;

- **Armands Kairis**, Senior Inspector of Division 1 of the Cybercrime Combatting Department of the Central Criminal Police Department of the State Police;
- **Vitālijs Polovinskis**, Chief of Division 2 of the Economic Crime Combatting Department of the Central Criminal Police Department of the State Police;
- **Igors Trofimovs**, Assistant Professor of the Faculty of Humanities and Social Sciences of Daugavpils University, director of the study programme;
- **Aldis Lieljuksis**, Associate Professor of the FSS of RSU

Work is currently underway on clarifying the content of the profession standard to expand the range of admitted students after introduction of the profession standard and granting of qualification, providing study opportunities for graduates of the academic Bachelor of StP “Law”.

Currently, the draft of the occupational standard has been elaborated and work is underway on the specification of the content of the occupational standard, including in cooperation with Inese Paudere - Senior Expert at the National Centre for Educational Content, Education Content Support Division, Education Content Department, who advises on the common requirements and methodology to be followed in the development of the occupational standard. Among other things, a survey of experts in the field is being conducted on the draft content of the standard. After the implementation of the occupational standard and the award of the qualification, RSU plans to expand the range of enrolled applicants, providing study opportunities for graduates of academic bachelor study programmes. At the same time, it should be noted that after the consolidation process at RSU, the range of cooperation partners of the Faculty of Social Sciences has increased and the capacity of the security direction has been strengthened.

One of the factors that justifies the relevance of the strand to recent trends in strengthening cooperation is the introduction of interdisciplinarity in a rapidly changing world. There is a need for interdisciplinary research to be carried out in a way that is coordinated between the players in the field, in the case of the strand, specifically in the field of security. There is a strong influence of projects, including the involvement of foreign lecturers, stemming from the RSU strategy.

For example, the European Association on Health Law (public health threats, water security, EU funds for health, combating crime), Centre of European Policy Studies, International Centre of Defence and Security), including the involvement of the partners of the ISA consortium. It should be noted that cooperation has also developed with institutions such as the Centre for Geopolitical Studies, the head of which is involved in the implementation of the strand programmes (<https://www.geopolitics.center/>), as well as the Latvian Institute of Foreign Policy (<https://www.liia.lv/en/home>), with which cooperation has been strengthened for the Faculty as a whole and, following the consolidation process, in the strand 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.

StD and StP management and lecturers are in regular communication and coordination with foreign

embassies, EU institutions, NATO, UN representations, which help to regularly update the study content and provide various activities – visiting lectures, visits to institutions and organisations, to identify placement opportunities. Until now, RSU has cooperated with several foreign institutions: universities, state and non-state organizations, universities, colleges, etc. The main criteria for starting the cooperation were the partner's reputation, compliance with the goals and tasks of the study area, and benefits for all cooperation partners. The main directions of cooperation are participation in scientific research and creative activities, organization of guest lecturers and guest lectures.

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

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

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

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

RSU concluded cooperation agreements with other institutions to implement StP.

In the international environment, RSU has been assessed positively. International university rating *QS World University Rankings 2022* has included RSU among 1,000 best higher education institutions of the world, especially appreciating the university's ability to attract international students. RSU also regularly receives the highest evaluation "A" in various categories of the *U-Multirank* rating of higher education institutions of the European Union (information about ratings in [Latvian](#), [English](#)).

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

The broad *Erasmus* network of partnering higher education institutions is a proof of international recognition of RSU. In 2017, RSU also received recognition from the State Education Development Agency on successful implementation of *Erasmus* programme of the European Commission.

At the same time, strong cooperation has been established with the World Health Organization (WHO), regarding the impact of health protection on national security policy. Taking into account the above, in cooperation with Karina Zālīti, the head of the WHO representative office in Latvia, the topic was agreed upon and the participation of the WHO in the annual Medical Law Conference was approved accordingly, in which the representative of the WHO gives an extensive report on the

important topic "The direction of the World Health Organization in strengthening the quality of healthcare and strengthening national security" ". The conference was held in June 2024.

Cooperation is being strengthened, as well as with Virginia Tech University Professor Feras Batarseh, who studies water security issues in the context of national defense (<https://www.bse.vt.edu/people/faculty/feras-batarseh.html>), the Professor participates in recommended research in the development and definition of topics for the students of the direction, as well as performs the role of a mentor in the development of scientific research works in the areas of the direction related to the professor's specialization. For example, she mentors students writing scientific articles or reviews industry articles published in SZF's Socrates journal (<https://sciendo.com/issue/RSUSC/2024/1-28>). In addition, the professor is involved in teaching guest lectures on specific topics. how

By developing the direction of safety and improving both the programs of the direction itself and research in the relevant field, cooperation with the Kharkiv Aviation Institute of the National Aviation and Space University (Ukraine) will be strengthened (<https://www.rsu.lv/aktualitates/rsu-petnieki-realizes-jau>) -the second-Latvian-and-Ukrainian-cooperation-programme-project) and the National Scientific Center of Ukraine Hon. Prof. M. S. Bokarius Forensic Science Institute (<https://www.rsu.lv/aktualitates/rsu-paraksta-sadarbibas-ligumu-ar-ukrainas-nacionalo-zinatnisko-centru>). Practical work on the realization of joint projects is carried out every day, for example, we are currently working together with lecturers and the Institute of Ukraine in the field of sustainability and security. The recommendations will be completed in December 2024 and will be presented to all institutions of higher education and the National Scientific Center of Ukraine. Namely, colleagues on a daily basis cooperates with the development of forensics (by exchanging information on forensics methods, ideas, etc.) A series of video tutorials have been developed in cooperation, for example, "Dactyloscopy: comparing fingerprints and fingerprints". Expertise of documents: technical study of signatures" etc. Both RSU lecturers and Hon. of the National Scientific Center participated in the development of video materials. Prof. Forensic experts of the M. S. Bokarius Institute of Forensic Science. Therefore, the aforementioned cooperation has given RSU students a unique opportunity to learn forensic methods and specific expertise in Ukraine, which are especially useful in war conditions.) It should also be noted that within the direction, both in the provision of the study process and in research, there is cooperation with the representatives of the General Jona Žemaitas Lithuanian Military Academy, both by exchanging guest lecturers and discussing current affairs in the industry that should be included in the programmes. .

Enclosed:

Annex 7. Information on cooperation agreements signed with other institutions.

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.

Taking into account the specifics of the direction, as well as the admission requirements of the "Police Work" and "Protection of Economic Security" programs, it is not possible to attract foreign students. In connection with student mobility, it is possible to assume that a large number of

students are wary of going on exchange studies because they are afraid of delaying the completion of some courses, as well as students in IDA study programs perform public service duties, which creates difficult conditions for using exchange programs. In order to go on exchange studies, in any case, regardless of the level of the study program, you have to expect an increased workload. One of the main conditions is the coordination of study courses during the student exchange program in order to be able to recognize the study courses and add them to the appendix of the corresponding StP diploma of RSU. Thus, a full-fledged study process is ensured, which can be supplemented with experience abroad. Consequently, student mobility indicators cannot be expected, because the IDA study programs have specific content, the selection of applicants according to the evaluation of law enforcement authorities, but at the same time, the opportunities to apply for mobility for students are in general order.

At the same time, it should be noted that the implementation of another direction program "Economic security" is planned in both Latvian and English.

In order to attract foreign students to the Master's program "Economic Security", a strategic plan (common to all SZF programs planned to be implemented in English) has been developed, which emphasizes the unique advantages and international relevance of the program. Here are the main points of the plan:

1. Emphasizing the international importance of the program.

- A global perspective, emphasize that the program covers current international economic security challenges, including financial crimes, corruption and economic crisis management.
- Involvement of international experts, that is, to attract internationally recognized experts in the field of security and economy to the teaching team of the program.
- Comparison with other countries, demonstrating that Latvia as an EU member offers a unique perspective that differs from the approaches of other countries in ensuring economic security.

2. Marketing strategy:

- A digital campaign that is developed in advance of admission together with the RSU Marketing Department. A targeted digital marketing campaign focuses on social media platforms such as LinkedIn, Facebook and Instagram to attract potential students from abroad.
- Cooperation with foreign educational agencies, established partnerships with educational agencies in different countries to promote the program and attract students from specific countries or regions.
- International exhibitions and events, participation in educational exhibitions and career events abroad, where RSU representatives can communicate directly with potential students.

3. Emphasizing the uniqueness of the program:

- An interdisciplinary approach, emphasizing that the program offers a unique interdisciplinary approach that combines management, finance, security and law.
- Practical orientation, demonstrating how the program provides practical knowledge and skills that are directly applicable in the real world and international labor market.
- Exclusive career opportunities, highlighting the career opportunities offered by RSU graduates,

with particular emphasis on opportunities in international organisations, security agencies and global corporations.

4. Promoting the recognition of the program:

- Alumni Success Stories, using successful alumni stories to demonstrate the program's impact and career benefits;
- Creation of international networks and partnerships, establishing collaborations with universities and research institutes of other countries, in order to promote academic exchange and the development of international research projects.

However, in general, RSU and the faculty actively promote the attraction of foreign students in several study programmes to ensure a diverse and international learning environment. The following measures are being implemented:

1. Strengthening international partnership programmes - RSU cooperates with several higher education institutions abroad, providing exchange programmes.
2. Erasmus+ Programme - students are encouraged to participate in the Erasmus+ exchange programme, which promotes international exchange of experience and study practice.
3. English language programmes - many study courses at the faculty are offered in English to provide access to foreign students who do not speak Latvian.
4. International promotional campaigns - the Faculty's English-language programmes conduct marketing campaigns abroad to attract students from around the world.

Attracting foreign faculty is a strategic issue for RSU. According to the RSU strategy, the integration of foreign lecturers in the study process will increase the internationalisation and quality of research and studies.

To ensure high academic quality and an international perspective, foreign lecturers are invited to participate in the study programme. The following measures are being taken:

1. International recruitment: the programme actively seeks and recruits highly qualified academics from abroad specialising in different scientific fields.
2. Guest speaker programmes: guest lectures and seminars are organised, led by foreign academics and industry experts.
3. Scholarships and grants: financial support mechanisms such as fellowships and grants are provided to attract internationally renowned researchers and academics.
4. Cooperation with international organisations: The programme cooperates with international academic and research organisations to promote joint research projects and academic mobility.
5. Internationalization of the academic environment: the organisation of international conferences, symposia and other academic events is promoted, attracting foreign experts and fostering international scientific cooperation.

Cooperation with several foreign lecturers is already underway, who are attracted to the field through guest lecture formats, such as Rico Isaack (UK), Bataresh Feras (USA), Erik Hahsn (Germany), Olena Agapova (Ukraine).

In addition, the following guest lectures were held by the faculty during the last few months:

- 1) guest lecture on Philippine foreign policy and security by Maria Elena Algabre, Assistant Secretary for European Affairs, Department of Foreign Affairs, Republic of the Philippines;
- 2) Guest lecture on the impact of journalism on courage and civic responsibility by New Yorker journalist Joshua Yaffa.

- 3) A lecture by Professor Jonathan P. Kessler on Family Roles in Addiction and Peacebuilding.
- 4) A lecture by Vaira Vīķe-Freiberga on Latvia's Road to NATO: Diplomacy, Courage and Overcoming External Threats.
- 5) A lecture by Major Jānis Slaidiņš, Chief of the Home Guard Staff, on Russia's War in Ukraine.
- 6) A lecture by Swiss Prof. Sara Irina "Navigability in the Digital Age. How not to get lost?" among others.

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

Outgoing mobility of the teaching staff of RSU is implemented within the framework of *Erasmus+* programme, bilateral cooperation and a number of EU-funded projects. Cooperation agreements have been signed with other higher education institutions of the European Union, in which equal StPs to the study content are implemented in order to insure full cooperation. Before going for a visiting lecture, the teaching staff contact the receiving higher education institution in order to develop the lecture plan of suitable content. Main condition of a guest teaching visit of Erasmus+: the lecturer must provide at least eight academic hours that can be both lectures and seminars. Visiting lectures must be read in accordance with Common European Framework of Reference of Languages. RSU has defined the minimum mobility of lecturers – one visit in five years.

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

Incoming mobility of teaching staff in the reporting period was rather limited, taking into account the condition that First cycle professional higher education study programme “Police Work” and both Master programmes are quite new.

RSU is implementing Erasmus+ mobility activities between the programme countries. In total, more than 200 bilateral cooperation agreements have been concluded, which provide for mobility of students and staff in all study cycles - bachelor, master and doctoral studies. Partner universities are selected on the basis of available information on equivalent StP and teaching language conditions.

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.

The evaluation of the impact of the recommendations (the previous accreditation decision was adopted on April 23, 2019, no. 101-A) given in the previous accreditation on the quality of studies and the improvement of processes in the study direction and in the corresponding study programmes is presented in Annex 11, as well as considered in the development plan of the study direction (Annex 4.1).

Joint academic Master’s (second cycle) study programme “Economic Security”, to promote joint activities for students and lecturers study courses in a hybrid format for students of RSU and DU will

be implemented in ac.y. 2024/2025: "Management Theories and Project Development" will be implemented by DU; "Foundations of Cyber Security and Protection of Systems Against Cyber Attacks" will be implemented by DU; while "Security Management: Euro-Atlantic Space and Other Regions" will be implemented by RSU and "Crisis Communication" will be implemented by RSU. Private sector placement offers are being attracted for the expansion of placement opportunities with the support of the RSU Career Centre. Cooperation with the RSU Career Centre, which provides students, graduates assistance in various matters related to professional and career growth, as well as cooperation opportunities for employers. Job opportunities (vacancies) and placement opportunities are maintained on the RSU website. Start the process of digitalisation of the stock available in the DU library. In order to improve the language skills of teaching staff, since 2015 RSU has been implementing cycles of English language improvement skills to which all RSU employees are invited to apply. Digital literacy competences of all lecturers are continued to be developed. RSU lecturers consistently have access to a wide range of digital and pedagogical digital competencies development offers provided by both the RSU Centre for Educational Growth and the RSU IT Department. The offer and content of the training is reviewed, updated and supplemented on a regular basis, taking into account the identified training needs and technological developments. The challenges and opportunities presented by generative artificial intelligence were in the focus of attention in the academic year 2023/24. At DU, the project Strengthening the professional competence of academic staff of Daugavpils University in the areas of strategic specialisation is implemented, within the framework of which training is provided for teaching staff to learn English and also to improve digital competence.

In StP "Protection of Economic Security", RSU admission requirements have been supplemented and updated, applicants are admitted to the study programme based on a referral by the Consortium "Internal Security Academy" – the list compiled by the Ministry of the Interior, observing the selection requirements and evaluation criteria determined by law enforcement bodies. Parts of study courses have been changed for the following study courses: *Financial and Tax Law* – from A to B; *Preventing and Combating Money Laundering, Terrorism and Proliferation Financing* – from B to A. Study courses include research and creative papers, which are used in the assessment of study courses. Broader inclusion of applied games and simulations into the study courses "Prevention and Solving of Cybercrime", "Operational Activities and Human Rights".

The StP "Police Work" clearly specifies the wording of the free elective (C) part of the study programme planning, clearly offering the free choice. RSU admission requirements have been supplemented and updated – applicants are admitted to the study programme based on a referral by the Consortium "Internal Security Academy" – the list compiled by the Ministry of the Interior, observing the selection requirements and evaluation criteria determined by law enforcement bodies. Academic staff were encouraged to carry out more active research activities, and the [International Scientific and Practical Conference](#) (only in Latvian) Topical Issues of the Legal System in the Context of the 100th Anniversary of the Latvian Constitution was held on 21 April 2022. A separate panel discussion was devoted to the project, police law and forensics matters. Project participants Karīna Palkova, Jānis Grasis, Aelita Zīle and Olena Agapova participated in the panel discussion Police Rights and Forensics. The moderators of the fifth section were Valdis Voins and project participant Olena Agapova. In 2023, an article by lecturer E. Treļš, "[Improving policing in a multicultural society in the Republic of Latvia: theoretical legal](#) " was published in the Socrates journal Rīga Stradiņš University Faculty of Law Electronic Scientific Journal of Law. Volume 2023 (2023): Issue 1-25 (May 2023).

On 21 May 2025 Aelita Zīle, lecturer of the study direction, defended her doctoral thesis "Forensic aspects of the study of latent papillary traces on dead human epidermis" (information rsu.lv in [Latvian](#), in [English](#)). Information about the defended theses at the RSU Faculty of Law in [Latvian](#), in

English. The lecturers regularly participate in international conferences at the national level, for example, conferences organized by Daugavpils University, the University of Latvia, as well as outside Latvia. The lecturers also participate in conferences organized by STRATCOM, as well as in events organized by NATO, the Ministry of Defence, CEPOL (European Union Agency for Law Enforcement Training, International Society for Forensic Genetics) (V. Rakstiņš, M. Andžāns, L. Juļa, A. Vilks, I. Bērziņa, V. Savickis, etc.

Enclosed:

Annex 11. Execution of the plan for implementation of recommendations provided by experts of the previous accreditation of the study direction.

Annex 4.1. Development plan of the study direction.

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).

During the reporting period, the following procedures were implemented:

1. The previous accreditation was carried out in 2018-2019. year, the accreditation decision was adopted on April 23, 2019, no. 101-A.
2. The professional master's study program "Protection of economic security" was licensed on 2 August 2023.
3. First cycle professional higher education study program "Police Work" licensed on 2.08.2023.
4. Inclusion of the joint professional master's study program "Economic security" in the accredited study direction - Decision of the Study Quality Commission on inclusion in the direction was adopted on December 6, 2023, No. 2023/17-SPI.

Recommendations provided in procedure of accreditation and licensing of the previous study direction "Internal Security and Civil Protection" and in procedures for inclusion of a licensed programme in the direction have been implemented, as well as recommendations to be implemented regularly are also implemented throughout the period. Careful work has been done on the analysis of the recommendations and their appropriate adaptation to the specifics of the study direction and the three study programmes included in it.

It was recommended that the Student Council (SC) should approach more "Police Work" students. This should be done systematically, especially at the beginning of the academic year, so that students know that SPs can help them. Thus, since the autumn semester of the 2020/2021 academic year, not only representatives of Student Services and the Library, but also representatives of the Student Council, who present their activities to the students, have been attending the introductory lecture of the programme. The experts' recommendations have indicated that the current SWOT analysis should be revised to reflect internal weaknesses and threats to the field of study. Therefore, the SWOT analysis has been updated to include internal weaknesses and threats to the field of study and to identify the strengths of the SE. Over the last 6 years or so, RSU quality assessment specialists from the PIC have been ensuring that the SWOT

analysis is described in the accreditation profiles in a meaningful way - commenting on how the strengths will be maintained and how the weaknesses will be mitigated.

The recommendations also pointed to the need to evaluate the development plan for the “Police Work” study programme in the context of the future development of Master's study programmes. Therefore, in 2019, an additional study module with study courses in law was created in the professional Master's study programme “Legal Science” to provide the graduates of the PBSP “Police Work” with the opportunity to continue their studies in the Master's study programme and obtain a lawyer qualification and a Master of Social Sciences degree in law. These changes increased the attractiveness of the StP “Legal Science” and allowed for continuity of studies and research. Later, the joint professional Master's degree programme “Economic Security” was developed, which also offered the possibility for specialists in the field to continue their studies. In 2023, the ISA will already offer the possibility to continue studies in the Master's programme “Protection of Economic Security”.

The recommendations also pointed to the need to improve feedback to students, starting with an increase in the number of questionnaires submitted by students. Every semester students are invited to fill in course evaluation questionnaires, as feedback is very important in assessing the quality of study courses, while each year RSU looks for new ways to further inform students about the importance of filling in questionnaires for the further implementation of the StP, and continues to explain to students the internal quality system and its importance in ensuring quality study content.

It is pointed out that the management of the study programme should promote scientific research more actively. This should be done not only in terms of teaching staff, but also in terms of student involvement. The faculty members involved in the StV programmes are also practitioners in public institutions and are not involved in research on a daily basis. However, they have the opportunity to participate in RSU research projects and to engage in research within their capabilities.

The Recommendation states that in order to improve student mobility, RSU should conclude an agreement with the State Police that would allow students to temporarily leave their duties in order to devote themselves to their studies. It should be noted that the StD is oriented directly towards the work of the Latvian State Police, therefore it is not possible to study the compulsory content at foreign universities. RSU lecturers have participated in mobility visits and are aware, also based on research observations, that it is not possible to study police work abroad, outside the national context. This does not exclude the possibility of further education for police officers, including studies at Masters level.

In general, the measures described above reflect the purposeful approach of the representatives of Rīga Stradiņš University and the study direction “Internal Security and Civil Protection” to implement all the expert recommendations given in the previous accreditation period.

Enclosed:

Annex 11. Report on the Implementation of the Recommendations of the Assessment Commission

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	01.1_Anx_List_of_Internal_Regulations.pdf	01.1_piel_ leksejo_normativo_aktu_saraksts.pdf
The management structure of the higher education institution/ college	3_Anx_RSU_Org_chart.pdf	3_piel_RSU_Strukturshema.pdf
II - Description of the Study Field - 2.1. Management of the Study Field		
Plan for the development of the study field (if applicable)	04.1_Anx_StD_StP_Development_plan.pdf	04.1_pielik_StV_StP_Attist_plans.pdf
The management structure of the study field	4.2_anx_RSU_management_structure_of_study_direction.pdf	04.2_pielik_StV_parvaldibas_strukturshema.pdf
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.	24.2_Anx_Confirmation_of_the_right_to_continue_studies_ENG.pdf	24.2_piel_Aplic_par_studiju_turpin_iespeju_LV.pdf
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.	24.3_Anx_Certification_of_Compensation_of_Losses_to_Students.pdf	24.3_pielik_Aplic_par_stud_zaud_kompensaciju.pdf
Standard sample of study agreement	24.6_Anx_Study_Agreement_ENG.docx	24.6_piel_Studiju_ligums_LV.docx
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	12_Anx_Stud_Employer_Survey.pdf	12_piel_stud_darba_dev_aptauja.pdf
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	06.1_Anx_Staff_list_StD_ENG_26-08-2024.xlsx	06.1_piel_Docetaju_saraksts_virziens_26-08-2024.xlsx
Biographies of the teaching staff members (Curriculum Vitae in Europass format)	6.2_Anx_Teaching_Staff_Biographies_Europass.pdf	6.2_pielik_Macibspeku_biografijas_Europass.pdf
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.	24.4_Anx_Certification_Regarding_the_Knowledge_of_Latvian.pdf	24.4_pielik_Aplic_Valsts_valodas_zin.pdf
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)	24.5_Anx_Certification_Regarding_the_English_Language_Knowledge.pdf	Aplicinajums_par_studiju_virziena "Iekšējā drošība un civilā aizsardzība" studiju programmām.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.	06.5_Anx_Data_summary_publications_ENG.pdf	06.5_pielik_Datu_kopsavilkums_publicacijas_LV.pdf
List of the publications, patents, and artistic creations of the teaching staff over the reporting period.	06.4_Anx_Academic_staff_publication_list_ENG.pdf	06.4_pielik_Macibspeku_publicaciju_saraksts_LV.pdf
II - Description of the Study Field - 2.5. Cooperation and Internationalisation		
List of cooperation agreements, including the agreements for providing internship	07_Anx_Cooperation_Agreements_ENG.pdf	07_pielik_sadarbibas_ligumi.pdf
Statistical data on the teaching staff and the students from abroad	08.1_Anx_Statistics_on_incoming_lecturers_IDCA.pdf	08.1_pielik_Statistika_par_arvalstu_stud_un_macibspekiem_IDCA.pdf
Statistical data on the incoming and outgoing mobility of students (by specifying the study programmes)	8.2_Anx_Sat_data_on_stud_mobility_IDCA.pdf	8.2_Statistikas_dati_par_studejoso_mobilitati_IDCA.pdf
Statistical data on the incoming and outgoing mobility of the teaching staff	06.3_Anx_Incoming_outgoing_staff_statistics_ENG.pdf	06.3_pielik_macibspeku_mobilitates_apkopojums_par_virzienam.pdf
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.	11_Anx_StD_Recommendation_Implementation_Plan.pdf	11_Ekspertu_rekomend_lev_parskats_virzienam.pdf
An application for the evaluation of the study field signed with a secure electronic signature	RSU_Application_StD_ISCD.pdf	lesnegums_studiju_virziena "Iekšējā drošība un civilā aizsardzība" 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
01.2_piel_Uzņemšanas kārtība studiju programmās angļu valodā_2023_2024_LV.pdf	01.2_piel_Uzņemšanas kārtība studiju programmās angļu valodā_2023_2024_LV.pdf
01.2_Anx_Admissions_procedure_English.pdf	01.2_Anx_Admissions_procedure_English.pdf
01.3_pielik_RSU_ieksejie_normativie_akti_un_regulejumi.pdf	01.3_pielik_RSU_ieksejie_normativie_akti_un_regulejumi.pdf
01.3_Anx_internal_regulations_2.pdf	01.3_Anx_internal_regulations_2.pdf
05_pielik_Studejoso_pasparvaldes_darbiba_lv.pdf	05_pielik_Studejoso_pasparvaldes_darbiba_lv.pdf
05_Anx_Activities_of_Student_Union.pdf	05_Anx_Activities_of_Student_Union.pdf
13.1_marketinga_aktivitates_RSU_atjaunots.pdf	13.1_marketinga_aktivitates_RSU_atjaunots.pdf
13.1_Anx_marketing_activities_ENG.pdf	13.1_Anx_marketing_activities_ENG.pdf
20.2_pielik_Brivas_izveles_studiju_kursu_piedavajums_RSU.pdf	20.2_pielik_Brivas_izveles_studiju_kursu_piedavajums_RSU.pdf
20.2_Anx_Offer_elective_study_courses_RSU.pdf	20.2_Anx_Offer_elective_study_courses_RSU.pdf
21.3_absolventu_anketa.pdf	21.3_absolventu_anketa.pdf
21.3_Anx_graduate_survey.pdf	21.3_Anx_graduate_survey.pdf
23.1_pielik_ESG_standarta_istenosana.pdf	23.1_pielik_ESG_standarta_istenosana.pdf
23.1_Anx_Compliance_with_ESG_standards.pdf	23.1_Anx_Compliance_with_ESG_standards.pdf
28_piel_Rekomendācijas_pārejai_uz_jauno_kredītpunktu_sistēmu.pdf	28_piel_Rekomendācijas_pārejai_uz_jauno_kredītpunktu_sistēmu.pdf
28_Anx_Recommendations_Transition_ECTS.pdf	28_Anx_Recommendations_Transition_ECTS.pdf
04.3_pielik_SZF_domes_un_IDA_kval_padomes_sastavs_LV.pdf	04.3_pielik_SZF_domes_un_IDA_kval_padomes_sastavs_LV.pdf
04.3_Anx_SSF_council_members_IDA_ENG.pdf	04.3_Anx_SSF_council_members_IDA_ENG.pdf
16_pielik_Studentu_statistikas_dati_LV.pdf	16_pielik_Studentu_statistikas_dati_LV.pdf
16_Anx_Student_statistics_ENG.pdf	16_Anx_Student_statistics_ENG.pdf
21.1_Anx_prog_course_evaluation_StD_Stats_ENG.pdf	21.1_Anx_prog_course_evaluation_StD_Stats_ENG.pdf
21.1_pielik_prog_kursu_novert_virziens_statistika_lv.pdf	21.1_pielik_prog_kursu_novert_virziens_statistika_lv.pdf
13.2_Istenotie_projekti_StV_2013-2023.pdf	13.2_Istenotie_projekti_StV_2013-2023.pdf
13.2_Implemented_projects_StD_2013-2023.pdf	13.2_Implemented_projects_StD_2013-2023.pdf
23.2_Anx_Library_ISCD_ENG.pdf	23.2_Anx_Library_ISCD_ENG.pdf
23.2_piel_biblioteka_StV_IDCA_LV.pdf	23.2_piel_biblioteka_StV_IDCA_LV.pdf
23.3_pielik_Inform_Metod_bazes_novert_LV.pdf	23.3_pielik_Inform_Metod_bazes_novert_LV.pdf
23.3_Anx_Inform_methodol_provision_regarding_IT.pdf	23.3_Anx_Inform_methodol_provision_regarding_IT.pdf
01_StV_Pielikumu_uzskaitijums_lv.pdf	01_StV_Pielikumu_uzskaitijums_lv.pdf
06.2024. Senāta izraksts_Iekšējā_drošība_un_civilā_aizsardzība.edoc	06.2024. Senāta izraksts_Iekšējā_drošība_un_civilā_aizsardzība.edoc
01_StV_Pielikumu_uzskaitijums_lv.pdf	01_StV_Pielikumu_uzskaitijums_lv (1).pdf
1.4_piel_Reorganizētās_Latvijas_Sporta_pedagoģijas_akadēmijas_iekšējo_normatīvo_aktu_saraksts_pārejas_periodā.pdf	1.4_piel_Reorganizētās_Latvijas_Sporta_pedagoģijas_akadēmijas_iekšējo_normatīvo_aktu_saraksts_pārejas_periodā.pdf
1.4_Anx_Internal_Regulations_RSU_LSPA.pdf	1.4_Anx_Internal_Regulations_RSU_LSPA.pdf
1.5_piel_RSU_LSPA_Nolikums.pdf	1.5_piel_RSU_LSPA_Nolikums.pdf
1.5_Anx_RSU_LSPA_Regulations.pdf	1.5_Anx_RSU_LSPA_Regulations.pdf
RSU_Application_StD_ISCD_Amended.pdf	RSU_Application_StD_ISCD_Amended.pdf

lesniegums studiju virziena "Iekšējā drošība un civilā aizsardzība" novērtēšanai.edoc	lesniegums studiju virziena "Iekšējā drošība un civilā aizsardzība" novērtēšanai.edoc
01_StV_Pielikumu_uzskaitijums_papildinformacija.pdf	01_StV_Pielikumu_uzskaitijums_papildinformacija.pdf
1.6_pielikums_IDA_Uznemsanas_kriteriji.pdf	1.6_pielikums_IDA_Uznemsanas_kriteriji.pdf
1.6_Anx_Admission_Criteria_ISA.pdf	1.6_Anx_Admission_Criteria_ISA.pdf
RSU_Rekomendācijas_pārejai_uz_jauno_kreditpunktu_sistemu_07_10_24.pdf	RSU_Rekomendācijas_pārejai_uz_jauno_kreditpunktu_sistemu.pdf

Economic Security (45861)

Study field	<i>Internal Security and Civil Protection</i>
ProcedureStudyProgram.Name	<i>Economic Security</i>
Education classification code	<i>45861</i>
Type of the study programme	<i>Academic master study programme</i>
Name of the study programme director	<i>Lidija</i>
Surname of the study programme director	<i>Juļa</i>
E-mail of the study programme director	<i>lidija.jula@rsu.lv</i>
Title of the study programme director	<i>Ph.D.</i>
Phone of the study programme director	<i>+371 29975879</i>
Goal of the study programme	<i>Train a Master in Economic Security with developed analytical skills and critical thinking, who uses scientific methods and other forms of cognition to address various theoretical and practical situations and problems in the prevention, detection and investigation of economic crime, as well as to develop science and research in the field of economic security.</i>

Tasks of the study programme

1. *Ensure that students acquire theoretical knowledge and research skills in the field.*
2. *Ensure that students acquire basic and specialised knowledge specific to the field of economic security, explain the most important concepts and regularities of the professional field in order to strengthen the theoretical base.*
3. *Ensure that students acquire theoretical and research skills necessary for work in the field of economic security.*
4. *Develop students' skills to improve their further qualification and research capacity after completing the study programme, as well as to develop the ability to independently structure their own and subordinate staff's further learning and professional development by participating in the development of the field of economic security.*
5. *Develop science-based decision-making and problem-solving skills in dealing with complex economic security issues at unit and institutional level.*
6. *Broaden students' knowledge and skills in staff management; develop skills in explaining and reasoned discussion of issues of competence in the field of economic security with both specialists and subordinates.*
7. *Provide students with placement opportunities in institutions with activities in the field of economic security. Provide students with such placement opportunities within which they make decisions, take responsibility and undertake initiative, work individually, in teams or manage the work of other people, and find solutions in changing or uncertain circumstances, in high stress and complex service situations, by acting promptly in situations of high risk.*
8. *Provide an analysis of theoretical and practical knowledge of current economic security issues, highlighting emerging trends in the field.*
9. *Develop an understanding of research ethics in research and professional ethics in communication and work with colleagues, the public and media, the ability to assess the impact of their professional activities on the environment and society in confrontation with the subject and in conflict resolution.*
10. *Develop research activity in the field of economic security, using the acquired theoretical foundations and skills, independently obtaining, selecting, analysing and critically evaluating information, identifying problem situations and proposing possible solutions.*

Results of the study programme

Knowledge:

1. Able to demonstrate in-depth and comprehensive knowledge and understanding of research in the field of economic security, in line with the latest findings in the field, which, inter alia, help to anticipate and prevent risks and to identify signs of illegal financial transactions.

Skills:

2. Able to analyse and evaluate socio-economic legal processes in a creative and constructive way, to debate and experiment on the result achieved, basing their views on scientific research data, to develop creative solutions for detecting, preventing and investigating economic crime at institutional, national and international level.

3. Able to critically evaluate theory and practice in order to improve research in the field of economic security and to propose original solutions to professional problems in the economic context of civil security, i.e. by assessing economic security systemically as a component of national civil security.

4. Able to define the tasks of the organisation, draw up work plans, generate ideas, organise work, identify factors of financial and economic stability of the company and identify areas to be developed, coordinate cooperation between colleagues, thus producing competitive results in the field of economic security.

5. Able to independently follow new developments in the field of economic security and, based on an analytical-research approach, define and analyse issues of concern in the context of economic crime, and propose a summary of these issues, providing solutions and innovations appropriate to the professional field.

Competence:

6. Able to group, qualify and compare knowledge from different fields, which allows to analyse current problem situations in the field of economic security in a broad comparative context and to propose non-standard solutions by applying and integrating them in practice, in the detection and investigation of relevant crimes.

7. Able to formulate and critically analyse knowledge from different fields in the context of economic security, generating new knowledge that is applied in the context of professional activity, solving problems and taking responsibility for management issues.

8. Able to collect, compare and evaluate information regarding economic security and interdisciplinary areas in the context of the international and national professional environment, according to the specialisation, and independently select the appropriate methodology for the improvement of professional competence.

9. Able to work with scientific research databases, research and data analysis systems. Develop an understanding of economic security in the country and in the world as a whole, able to address challenges and justify decisions, including the preparation of necessary research and the use of information and communication technologies to address professional issues.

Final examination upon the completion of the study programme	<i>Development and defense of Master's Thesis</i>
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Study programme forms

Full time studies - 2 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>120</i>
Admission requirements (in English)	<i>Professional or academic bachelor's degree (first cycle higher education) in business administration, management studies, economics, finance, organisational security, internal security and civil protection, police work, law or equivalent. Entrance examination.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master's Degree of Social Sciences in Economic Security</i>
Qualification to be obtained (in english)	<i>-</i>

Places of implementation

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

Full time studies - 2 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>120</i>
Admission requirements (in English)	<i>Professional or academic bachelor's degree (first cycle higher education) in business administration, management studies, economics, finance, organisational security, internal security and civil protection, police work, law or equivalent . Entrance examination. For studies in English, a minimum B2 level of proficiency in English is required.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master's Degree of Social Sciences in Economic Security</i>
Qualification to be obtained (in english)	<i>-</i>

Places of implementation

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

Part time studies - 2 years, 6 months - english

Study type and form	<i>Part time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>6</i>

Language	<i>english</i>
Amount (CP)	<i>120</i>
Admission requirements (in English)	<i>Professional or academic bachelor's degree (first cycle higher education) in business administration, management studies, economics, finance, organisational security, internal security and civil protection, police work, law or equivalent. Entrance examination. For studies in English, a minimum B2 level of proficiency in English is required.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master's Degree of Social Sciences in Economic Security</i>
Qualification to be obtained (in english)	-

Places of implementation

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

Part time studies - 2 years, 6 months - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>6</i>
Language	<i>latvian</i>
Amount (CP)	<i>120</i>
Admission requirements (in English)	<i>Professional or academic bachelor's degree (first cycle higher education) in business administration, management studies, economics, finance, organisational security, internal security and civil protection, police work, law or equivalent. Entrance examination.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master's Degree of Social Sciences in Economic Security</i>
Qualification to be obtained (in english)	-

Places of implementation

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

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.

Table 1. Changes in the StP Parameters

No.	Parameter	Description and analysis of changes in StP parameters during the accreditation period	Planned changes within the assessment procedure (which would enter into force after the accreditation)
1.	Study direction	—	—
1.	Title of the StP	—	Changed from Joint professional Master's study programme "Economic Security" to Joint academic Master's study programme "Economic Security" due to a coordinated decision of both institutions of higher education
1.	Code according to the Latvian Education Classification	—	The code was changed from 47 to 45 in accordance with Regulations of the Cabinet of Ministers No. 322 "Regulations on the Latvian Education Classification" (available in Latvian). Code 45 "Academic education (Master's degree), implemented after acquiring a Bachelor's or professional Bachelor's degree. The duration of studies in full-time studies is one to two years. The total duration of full-time studies is at least five years".

1.	Head of the StP	The StP director has changed starting from 6.02.2024 within the scope of the internal consolidation. Functions of the direction will further be performed by dr.iur. Lidiya Juļa, previously prof., dr.iur. Jānis Grasis.	—
1.	Academic degree of the head of the StP	—	—
1.	Objective of the StP	—	Updated to reflect the target audience and scope of activity of the programme in accordance with academic programme.
1.	Tasks of the StP	—	Updated in accordance with learning outcomes
1.	Learning outcomes to be achieved	—	Updated to reflect more accurately the knowledge, skills and competences to be obtained during studies.
1.	Final examination upon the completion of the StP	—	—
1.	Type and form of studies	—	—
1.	Duration of implementation	—	—
1.	Language of implementation	—	—
1.	Volume of the StP (ECTS)	Due to amendments to the Law on Higher Education Institutions, following the transition from Latvian credit points to ECTS, the volume of StP is expressed in ECTS	—

1.	Admission requirements	Updated according to an instruction from the QAHE Study Quality Commission in the Senates of both institutions of higher education.	Changed, taking into account the transition to an academic programme.
1.	Degree to be awarded	—	The degree to be awarded changes from professional Master's degree in Organisation Security to Master's degree of Social Sciences in Economic Security.
1.	Qualification to be awarded	—	Not awarded.
1.	Place of implementation	—	—

Table 1 shows that minor but significant changes have happened in the study programme during the accreditation period. Due to the internal consolidation of RSU, Prof. Jānis Grasis resigned as director of the programme (RSU) in 2024. Ph.D.iur. Lidija Juža became the head (RSU) of the group of programmes, which includes StP "Economic Security".

In accordance with amendments to the Law on Higher Education Institutions of 27 September 2022, which provide that credit points shall further be expressed based on the European Credit Transfer and Accumulation System (ECTS), the volume of the study programme and study courses is expressed in ECTS.

Decision No. 2023/17-SPI of the QAHE Study Quality Commission of 6 December 2023, which provides that: "The Quality Commission decides to instruct partner universities to clarify and submit, within 3 months, mutually agreed admission requirements of partner universities, specifying them using the following wording, namely the text with the words "[...] Interview on the applicant's previous professional experience in economic security matters.[...]", should be expressed in one word "entrance examination", with details of its organisation in the admission regulations." On this basis, the admission requirements for StP "Economic Security" were revised and editorially clarified. However, as RSU decided to change the type of education programme by switching from a professional Master's to academic Master's study programme, the admission requirements were further clarified within the assessment procedure.

As part of the evaluation process, the study program is transformed from a professional master's study program to an academic master's study program.

The need for transformation was determined by the fact that there are currently two master's study programs in the field of economic security. However, each program has had its own goals and specific focus from the beginning. The newly created study program "Protection of Economic Security" was developed within the framework of the Consortium "Internal Security Academy" (IDA)

and is intended for industry professionals to study in order to obtain a professional qualification. Such specialists are needed in the country, this has been determined in the conceptual report "On the improvement of the education system of law enforcement officials" (Order of the Cabinet of Ministers No. 83 on February 10, 2022 in Riga) (only available in Latvian). In order to strengthen the development of the profession "senior specialist in economic security" (draft title), a professional standard is being developed, the development of which involves representatives of IDA and also DU. The content focus of the mentioned program is to prepare specialists with knowledge and skills in economic security to work in the structures of state institutions, who would be highly qualified management-level specialists for the detection and prevention of financial and economic crimes (in the sphere of economic security). Applicants are matriculated for studies in the "Protection of Economic Security" study program in accordance with the conditions of the "Internal Security Academy" consortium and in accordance with the list of applicants supported by the selection commission of law enforcement agencies compiled by the Ministry of the Interior, observing the selection requirements and evaluation criteria set by the investigative authorities.

On the other hand, the focus of the study program "Economic security" is focused on the ability of companies and individuals to ensure stability and resistance to economic shocks by applying security measures, data protection, identifying risks of economic security threats and cyber threats and acting accordingly by reporting to the authorities. The target audience of this program is wider, it can apply not only to operative work specialists, but also to managers of various levels of institutions, organizations and commercial companies, combining several fields, such as: management, finance, security and law.

When evaluating whether the mentioned professional standard could be applied to the "Economic security" program, it was concluded that it would be partially applicable. In order to ensure the effective achievement of the specific goals of the direction programs and so that the programs do not unnecessarily compete with each other, negotiations were conducted between RSU and DU in search of the best solution. Universities came to a joint decision to transform the common program from professional to academic.

The code of the study programme is changed within the scope of the assessment procedure. The code of the programme until now was "47861", the first part of which, "47", indicated the type of educational programme – second level professional higher education (professional Master's degree or fifth level professional qualification). After the accreditation procedure, the code of the study programme will be "45861", its first part "45" indicates the type of educational programme – academic education (Master's degree) implemented after acquiring a Bachelor's or professional Bachelor's degree.

Due to the change of the programme to the academic programme, its content was also revised, adjusted, including the objective and outcomes, study courses of the programme. As economic security specialists with profound knowledge and skills in the field of economic security are prepared in the programme, it was decided to update the degree to be awarded as a result of the programme from *Professional Master in Organisation Security* to *Master of Social Sciences in Economic Security*. Paragraph 21.¹ of Regulations of the Cabinet of Ministers No. 240 "Regulations on State Academic Education Standard" provides that after acquisition of the Master's study programme a Master's degree shall be awarded to a student, which conforms to the learning outcomes achieved in the relevant field of studies. Since learning outcomes of the study programme focus on economic security, the wording of the degree has been updated accordingly.

The objective, tasks and learning outcomes of the study programme have been revised and updated during the assessment procedure. The information regarding the analysis of the learning outcomes performed during the mapping process are reflected in Annex 18.1. The content of

learning outcomes has been updated due to the change of the programme type in accordance with the study objective, tasks and descriptions of knowledge, skills and competences corresponding to the 7th level of the Latvian Qualifications Framework (which corresponds to the European Qualifications Framework) (hereinafter – LQF/EQF), as well as the QAHE guidelines on the number of outcomes¹. Thus, the competences, knowledge and skills learned in individual courses in a logical sequence contribute to the achievement of the defined study results.

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.

Study direction “Internal Security and Civil Protection” corresponds to the development strategies of RSU and Daugavpils University (DU) for 2022-2027. The successful development and implementation of the study direction “Internal Security and Civil Protection” is due to successful cooperation with industry professionals from State Police and other state institutions. The study programme “Economic Security” organically fits into the study direction “Internal Security and Civil Protection”, however, it also has close cooperation with the RSU Faculty of Social Sciences.

In accordance with Regulations of the Cabinet of Ministers No. 322, “Regulations on the Latvian Education Classification”, study programme code is 45861. “45”, the first part of the code, indicates the type of educational programme – academic education (Master’s degree) implemented after acquiring a Bachelor’s or professional Bachelor’s degree. “861”, the second part of the code, refers to the group of educational programmes – protection of persons and property, which is included in the field of civil and military protection.

The study programme is interdisciplinary, combining economic and financial knowledge, knowledge in civil security, protection of property with legal knowledge regarding economic security and including improvement of competences necessary for qualification of leadership and management, as a result of mastering the programme it is planned to award the degree of a Master of Social Sciences in Economic Security. Appropriately prepared specialists will acquire in-depth knowledge, skills and competences in these areas corresponding to level 7 of the LQF.

The learning outcomes were mapped against the descriptions of knowledge, skills and competences of level 7 of the Latvian Qualifications Framework (LQF) (which correspond to the descriptions of levels of the European Qualifications). In order to achieve the defined learning outcomes, compulsory and restricted elective (A and B) study courses are implemented in the StP. Study courses are structured in such a way that the introduction of each course provides sufficient knowledge, skills and competences for the mastering of content, regardless of previously obtained specialisation. Study courses are structured based on an interdisciplinary approach, with each course providing the necessary knowledge, skills and competences. Part A study courses are interlinked with other courses, through contextual study courses in the StP planning.

The study programme is implemented as full-time and part-time regular studies. The duration of full-time studies is 2 years, which conforms to the duration specified in Regulations of the Cabinet of Ministers No. 322 (for the type of educational programme with code “45”, the duration of studies

in full-time studies is one to two years). The duration of part-time studies is 2 years and 6 months.

The study programme is accredited for two languages of implementation – Latvian and English. Currently, the study process is implemented only in the Latvian language flow, but in the future, as foreign students' interest in the study programme grows, it could also be implemented in the English language flow.

The AMSP "Economic Security" is open for admission of persons with first-cycle higher education in business and administration, management, economics, finance, police work or law, and provides for an entrance examination in the form of an interview on the applicant's previous professional experience with economic security matters.

The study programme "Economic security" fully corresponds to the study direction "Internal security and civil defense". It provides a comprehensive education necessary for effective operation in the internal security system and prepares specialists who are able to ensure public safety and stability. The field of study "Internal security and civil defense" covers study programmes that prepare specialists in the fields of internal security, public order and civil defense. The main task of this direction is to ensure the security of the state and society, responding to threats and risks, as well as promoting stability and security. The content of the "Economic Security" programme directly meets the requirements of this study field, as its goal is to prepare a Master of Economic Security with cultivated analytical abilities and critical thinking, who uses scientific methods and other forms of cognition to solve various theoretical and practical situations and problems in the prevention of economic crimes, discovery and investigation, as well as to develop science and research in the field of economic security.

Regulation No. 240 "Regulations on the State Academic Education Standard", p. 21, stipulates that after completing the master's study programme, the student is awarded a master's degree that corresponds to the study results achieved in the relevant field of study. Since the study results of the study program are oriented towards economic security, the wording of the degree has been specified accordingly.

Enclosed:

Annex 24.1. Model Diploma and Supplement Thereto.

Annex 24.8. Study Contract Sample.

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

The results of surveys of students, employers and alumni are used for improvement of the quality of studies.

By developing the study direction "Internal Security and Civil Protection", Professional Master's study programme "Economic Security" was developed and licensed within it to prepare specialists for the field of economic security, because there was practically no offer of higher education in Latvia in this very specific field. Such development of the study direction was also determined by the National Security Concept, which emphasises that internal security is related to the everyday feeling of security of Latvian residents, socioeconomic situation in the country, observance of the rule of law, as well as security of the state border. This led to the choice to prepare specialists

directly in the field of economic security, where there is a lack of both specialists and adequate education supply.

In preparations for the assessment of StD “Internal Security and Civil Protection”, a decision was taken to further implement the study programme “Economic Security” as an academic Master’s study programme, based on the fact that the industry standard is more directly applicable to specialists for the preparation of which the study programme “Protection of Economic Security” is intended. The target audience of StP “Economic Security” is wider and the need to align the study programme with the profession standard would limit its growth.

National security and its protection are linked not only to the prevention of physical dangers, but also to the establishment and maintenance of an economic security system. Today’s challenges include increasing the circulation of electronic currency, inflow of proceeds of crime into the economy, which is further used to sustain criminal groups, as well as capital mobility. Moreover, to create favourable conditions for economic development, it is necessary to develop a business-friendly environment by improving the tax system. It should be noted that, as a result of increasing imports, significant financial resources from away from Latvia’s internal circulation and remain with foreign producers and exporters, and they are lost both to the state budget in the form of possible unpaid taxes and to businessmen in the form of possible profit.

With an increase in the number of economic offences in Latvia, for example, criminal offences related to the earning illegal profits, threats to economic stability information systems, cybercrime, illegal movement of goods and other areas, there is a growing demand for skilled workers² who are able to address these challenges. In addition, the National Security Concept³ also emphasises the current economic and cyber threat and the need for prevention, which accordingly raises the issue of the possibilities for existing and future specialists to acquire the appropriate education in the field of economic security.

As indicated in the National Security Concept, Latvia still has a significant share of the shadow economy, which negatively affects the revenues of the state budget, sustainable growth of the national economy, fair and competitive business environment, thus one of the priority issues to be addressed is to continue work on implementation of measures to reduce the shadow economy. Corruption, shortcomings in public procurement procedures, and the judiciary and insolvency system are hindering the development of the business environment and, to reduce them, measures need to be continued to ensure the efficiency and transparency of public administration, while strengthening the transparency of public administration and the integrity of public officials.

Already in 2018, then-Prosecutor General of the Republic of Latvia Ēriks Kalnmeijers spoke about economic crimes and pointed out: “In the absence of high-level police, tax and customs police investigators, prosecution officers and judges, we can make any laws we want, we can make reorganisations we want, but there will be no results.”⁴ The study programme “Economic Security” aims to strengthen the capacity of law enforcement officers to prevent and investigate economic crimes. The conceptual report “On the improvement of the education system of officials of law enforcement institutions” approved by the Cabinet of Ministers on 10 February 2022 indicated that increasing attention is being paid to combating financial and economic crimes related to money laundering and corruption, emphasising the necessity to develop a Master’s study programme with specialisations in operative activities in combating economic crimes, cyber security and prevention of money laundering and terrorism. The conceptual report highlights the number of specialists to be prepared in the study programme “Economic Security” in the longer term (after 2030), which confirms the interest of the state in supporting the implementation of the study programme in the long term.

Economic security is closely linked to various areas of security (e.g. social security, military

security, cyber security), as it is the availability of primary economic resources for the performance of measures in other areas that is crucial for the country to be able to strengthen its capacity to successfully limit the consequences of any security threat.

The development of the knowledge economy requires strategic and intelligent investment of limited resources of Latvia both in the creation, acquisition and transfer of knowledge, as well as in the development of a society capable of responding to the challenges posed by global trends and finding new opportunities for growth. Public safety and securability is an essential foundation for sustainability and development. Public awareness of cyber security should also be promoted and will help mitigate potential cyber security risks and prevent cybercrime. The StP intends to address such civil security issues by strengthening the competence of the graduates of the programme, thus the priorities included in NDP 2021-2027 are in line with the tasks of the StP “Economic Security” and provide sustainable influence for the development of the Latvian national economy.

Feedback from stakeholders is important in the implementation and development of the programme. RSU conducts a centralised survey of employers and alumni once a semester. Students complete study course assessment questionnaires at the end of each semester, but in addition to them meetings with students are organised in order to discuss the course of implementation of the study programme. Following receiving feedback from the study course assessment questionnaires and discussions with students, discussions are organised with the lecturer regarding the course of implementation of study courses. In talks with programme management, lecturers have pointed to students’ high motivation.

There is a meeting with students once a semester (for example, in the spring semester of year of studies 2022/2023 and in the autumn semester of the year of studies 2023/2024). In the meetings implemented so far, students have highly appreciated the lecturers involved in the implementation of the study programme, the content of study courses and communication with the lecturers. It was noted that some courses could have a smaller amount for independent work, but given that studies should be based on research, it is important to include as much independent research as possible. Meetings with students are planned at least once a semester; at the request of students also more frequently, if necessary.

There are no graduates of the study program "Economic Security" until now (August 2024), the existing students work in various institutions, such as: Financial Intelligence Service, Corruption Prevention and Combating Office, State Police (Investigation Group), General Prosecutor's Office (Criminal Offenses in the Investigation Service of State Institutions in the prosecutor's office); In the State Revenue Service (Risk Information Processing Division of the Customs Administration, Risk Management Division; Second Intelligence Division of Financial Intelligence of the Tax and Customs Police Administration; Anti-Money Laundering Administration; Second Mobile Unit of the Tactical Tasks Division of the Tax and Customs Police Administration). All students have employment legal relations and high motivation for studies, because the choice of studies is related to professional development.

Already in 2018, then-Prosecutor General of the Republic of Latvia Ēriks Kalnmeijers spoke about economic crimes and pointed out: “In the absence of high-level police, tax and customs police investigators, prosecution officers and judges, we can make any laws we want, we can make reorganisations we want, but there will be no results.”⁵ The study programme “Economic Security” aims to strengthen the capacity of employees in the field to prevent economic crimes. The conceptual report “On the improvement of the education system of officials of law enforcement institutions” approved by the Cabinet of Ministers on 10 February 2022 indicated that increasing attention is being paid to combating financial and economic crimes related to money laundering and corruption, emphasising the necessity to develop a Master’s study programme with

specialisations in operative activities in combating economic crimes, cyber security and prevention of money laundering and terrorism.

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.

Students use inbound and outbound mobility opportunities, the things learnt during the mobility are recognised.

RSU 2022/2023 in the winter admission of the academic year, 11 students were admitted for full-time face-to-face studies in the Latvian language: 10 of them are funded by the state budget, and one studies by the funds of physical/legal entities. It was predicted that 20 students will be admitted to the study program. Regarding the dynamics of the number of students, as can be seen in Appendix 16, one student has been deducted at his own will. Overall, the group has been persistent, which shows the motivation of the students. 2023/2024 oh no students were admitted. Also, students studying in the English stream and part-time have not been admitted so far.

RSU students have the opportunity to go on exchange studies or international placement for one semester or the entire academic year abroad with an Erasmus+ scholarship. The programme applied to all study programmes. Currently, none of the students in the direction have gone to Erasmus mobility. Taking into account the development of the study programme, RSU plans to promote mobility of students and lecturers at future stages of studies. It is planned to promote mobility of students and lecturers, for example, by offering traineeships in *Europol* (European Union Agency for Law Enforcement Cooperation).

The number of DU students has increased during the reporting period. Interest in studies tends to increase. There is also a slight drop-out of students in both universities. By analysing the student drop-out rates, it can be concluded that the largest number of students terminate their studies during the first year of studies. The percentage of drop-outs of students is similar to the previous reporting period. Most often, students indicate personal reasons for terminating the study process (financial problems, family conditions, health problems, inability to combine studies with work, including lack of motivation for continuing studies).

To attract more potential students and increase their number, both DU and RSU participate or organise various events annually, such as Researchers' Night, School of Junior Academics, scientific research paper competitions, open door days, annual education fairs, etc. Many Latvian municipalities offer local government scholarships to students living in their municipality based on high academic achievements.

DU students are actively participating in the Erasmus+ (KA107) programme, which offers new opportunities for international mobility for students and staff from/to countries outside the Erasmus+ programme. DU offers exchange mobility to partner universities in the United States, Philippines, India, Israel, Jamaica, China, Lesotho, Tajikistan.

To attract foreign students, RSU and DU provide information regarding the implemented study programmes, which is available in English on the websites of both institutions of higher education, as well as can be found on other websites. Both universities also carry out marketing activities: contracts are concluded with recruitment agents, as well as promotion of study programmes on

social media, participation in international educational fairs and agent forums, etc.

Enclosed:

Annex 16. Statistical Data on the Students - DU and RSU.

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).

On 24 April 2019, RSU concluded an agreement with the Central Finance and Contracting Agency (CFCA) on the project "Reduction of fragmentation of StPs and promotion of internationalisation of studies at Rīga Stradiņš University" (project No. 8.2.1.0/18/A/014, Operational Programme "Growth and Employment", specific objective 8.2.1 "To reduce fragmentation of study programmes and strengthen resource sharing" second project applications selection round (hereinafter referred to as SO 8.2.1). Within SO 8.2.1, a joint professional Master's study programme (PMSP) "Economic Security" was developed, on the creation of which RSU and DU agreed before the approval of consolidation plans at the Ministry of Education and Science. Within the assessment process, the study programme was transformed from professional Master's study programme to academic Master's study programme.

In cooperation with Daugavpils University, combining the capacity and previous experience of both institutions of higher education and developments in implementation of the study direction "Internal Security and Civil Protection", a qualitative and competitive study programme "Economic Security" is implemented, which fosters improvement of the security system at the national level. The study of the economic security situation is one of the areas of activity of increasing attention, especially given the increasing impact of economic processes on national security and individual foreign efforts to use economic instruments to realise their geopolitical interests.

The joint study program provides unique educational opportunities, but their implementation requires careful planning and effective cooperation. Partner universities have a uniform admission procedure that meets the requirements and educational requirements of both universities. In the study coordination process, the use of study plans and study materials is coordinated, regular communication is established between partner universities in order to follow the progress of students and solve problems.

The establishment of a common procedure for the management of the joint study program is essential to ensure the effective and coordinated implementation of the program between the partner universities. Common procedures help to ensure a quality educational process, follow the progress of students and solve any problems that may arise. The main procedure for the management of the joint StP is the creation of a management structure - the study quality council, which consists of a student representative, employers, academic staff and a representative of partner universities. The responsibilities of the Study Quality Council include strategic decision-making and quality assurance.

Study planning and coordination procedure, in which study plans are developed and coordinated, which include the partner universities' study courses and study course requirements. The teaching materials, teaching methods and evaluation criteria are discussed so that they are consistent in

both universities.

Quality assurance and monitoring procedures in which partner universities analyze student and faculty feedback.

For common procedures to be effective, it is important that the procedures are flexible and adaptable. Regular communication and monitoring of the joint program is essential to ensure the efficiency of the procedures and the successful implementation of the long-term program.

Enclosed:

Annex 15. Compliance of the joint study programme with the requirements of the Law on Higher Education Institutions.

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.

Descriptions of study courses/modules, placement and final papers are developed in high quality and in conformity with the requirements of regulatory enactments, the curriculum is up-to-date, complementary, conforms to the objectives of the programme and ensures the achievement of learning outcomes, as well as conforms to the needs of the sector and scientific trends.

The content of the study programme “Economic Security” is based on the mapping performed to ensure that the knowledge, skills and competences to be achieved in study courses ensure the achievement of the aim of StP. According to the mapping performed, when evaluating the StP planning, it has been designed to develop the knowledge, skills and competences of students in the field of economic security during 4 (or 5 - part-time regular) academic semesters. In the provision of StP content acquisition, alongside knowledge transfer and skill development, during the creation equal attention was given to both knowledge transfer and co-creation methods, as well as to the format of teaching and implementation of the study courses, including extracurricular and seminar activities in real economic security environment, covering a specific amount of knowledge for the interconnection of study courses, in particular over a semester and respective academic year.

Taking into account the results of mapping of the study programme and the defined learning outcomes, meetings have been organised with lecturers of the study courses to ensure understanding of the general aim of the study programmes, mutual cooperation between lecturers, and compliance of study courses with the outcomes of the study programme.

Given that students will soon be invited to submit their final paper topics, RSU, following recommendations from employers, defines a vision for professional work novelty that would underpin student research. This ensures a needs- and practice-based approach to the development

of research.

Paragraph 2.31.3 of Academic Regulations I approved by RSU – “modular study system” at RSU means intensive implementation of a study course over a period of two weeks to one semester, organising successive lectures, classes, independent work and examinations. In the present case, it is not a module within the meaning of the Law on Higher Education Institutions, but a system for the implementation of a study programme, in English such an approach to the implementation of courses is referred to as “block teaching” or “block mode of teaching”. Individual descriptions of such modules are not created because the module at RSU is an organisational rather than a content solution for the study programme. During a study semester, not all, but only part of study courses planned in the semester are implemented in parallel, for example 4 intensive study courses. When one set of study courses (module) ends, the next begins.

The **first semester of studies** provides for the acquisition of knowledge corresponding to higher education and the content of the programme. Study courses such as “Scientific Research in Economic Security”, “Administration of Customs Cases”, “Human Resources Management and Protection of Personal Data”, “International Security”, “National and International Legal Regulation of Credit Institutions”, “Financial and Tax Law”, “Commercial Law”, “Financial and Tax System, Risk Identification”, “Organisational Theory and Management”, “Financial Management”, “National Security” are implemented. The mastering of these study courses will provide an opportunity for students to continue the in-depth mastering of specialisation courses during the next semesters. Study courses “Latvian Language Course for Foreign Students” and “Economic Security Management” are intended for international students and replace courses “National Security” and “International Security”, which are implemented only in the Latvian flow.

In the second study semester mastering of knowledge and skills of students mainly continues equivalently to the principles of the 1st semester in other and new study content topics in FTR amounting to 20 credit points (30 ECTS credit points), but in PTR – amounting to 16 CP or 24 ECTS credit points, implementing the following study courses: “National and International Aspect of Prevention of Money Laundering, Terrorism and Proliferation Financing”, “Management of Strategic Resources”, “Analysis of Open Sources and Data”, “Management of Strategic Resources”, “Civil Defence and Environmental Protection”, “Placement”. In accordance with the previously obtained education, legal or economic, it is offered to master elective study courses to provide knowledge of the economic security field, which was not learned so far: “Prevention of Economically Financial Crime, Criminological Characteristics in National and International Aspect”, “Drafting of Regulatory Enactments and Document Management”, “Professional English”, “Communication Psychology and Negotiation and Professional Relationship Building Skills”, “Tax Policy and Its Influence on the Development of Economy”, “Legal Order of Operational Activities in Latvia and Abroad”, “Specifics of Administrative Liability in the Field of Economic Security”, of which “Economic Cyber Crime and Security”, “Methodology and Specific Character of Investigating and Combating Economic Crime”, “Law of Cryptocurrency and Blockchain Technologies” were chosen by the students and implemented. The abovementioned principle of modules are ensured in the implementation of the second semester study courses, ensuring as much as possible supplementation of students’ knowledge, skills and competences in a different direction, such as their Bachelor’s education obtained, thus ensuring proportionality and at the same time equalisation of knowledge, skills and competences among graduates from Bachelor’s programmes of different directions. In the second semester, the student have placement that allows the acquired knowledge to be strengthened in practice, in a professional working environment. This provides a link between the knowledge learned by the students and current needs and trends of the labour market. Placement makes it possible to establish contacts with employers, as well as obtain materials for writing a Master’s thesis so that the Master’s thesis is drafted on an important problem for the sector and contributes

to the development of the national economy.

So far, placement has been provided in the **third study semester**, as required by professional programmes. However, due to the transformation of the programme into an academic study programme, compulsory elective study courses are planned: “Conflict Management in Organisations and Labour Rights”, “International Business Economics”, “Security Governance: the Euro-Atlantic Space and Beyond”, “Crisis Communication”, “Security and Defence Policy of the Baltic States”, “Management Theories and Project Development”, “Basics of Cyber Security and Protection of Systems against Cyber Attacks”, as well as a free elective study course. These courses were added in cooperation between the two universities, assessing the expected learning outcomes of the programme and also using developments of universities from other study programmes. In this way, it will be possible to provide study courses in a shared way with other programmes to ensure that the programme remains profitable.

In the fourth semester, students develop and defend a master's thesis under the guidance of the scientific supervisor and in cooperation with the partners of the StP.

The fifth study semester is intended only for NLK students, during which students complete the development of their master's thesis.

For a joint study program, the planning is common, each higher education institution is responsible for final evaluations and issuing diplomas.

The study program "Economic security" is implemented at RSU and DU. The responsibilities of the parties regarding the teaching of the courses are clearly visible in the program plan in Appendix 19, this information is essential to ensure transparency.

In the attachment:

17.1. appendix. Compliance of the study program with the national education standard.

18.1. appendix. Mapping of study courses to achieve the study results of the study program.

Appendix 19 Study program planning (for each type and form of study program implementation).

Appendix 20. Descriptions of study courses.

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).

Obtaining of a Master’s degree is clearly based on scientific achievements and developments. The study process of AMSP “Economic Security” is divided: acquiring theoretical knowledge in regular studies, independent studies and learning of practical skills while studying.

In order to prepare economic security personnel at a level corresponding to modern requirements, including to strength the internal security of the country, it is important to base the implementation of study programmes on the acquisition of practical competences, also using the opportunities provided by modern technology, creating and modelling digital crisis simulation situations, training and developing the ability to evaluate them, make the right decisions and take effective action in times of crisis and increased psychological pressure (stress), therefore in study courses of the study programme the lecturers implement various training methods – discussions, simulations, games, case solving, as well as update the course descriptions, including current topics and the latest available literature. For example, the study course “Preventing and Combating Money Laundering,

Terrorism and Proliferation Financing” is very relevant in the current geopolitical situation, with both hybrid threats and military threats increasing. The study course is based on a research of practical and current national security matters. Lecturer Vitālijs Rakstiņš participated as an expert in the development of the International Consortium Resilience and Security Curriculum (Resilience Curriculum, 2023-2024) for national security universities, integrating international developments and new theories into the study programme.

In addition to lectures and classes, students learn course material individually by developing an organisation continuity plan, civil protection plan, cybersecurity and physical security plan for a particular organisation that allow for the practical application of knowledge acquired in the course. A war game is envisaged as part of the training methods to better understand crisis procedures. Lectures and seminars contain many practical examples and case studies to better learn course material.

The study programme is designed so that students are able to apply the acquired knowledge and skills, while planning operational security and operation continuity of the organisation, as well as to solve problems related to specialised research and innovation. The study course “National Security” covers and highlights topics such as the national counter-terrorism system, terrorism threat levels, measures to prevent terrorist financing and support, precursor control, modern technology challenges, preventive measures, challenges in the internet environment, radicalisation and conversion on social networks and the internet, etc.

By including industry news into the study programme, students are capable of responding competitively to questions of high levels of complexity and ensuring risk assessment-based decision-making in the field of security, and are able to make effective use of organisational resources, maximising the benefits of organisation and society.

Regular lectures teach theory, but practical study courses teach students the skills to be acquired in practice through cooperation between students. Practical classes build on the knowledge acquired in theoretical classes, thus strengthening the theoretical knowledge base and complementing professionalism with practical skills. Following the practical work, there is analysis in the form of discussions, where the student is able to identify their own strengths and weaknesses and those of other students, as well as to identify the mistakes and weaknesses made. Independent studies are a mandatory part of the study process of an institution of higher education, student’s amount of independent work within the study course corresponds to the credit points of the study course. This includes mandatory and additional literature studies, the performance of routine tests, preparation for classes, seminars, test work and final examinations, etc., according to the description of the study course. The study process ends with the development of a Master’s thesis, which requires the application of acquired theoretical and practical knowledge, the application of scientific methods and the drawing of newly discovered conclusions and proposals on the subject selected by the student.

RSU study courses are created and updated according to the procedures specified by RSU (Process Description No. 34 “Updating and Development of the Study Courses, Study Programmes, Study Directions”). It is determined in accordance with the procedure that for 10 days before the beginning of the study semester updated study course descriptions for the relevant flow have been placed in the lecturers’ portal.

Lecturers of the study programme independently prepare scientific and popular science publications, as well as lead and implement scientific projects. For more information and the list see [RSU ZDIS Pure system](#).

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.

Partner universities implement an equal approach to the admission of students, regardless of which university they start their studies at, each university must follow the common admission criteria that determine which students will be admitted to the joint study program. Application for studies is done separately in each university, the procedures and the requirements of the documents to be submitted are identical. RSU implements full-time face-to-face studies in Latvian.

Methods for the implementation of studies, including assessment, contribute to the achievement of the objectives and learning outcomes of the study courses and programme, the principles of student-centred teaching and learning are taken into account.

In the implementation of the RSU and DU study programme, lecturers use type of studies such as lectures, seminars, practical work, training, group work, independent work, etc. Study process is implemented mostly as interactive lectures, practical interactive classes or seminars and independent work of students. In all study courses, classes are focused on creative participation of students in the learning process. At the end of each study course, there is an examination or test of theoretical or practical skills, which is assessed with a grade. The study methods to be used provide an opportunity to learn theoretical knowledge and practical skills in accordance with the objective of the study programme, to improve the critical thinking skills of students, to develop mutual cooperation skills, the ability to work both individually and in a team. Lecturers urge students to express their opinion on the proposed types of independent work and its presentation, listen to students' wishes and adjust the literature, sources and presentation types recommended for independent work. As part of the study course, lecturers often use work in groups to promote integration of interdisciplinary knowledge by initiating creative discussions in solving problems. The lecturer chooses the type and methods of studies depending on the nature and importance of the topic to be covered in the study course.

During their studies at RSU, students have a possibility to ask questions they are interested in, and discuss them with the lecturer and fellow students. Problem-centred teaching strategies are used for studies. For example, in the study course "Scientific Research in Economic Security", lead researcher Dzintra Atstāja introduced discussion of student research work in the implementation of the course in the moot courtroom of the Faculty of Social Sciences, where students could discuss security and economic strategic matters. All additional study materials are freely available to the students in the e-studies environment.

In accordance with Standard 1.3 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area⁶ adopted in 2015, institutions of higher education should ensure that study programmes are implemented in such a way as to encourage students to play an active role in the design of the study process and that the evaluation of students' achievements is in line with this approach. The guidelines of the above standard provide that a student-centred learning

and teaching process plays an important and stimulating role in student motivation, self-reflexion and level of engagement. The lecturers of the study programme “Economic Security” provide a student-centred approach and implement self-directed learning. The implementation of the programme respects the following principles of student-centred education:

- permanent reflexion;
- it has been taken into account that students have different learning styles, different requirements, interests, experience and background knowledge;
- individual approach to students;
- knowledge, skills and abilities of students are assessed by academic staff, including also students;
- students are offered the opportunity to study themselves;
- continuous cooperation between students and academic staff.

A student-centred approach is also implemented through the involvement of students in discussions on research developed by others. Students have the opportunity to take individual study courses as a free listener, taking part in the study course in full or only choosing the part of interest in the course.

RSU and DU offer students appropriate educational and scientific literature, including electronic open access databases. Institutions of higher education provide contact help of academic staff to facilitate success of students and the achievement of efficient outcomes of the study programme. Namely: tutorials during the study semester, before provisional outcomes tests (colloquia), exams and before the final examination.

In choosing the type of test to assess the student’s work on a 10-point grading scale, lecturers are guided by the outcomes defined for the study course. When drawing up assessment criteria, lecturers are guided by the following principles:

- the criteria are aimed at the assessment of the student’s work (in the intermediate stage or at the end of the study course);
- the student’s work is assessed on the basis of criteria or compared with the standard, not with the work of other students;
- students know the criteria in advance;
- creating a clear grading algorithm based on which a student can independently determine his/her level of achievement;
- the assessment criteria are derived from the objectives and outcomes of the study course.

During the study process, students may use support materials (lecture presentations, seminar materials, descriptions of practical work assignments, handouts, etc.) that have been placed in the e-learning environment Moodle.

Both formative and summative assessment is used in the studies. Formative assessment takes place during everyday study process: by asking control questions to the students during the contact lessons, as well as by discussing the independent works of students that are practised during the study process. Summative assessment takes place at the conclusion of each study course as a test or examination. Summative assessment tests are organised in a written form (in paper format or electronically) or as oral discussions. At the conclusion of studies, the students select a topic they are interested in and write and defend a Bachelor’s thesis in cooperation with the selected supervisor. At the end of each study course, students are asked to complete the evaluation survey in RSU e-environment, wherein they can express their opinion and provide proposals both regarding the content of the study course and the methods of implementation thereof, as well as competences and work style of the lecturers. Therefore, study courses are updated each year in

accordance with the evaluation given by the students. Student representatives are also involved in faculty councils ensuring representation of their opinion in decision-making.

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).

Study placement is an essential part of the programme, placement takes place in law enforcement agencies competent in economic security matters. Placement in an institution is supervised by industry professionals. It would be advisable for a student to go outside his or her workplace to another related law enforcement institution for placement to ensure the transfer of knowledge competences and skills, to improve his or her professional skills and competences and also to introduce in his or her working environment the improvements that would result from such professional improvement.

Placement has placement regulations defining specific tasks, which are subordinate to the aim of placement and the aim of the study programme. Taking into account a student-centred approach, the student's placement site shall be evaluated individually, evaluating the capacity of the potential placement site and the possibilities of the student, as well as taking into account recommendations of the Ministry of the Interior. Employers are actively involved in the implementation of the programmes by providing placements.

Placement aims to combine students' theoretical knowledge with the latest trends in the field of economic security and to develop their skills in ensuring economic security by linking it to the activities of a specific law enforcement agency. As a result of the placement, the student has strengthened and deepened the knowledge and practical skills acquired during studies to use them not only in the prevention and combating of economic crime, but also to develop an action plan in crisis and tension conditions. During and after the placement, the student is able to link theoretical knowledge with the application of practical skills in the field of economic security.

The study placement ensures that the student is able to analyse complex cases, solve non-standard situations and find the most appropriate solution in their future professional activity. Thus, during placement the student supplements and deepens knowledge of the objectives and tasks of the placement site in the prevention and combating of criminal offences in economics, internal regulations of the institution, operational processes and functions related to economic security.

Studies are personalised – different forms of studies exist, individual study plan, informative and material support, digitalised study process, placement at workplace, individual study courses, as well as opportunities are provided for continuation of studies at the next level of studies.

In the autumn and spring semester of academic year 2023/2024, students chose as placement sites: State Police, State Revenue Service, Financial Intelligence Division of the Tax and Customs Police Department of SRS, Corruption Prevention and Combating Bureau, Financial Intelligence Unit, SIA "A.Medical", Prosecutors' Office for Investigation of Criminal Offences in Public Institutions,

Corruption Prevention Coordination Division of the Criminal Legal Department of the Prosecutor General's Office, SIA Actio projekt.

Since no foreign students were admitted, there was no need to implement and provide placement sites in English. In order to provide internship opportunities in a foreign language, especially in English, the programme, which is also planned to be implemented in English, will establish cooperation with international companies, organizations and institutions where the working language is English. These partnerships could include both Latvian companies with an international environment and foreign companies. Offer students the opportunity to use the Erasmus+ program to do an internship abroad, where the working language will be English. The Erasmus+ programme provides a wide range of opportunities for students to spend a semester or more abroad, learning the necessary practical skills. RSU is planned to provide opportunities for remote internships in international companies or projects where communication takes place in English. Virtual internships can be an excellent solution to provide internship opportunities regardless of geographic location.

Enclosed:

Annex 9. Description of the Organisation of Student Placement.

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).

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.

In the winter/spring semester of ac. year 2023/2024 RSU students study in semester 3 of the study programme and choose topics to work on their research in the autumn semester of ac. year 2024/2025. In the winter/spring semester of ac. year 2023/2024 DU students study in semester 2 and are just planning their research. RSU and DU lecturers have proposed potential topics which students could choose and which are summarised in Table 2.

Table 2. Examples of topics of Master's theses proposed by potential Master's thesis supervisors

Topic of Master's Thesis	Master's Thesis supervisor
Modern technologies: prevention and combating criminal offences in the field of customs	Dr. iur. Aldona Kipāne
Problems with methodologies of investigating criminal offences in economics	Dr. iur. Aldona Kipāne

Economic and financial cybercrime, national and international regulation, its application problems.	Dr. iur. Uldis Ķinis
Jurisdiction of cybercrime, national and international regulation, application problems.	Dr. iur. Uldis Ķinis
Content and problems in the application of a principle prohibited in the real environment and thus prohibited in the digital environment.	Dr. iur. Uldis Ķinis
Analysis of the tax planning process and methods for ensuring economic activity.	Dr.oec. Aina Čaplinska
Digital financial literacy.	Dr.oec. Aina Čaplinska
Civil protection planning problems (military threats, climate change, etc.)	Mg.iur. Vitālijs Rakstiņš
Delegation of national security functions to the private sector	Mg.iur. Vitālijs Rakstiņš
Problems of the dual-use technology regulatory framework	Mg.iur. Vitālijs Rakstiņš
Economic crime - historical transformation and current developments (research on how norms have historically transformed (temporal impact: political, global, economic), what is relevant today, what should be amended, supplemented, etc.)	Mg.iur. Ilze Sokolovska
Expert's report and Auditor's report as evidence in economic crime cases	Mg.iur. Sigita Silarāja
Assessment of the norms included in the European Union regulatory framework, which are binding on the Republic of Latvia (regarding economic security of Latvia) (potential benefits/threats, how already implemented EU norms function, etc.) and implementation problems	Mg.iur. Andris Požarskis
Financial management in (a) specific public authority(ies) - rationality, efficiency and justice	Mg.iur. Andris Požarskis
Legal regulation of deep fakes as a technical solution in the European Union and Latvia	Dr. iur. Igors Trofimovs

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.

Study resources, scientific resources, informative resources(including libraries), material and technical resources, and financial resources correspond to the specifics and implementation conditions of the study programme, create pre-conditions for the achievement of learning outcomes and evidence of the possibility of ensuring high-quality study process also in the future.

In the process of planning and development of the study programme “Economic Security”, particular attention was also paid to the analysis and provision of the **study base** needed to implement the StP because the study programme is interdisciplinary and is implemented in civil security, law and management. Even previously, developers of StP “Economic Security”, including the Latvian and foreign experts involved, considered it essential to take into account examples of world good practice from Lithuania, Estonia and Poland, which showed that a modern study base and infrastructure are essential for high-quality modern higher education. Such an approach identified and also provided the elements of the study base necessary for the implementation of AMSP “Economic Security”, which are available and are developed since the introduction of the study direction.

Key elements:

- Auditoriums equipped in a modern way and maintained in good quality, which are fully compatible with the study methods planned for the implementation of study programme “Economic Security”, including e-learning environment, video lectures, online visiting lectures, debates, business games, innovative technological solutions in the study and teaching process, etc.
- The e-studies environment, which includes full study programme course information for both the study process and the achievement of learning outcomes, including practical tasks for the verification of knowledge in the e-environment, the assessment system in the e-environment, the provision of a platform for discussion in the e-environment, etc.
- [RSU and DU Library](#) - appropriate for complete support of the modern study, scientific and research process, including for convenient availability of study materials on-site and online, quick ordering of new materials in accordance with needs of study programme “Economic Security” and content of study courses.
- Forensic laboratory, where forensic techniques can be mastered in practice.
- RSU Medical Education Technology Centre, which is the only simulation centre in Latvia and the largest in the Baltic States, with the right infrastructure and equipment in one place to ensure acquisition and improvement of skills, as well as implementation of simulation programmes in various sectors.

RSU support structural units and general staff for ensuring the study process provide a significant and complete support during the entire study process – starting from the Faculty of Social Sciences, which supports the study process in general, the Centre for Educational Growth, which consults and administers the development of StP, including provision of study materials in the e-learning environment and possibilities of continuing education for lecturers. The Human Resources Department ensures the maintenance of study courses in RSU systems, provides methodical support to lecturers and creation of the timetable of study course classes (time and rooms), maintenance of the student information system, issuing of diplomas and reports on pedagogical work; the RSU Legal Department – review and approval of agreements of cooperation partners, etc.,

the Human Resources Department and the Finance Department – ensuring employment relations with and remuneration to lecturers of study courses; provision of an auditorium for classes and IT; Department of Infrastructure and Information Technology Department. Significant support in work with foreign students is ensured by the International Department (SD) and the [Student Services](#). SD and the Communication Department are involved in provision of information about the study programme. Support to the study process is also provided by the Quality Assurance and Internal Audit Department, Research Department, Student Union. The work of RSU support structural units is effectively organised so that lecturers and the head of the programme can maximally focus on the implementation of study content and achievement of learning outcomes without any disturbances. RSU management is an important study base support point in planning and implementation of AMSP “Economic Security”, including, for example, university support and motivation in maintaining and improving qualifications of AMSP “Economic Security” teaching staff using different support mechanisms, as well as acquiring the innovation necessary in the study process.

The education process at DU is provided in the DU study building at Parādes iela 1, Daugavpils, where the Faculty of Social Sciences is located and lecturers involved in the study programme work on a daily basis. The resources and provision of the study programme fully complies with conditions of the implementation of the study programme and for the achievement of learning outcomes. Resources available to students, including study rooms, material technical bases, tools and equipment (for the preparation, combining, integration, visualisation and dissemination of study and research materials), information networks (internet, intranet, Moodle), databases (library network, DU research centre databases, free access to databases (book resource database)), materials (research materials, scientific publications, including Web of Science and SCOPUS publications, archives), services (administrative, financial, IT and network support services, access to official statistics), computerised applications and software (Standart Office, SPSS, GIS, online data visualization tools and software, online communication tools) enable to learn all of the study courses in the programme, as well as perform research at different stages, provide a flexible and student-oriented environment. The programme uses the necessary technical equipment (computers with licensed software, projectors, interactive boards, etc.), different teaching methods are used (group work, role plays, simulations, seminars, discussions, etc.).

The e-learning environment is used in the implementation of different forms of studies, where up-to-date information on general matters of the study process and materials to be used in the study process for students – links to internet resources (e.g. at.gov.lv; likumi.lv; lv.lv; etc.), individual PDF files (e.g. from court judgements, scientific articles) are published, and study substance tests for study substance, including interactive tests and situational games using *H5P* methods, are created, video lectures inserted using the *Panopto* tool are included.

As for the supply of RSU e-resources, two e-book databases and seven full-text multisectoral databases of journals are available for the study programme “Economic Security”. E-books in law, civil security, management, political science and other relevant thematic areas are available in subscribed databases *ebook Academic Collection (EBSCO)* and *Ebook Central (Proquest)*. For example, the database *ebook Academic Collection (EBSCO)* contains 18109 e-books, when searching by subject “Law”, but *Ebook Central (Proquest)* – contains 9158 e-books. Subscribed multidisciplinary databases *Ebook Central (ProQuest)* and *EBSCO eBook Academic Collection* offer e-books in different fields and from different publishers that provide selected information results searching by various topics/keywords.

The full texts of scientific articles in economic security are available in subscribed databases: *SAGE Premier 2021*, *Communication Source (EBSCO)*, *Sociology Source Ultimate (EBSCO)*, *PsycARTICLES (APA)*, *Wiley Online Journals*, *Science Direct*, *Academic Search Complete (EBSCO)*. The single search

engine Primo shows 1326 journal names in “Law”, 2224 journal names in “Business, Economy & Management” and 63 journal names when searching using the keyword “Security”.

Respective resources in the field of economic security can be searched also in bibliographic citation databases Web of Science and Scopus.

RSU students and academic staff are provided with a developed IT infrastructure and virtual study environment. RSU students and academic staff have access to:

1. E-studies environment, which contains study materials and where student knowledge is evaluated.
1. Student Portal, which contains the necessary study information and e-services.
1. Different IT solutions for ensuring remote studies and examinations, for example, *Zoom* and *Respondus LockDown Browser*.
1. Anti-plagiarism system Turnitin.
1. Academic portal containing information on academic staff, academic structural units, register of study courses and study programmes, survey system and feedback.

During the implementation of the study programme, material and technical resources are supplemented by investing funds into purchasing them as needed:

- accounting software,
- simulation programmes, including *H5P*, which foster mastering of theory close to practice,
- high computing power computers with recording protection devices (for the mastering of computer forensics, criminal intelligence in cyber environments)
- purchase of examples of cryptocurrency and cryptocurrency analysis related software:
- resources for conducting study experiments, including means for practical studies in the circulation of electronic currencies; for conducting study experiments with cryptocurrency mining and blockchains, blockchain splits, network nodes and alternative cryptocurrencies, and investment opportunities in cryptocurrencies and their trading opportunities;
- examples of cryptocurrency.
- purchase of software for open source intelligence (cybercrime identification, etc.),
- purchase of software for analysing intercepted internet traffic,
- purchase of specialised programmes for hacking and viewing mobile devices,
- purchase of specialised programmes for computer forensics (including computer and media information engineering inspection),
- purchase of specialised programmes for financial intelligence and open data analysis,
- forensic materials, which are used in the work of judicial experts,
- specialised computer software identifying malware,
- library resources as needed.

It is also necessary to attract an appropriate expertise for the development of the study programme, therefore industry professionals and visiting lecturers are involved in the implementation of the programme, including IT specialists, providing adequate financial resources for that. For example, practicing employees in the field of expertise and investigation are involved in the implementation of the study course “Methodology and Specific Character of Investigating and Combating Economic Crime”. An expert on technical expert examination of documents from the State Forensic Examination Bureau and an expert in accounting expert examination from the Forensics Department of the State Police are involved in the field of expert examination. An

employee of the Central Criminal Police Department of the State Police is involved in the field of investigation and new technology.

In order to ensure that the students of the "Economic Security" study programme achieve the planned study results, the available resources and provision that meet the requirements of modern education are of crucial importance. The main elements that contribute to an effective learning process and contribute to the academic growth of students:

Modernly equipped auditoriums - modernly equipped auditoriums provide a physical space where students and lecturers can work efficiently and comfortably. They are equipped with the latest technology to support different learning methods.

Contribution to the achievement of study results - Interactive learning environment, auditoriums equipped with interactive whiteboards, projectors and touch screens allow lecturers to use interactive learning methods, such as interactive presentations, data analysis workshops and simulations, which are essential for understanding the concepts of economic security. Ergonomically planned rooms and a modern ventilation and lighting system contribute to students' well-being and ability to concentrate, which is essential for long and intensive classes. For example: in a classroom equipped with an interactive whiteboard and access to data analysis software, students can work with real-time economic data, analyzing and modeling potential risks and threats to economic security.

E-learning environment - The e-learning environment provides a digital platform where students can access study materials, submit assignments and communicate with instructors and classmates. Flexibility and access to learning materials: Students have continuous access to learning materials, allowing them to learn on their own terms and at their own pace. This is especially important for courses that require a deep understanding of complex concepts such as risk analysis and economic modeling. Interactive activities: The e-learning environment allows the use of various interactive tools, such as online tests, simulations and applied games, which help students to apply theoretical knowledge in practice. For example: Students are offered the opportunity to use simulation software in an e-learning environment to model economic scenarios and analyze their potential impact on national security. This type of interactive activities deepens the understanding of the course material.

Video Lectures and Online Guest Lectures - Video lectures and online guest lectures provide an opportunity to learn from industry experts who may not be physically available on site. Consequently, students can learn from world-class economic and security experts who deliver lectures on current issues and the latest research. It broadens students' horizons and understanding of global security challenges.

Repetitive Learning - Video lectures can be watched repeatedly, allowing students to better understand complex topics and concepts. For example, online guest lectures or mid-lectures on international economic security, students gain knowledge about global financial systems and their security aspects. Students can ask questions and participate in the discussion, thus deepening their understanding of the course material.

Debates and practical games - Debates and practical games are active learning methods that promote critical thinking, reasoning skills and decision-making abilities. Development of critical thinking - debates on economic security issues help students develop the ability to analyze different points of view and formulate arguments that are relevant in a professional environment.

Simulation of real situations - practical games simulate real situations, such as crisis management or economic risk management, allowing students to practically apply theoretical knowledge. For example: when organizing a debate on economic policy decisions, students can develop and defend their proposals, taking into account security aspects and possible risks. It helps develop analytical skills and the ability to make informed decisions in difficult situations.

Innovative technological solutions in the learning process - innovative technological solutions, such

as artificial intelligence, data analysis tools and simulation software, provide students with the opportunity to work with modern technologies that are essential in the field of modern economic security. Development of practical skills - Working with the latest technologies, students develop skills that are directly applicable to work in a real-world environment, such as data analysis and risk assessment, which are essential for economic security professionals. Students can use simulations to model economic security scenarios, analyze risks and develop preventive measures, thereby learning innovative thinking and adaptability.

Modernly equipped and qualitatively maintained auditoriums, as well as innovative technologies and an e-study environment are essential resources that directly contribute to the achievement of students' educational results in the "Economic Security" program. These resources provide an environment where students can effectively learn both theoretical knowledge and develop practical skills that are necessary for a successful career in economic security.

Scientific research activities of students and lecturers, therefore it is planned to provide the necessary support in conducting of doctoral and student research, drafting and publication of publications, attraction of consultants are important for the development of the Master's programme.

While RSU has the necessary material and technical resources to ensure a high-quality study process, they need to be developed, for example, by upgrading technical support in computer rooms so that each student has access to a computer for the study process.

It should also be mentioned that for the needs of the study direction, it is planned to develop the material and technical provision in the renovated building complex on Kuldīgas iela 9, which will also be used for the needs of the students of the programme, envisaging a financial contribution for the purchase of technical and special equipment.

Enclosed:

Annex 23.1. Assessment of the informative and methodological provision regarding library resources for the implementation of the study direction "Internal Security and Civil Protection" in accordance with the requirements of the guidelines

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).

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).

Funding for all study programmes is used for remuneration of personnel, attraction of visiting lecturers, licences and scientific activities. In addition to the direct costs of the implementation of lectures and classes, the study programme must cover the infrastructure maintenance costs (facilities, IT solutions) and other RSU common resources used in the study programme (Student Services, Library, organisation of the study process, grant for the Student Union and other support and administrative functions). The study programme is implemented by RSU and DU. Extensive RSU and DU facilities are available for teaching of the study courses, allowing for the booking of study rooms and computer classes in the common system.

The overhead costs for full-time study programmes are proportionally higher than for part-time programmes due to more intensive use of the RSU and DU infrastructure.

It is planned to finance the study programme from state budget funding (10 budget funded study places in total), as well as from the funding of individuals and legal entities. Under the RSU discount regulation, an excellence discount may be granted, which would set the tuition fee at EUR 3,000 per year or EUR 6,000 per year for 2,0 years. The planned number of students in the study programme is 16 students, incl. 10 budget students. The minimum number of students for the study programme to be profitable is 14 students.

Table 3. Costs of the study programme in the Latvian language flow

Title	Result
Average income per student, EUR	5007
Average cost per student, EUR	4670
Academic staff, %	67
Department resources, %	2
Other direct expenditure, %	1
Fixed costs, %	1
Eligible, incl. development costs, %	29
Capital investment and development per 1 student, EUR	337

Academic Master's study programme "Economic Security" 2,0 years, full-time regular, English It is planned to finance the study programme from the funding of individuals and legal entities. The tuition fee would have to be EUR 4,500 per year or EUR 9,000 per year for 2,0 years. The planned number of students in the study programme is 20 students. The minimum number of students for the study programme to be profitable at the current income is 19 students, after reviewing the tuition fees, 14 students. EUR 5,392 per year is potentially available for the development of the study programme and capital investments for the planned enrollment. RSU's financial management policy also allows the aforementioned funds to be accumulated or larger investments in perspective development ideas to be pre-financed from the funds saved in other study programmes.

Table 4. Costs of the study programme in the English language flow

Title	Result
Average income per student, EUR	3240
Average cost per student, EUR	3101
Academic staff, %	79
Department resources, %	3
Other direct expenditure, %	1
Fixed costs, %	1
Eligible, incl. development costs, %	16
Capital investment and development per 1 student, EUR	139

Academic Master's study programme "Economic Security" 2,5 years, part-time regular, Latvian It is planned to finance the study programme from the funding of individuals and legal entities. The tuition fee would have to be EUR 3,500 per year or EUR 8,750 per year for 2,5 years. The planned number of students in the study programme is 20 students. The minimum number of students for the study programme to be profitable at the current income is 20 students, after reviewing the tuition fees, 11 students. EUR 2,780 per year is potentially available for the development of the study program and capital investments for the planned enrollment. RSU's financial management policy also allows the aforementioned funds to be accumulated or larger investments in perspective development ideas to be pre-financed from the funds saved in other study programmes.

Table 5. Costs of the study programme in the Latvian language flow

Title	Result
Average income per student, EUR	1867
Average cost per student, EUR	1842
Academic staff, %	85
Department resources, %	2
Other direct expenditure, %	1
Fixed costs, %	2
Eligible, incl. development costs, %	10

Capital investment and development per 1 student, EUR 25

Academic Master's study programme "Economic Security" 2.5 years, part-time regular, English. It is planned to finance the study programme from the resources of private and legal persons, setting the tuition fee of 4,000 EUR per year or EUR 10,000 per 2.5 years. The planned number of students in the study programme is 17 students. The minimum number of students for the study program to be profitable at the current income is 17 students, after reviewing the tuition fees, 10 students. EUR 500 per year is potentially available for the development of the study program and capital investments for the planned enrollment. RSU's financial management policy also allows the aforementioned funds to be accumulated or larger investments in perspective development ideas to be pre-financed from the funds saved in other study programs.

Table 6. Costs of the study programme in the English language flow

Title	Result
Average income per student, EUR	2354
Average cost per student, EUR	2321
Academic staff, %	83
Department resources, %	2
Other direct expenditure, %	1
Fixed costs, %	2
Eligible, incl. development costs, %	12
Capital investment and development per 1 student, EUR	33

EUR 561 per year is potentially available for the development of the study programme and capital investments for the planned enrollment. RSU's financial management policy also allows the aforementioned funds to be accumulated or larger investments in perspective development ideas to be pre-financed from the funds saved in other study programmes.

In recent years, the most significant contribution to the development of the Faculty of Social Sciences has been the adaptation of the Kuldīgas Street teaching building, the gymnasium to modern requirements, as well as the internal consolidation by combining the three faculties of Law, Communication and European Studies. Combining these faculties creates new interdisciplinary synergies and ensures more efficient use of resources, which is important not only for scientists and researchers, lecturers and students, but also for industry and society in general.

One of the pillars of the new faculty is the Center for Social Science Research, which will enable the development of interdisciplinary social science research, as well as expanding boundaries and solving complex societal problems. It also contributes to a more successful integration of research into studies, which is a priority for RSU as a science university.

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 lecturers involved in the implementation of the study programme are industry professionals. The experience of lecturers working in different positions in the industry allows the content of study courses to be enriched with practical examples that students appreciate, as mentioned in study course assessment surveys. Lecturer of the study course “Delegation of National Security Functions to the Private Sector” V. Rakstiņš has 18 years of experience in the Ministries of the Interior and Defence working directly with national security matters, including directing amendments to regulatory enactments and working on state defence planning documents. V. Rakstiņš is a researcher in RSU projects affecting security matters. In parallel, the lecturer participated as expert in the development of the International Consortium Resilience and Security Curriculum (Resilience Curriculum, 2023-2024) for national security universities. Currently, the lecturer participates in the State Chancellery project #DrošaLatvija (Safe Latvia) by organising regional seminars on information security and crisis management. The lecturer is the author of games and books on security matters.

On 4 April 2024, the Ministry of the Interior held an Industry Day of the Ministry of the Interior for the fourth time, the purpose of which was to discuss pressing matters in the field of internal affairs, as well as to provide an opportunity for entrepreneurs and educational institutions to present the institutions and allies of the sector of internal affairs with technological development trends in strengthening security functions. RSU lecturers (L. Juļa, R. Kalnačs) also participated in panel discussions to engage in discussions on the growing role of technology in public safety, ensuring the resilience of civil protection, security technology solutions, process management solutions in security institutions, as well as equipment and gear for employees.

In order to verify knowledge of foreign language of the teaching staff implementing study programmes in English, RSU periodically organises a detailed detection of English skill level, and if necessary, organises additional training. The level of English proficiency of most study programme lecturers corresponds to B2-C2, while the level of knowledge of some lecturers corresponds to B1 or lower. If the study programme is also implemented in English, the study courses will be provided by the lecturers whose English proficiency corresponds to at least level B2.

Official language knowledge of all lecturers of the study programme complies with the Regulations of the Cabinet of Ministers No. 733 of 7.07.2008. “Regulations Regarding the Amount of the Knowledge of the Official Language and the Procedures for Examination of the Knowledge of the Official Language for the Performance of Professional Duties and Duties of Office, Receipt of the Permanent Residence Permit and Obtaining of the Status of a Long-term Resident of the European Union and the State Fee for Examination of the Fluency in the Official Language”. RSU Department of Human Resources verifies the knowledge of official language of lecturers.

Academic and scientific staff in compliance with provisions of Section 55(1)(3) of the Law on Institutions of Higher Education and Law on Scientific Activity is involved in the study programme. Academic and pedagogical staff with high qualifications, relevant competences and good reputation are involved in the implementation of the study direction and achievement of results. To ensure qualitative and innovative implementation of the study programme, it is essential to attract highly qualified teaching staff – recognised specialists with innovative capacity, including the ability to use modern working methods, and leadership competence.

The conformity of the qualification of the teaching staff with the requirements specified by regulatory enactments, as well as knowledge of the official language and foreign languages are assessed in the selection of the teaching staff to be involved.

The following basic criteria are laid down in the assessment system for the activities of teaching staff:

- excellence – sustainable and continuous development by ensuring process and resource management;
- ability to make effective use of academic freedom – freely choosing directions and methods of academic activity, creating and publicising new knowledge, openly discussing their content, seeking opportunities to put them into practice;
- academic culture – collegial cooperation between students and other teaching staff based on principles of academic ethics, atmosphere of mutual respect, demands, interest and support;
- responsibility for work before the public and the state in line with RSU and DU quality management systems and quality culture.

The qualifications of academic staff in both HEIs meet the requirements of the Law on Higher Education Institutions, as all lecturers have a Master's degree or doctoral degree in science. Teaching staff with a Master's degree can teach study courses – both elected and visiting lecturers.

To improve the professional competence of the academic staff, DU regularly provides training that makes it possible to complement the necessary skills at work and to promote wellbeing in the working environment. Seminars for lecturers on the development of support materials for study courses and integration in the study process are organised within the ESF project “To reduce fragmentation of study programmes and to strengthen resource sharing at Daugavpils University”, No. 8.2.1.0/18/A/019. The academic staff of the RSU also attend the training offered by RSU, organised by the RSU Centre for Educational Growth or other structural units.

Both RSU and DU academic staff actively use the opportunities offered by the ERASMUS+ programme for the improvement of professional skills – lecturers regularly attend foreign cooperation universities within the framework of the programme or engage in staff training, improving professional competences, ensuring participation in training, work observation in a foreign cooperation university or industry organisation. Improving the professional competence of the teaching staff involved in the implementation of the study direction by participating in training, international mobility programmes, actively engaging in scientific activity, project implementation and other in scientific and academic activities, provides significant added value for the overall improvement of the study process and improvement of the quality of studies.

Particular attention should be paid to succession issues and interaction between staff of different generations. In order to improve the content of the study programme, as well as to introduce innovative methods in study processes, RSU involves foreign visiting academic staff.

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

Teacher's name, surname	Structural unit	Teaching academic position
Aelita Zīle	Faculty of Social Sciences	Lecturer's pi
Agnese Reine	Faculty of Social Sciences	Lecturer
Aina Čaplinska	Daugavpils University	Associate Professor
Aldis Lieljuksis	Faculty of Social Sciences	Associate Professor
Aldona Kipāne	Faculty of Social Sciences	Docent
Aleksandrs Višņakovs	Faculty of Social Sciences	Lecturer
Aleksejs Ruža	Daugavpils University	Associate Professor
Alīna Romanovska	Daugavpils University	Associate Professor
Andrejs Radionovs	Daugavpils University	Lecturer
Andrejs Vilks	Faculty of Social Sciences	Professor
Andris Požarskis	Faculty of Social Sciences	Lecturer
Anželika Berķe-Berga	Faculty of Social Sciences	Associate Professor
Atis Bičkovskis	Faculty of Social Sciences	Lecturer
Daiga Spila	Department of Sports and Nutrition	Lesson teacher
Dainis Vēbers	Faculty of Social Sciences	Lecturer
Dzintra Atstāja	Faculty of Social Sciences FLP project "Socially responsible green transition: improving management solutions to strengthen Homo Climaticus in the healthcare sector" (No. lzp-2023/1-0341)	Lesson teacher
Elvijs Bogdanovs	Faculty of Social Sciences	Lecturer

Igors Trofimovs	Daugavpils University	Docent
Ilze Sokolovska	Faculty of Social Sciences	Lecturer
Inga Kudeikina	Faculty of Social Sciences	Associate Professor
Inga Laizāne	Faculty of Social Sciences	Docent
Inta Ostrovska	Daugavpils University	Researcher
Irina Presņakova	Daugavpils University	Docent
Ivans Jānis Mihailovs	Faculty of Social Sciences	Docent
Ivars Kronis	Faculty of Social Sciences	Docent
Jānis Grasis	Faculty of Social Sciences	Professor
Jānis Teivāns-Treinovskis	Daugavpils University	Professor
Juris Zīvarts	Faculty of Social Sciences	Lecturer
Jūlija Liodorova	Faculty of Social Sciences	Lecturer
Karina Palkova	Faculty of Social Sciences	Associate Professor
Laura Stepīņa	Faculty of Social Sciences	Lecturer
Lidija Juļa	Faculty of Social Sciences	Docent
Ligita Āzena	Faculty of Social Sciences	Senior lecturer
Ludmila Aleksejeva	Daugavpils University	Associate Professor
Ļubova Švecova	Faculty of Social Sciences	Lecturer
Maija Burima	Daugavpils University	Professor
Marta Urbāne	Faculty of Social Sciences	Associate Professor
Māris Andžāns	Faculty of Social Sciences	Associate Professor

Mārtiņš Vargulis	Faculty of Social Sciences	Lecturer
Normunds Rudzītis	Faculty of Social Sciences	Lecturer
Ņikita Sinkevičs	Faculty of Social Sciences	Lecturer
Raitis Kalnačs	Faculty of Social Sciences	Lecturer
Romāns Putāns	Faculty of Social Sciences	Associate Professor
Ruta Siliņa	Faculty of Social Sciences	Lecturer
Sigita Silarāja	Faculty of Social Sciences	Lecturer
Tatjana Jukna	Faculty of Social Sciences	Lecturer
Tatjana Zakutajeva	Faculty of Social Sciences	Lecturer
Uldis Ķinis	Faculty of Social Sciences	Professor
Vitālijs Rakstiņš	Grant "Prevention of security threats and risks in the political, defense, public, socio-economic and information environment", no. RSU-PAG-2024/1-0015	Lesson teacher

Enclosed:

Annex 24.7. Analysis of the Composition of the Teaching Staff.

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 insignificant changes in the composition of the lecturers since the commencement of the implementation of the programme. Lecturers were invited in the following study courses: "International Security" and "Scientific Research in Economic Safety". The change of lecturers was related to the load of lecturers and the involvement of new specialists.

For the lecturers involved in the study direction and programme implementation, the teaching load is planned according to the study plan of each academic year and study semester. Study courses

can be organised in modules and the load is reviewed according to necessity and regulations. RSU promotes a balanced workload for lecturers, and promotes a healthy lifestyle to reduce and eliminate the risk of burnout for teaching staff.

Academic staff with appropriate academic qualification and competence in the sector are involved in provision of the study process. Practically all academic staff represent the employer institutions of the sector, promoting cohesion of theory and practice, thus facilitating implementation of aims of the study programme and learning outcomes. For example, industry specialists from the Document Technical Examination, State Forensic Examination Bureau, Forensics Department of the State Police are involved in the study course "Methodology and Specific Character of Investigating and Combating Economic Crime". An employee of the Central Criminal Police Department of the State Police is involved in the field of investigation and new technology. Thus, the implementation of the study course ensures compliance of content of the study course with the modern situation and resolution of actual practical examples in seminars. Information on lecturers is available in Annex 24.7.

Enclosed:

Annex 24.7. Analysis of the Composition of the Teaching Staff

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).

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).

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).

A mechanism for mutual cooperation between teaching staff members has been established. It promotes the improvement and interconnection of study courses/modules.

Teaching staff of both DU and RSU cooperate with each other both in the development of study course descriptions and in the planning of study course content, jointly agreeing on the objectives, tasks, learning outcomes and content of study courses to be developed and taught. The logical sequence of implementation of study courses is discussed and evaluated not only within the scope of the study programme, but also within the scope of the study direction "Internal Security and Civil Protection", as well as at department meetings, which helps to avoid overlapping of specific topics in different study courses.

Each academic year, a meeting is held with the teaching staff involved in the study programme to ensure the interconnection of study courses. Partner universities organize many events, which are represented by lecturers and provide information about study programmes, such as Open Doors Day, Career Opportunities Days, participate in the "School" exhibition. RSU implements a messenger program in which students visit Latvian schools and explain to students the importance of higher education in building a career.

At the time of submitting the profile, the ratio of RSU students and teaching staff is 1:3. In order to evaluate and promote the mutual cooperation of teaching staff in the implementation of the joint study programme "Economic Security", it is important to consider various aspects, including the existing level of cooperation, mechanisms for its promotion and methods of ensuring the linking of study courses/modules. A careful evaluation of the existing cooperation between the teaching staff involved in the implementation of the program in partner universities is carried out. Joint meetings are organized between partner universities, where teaching staff discuss the content of study courses, teaching methods and student performance. These meetings serve as a platform for exchanging ideas and building synergies between different disciplines. In order to ensure a unified and integrated approach to the implementation of the program, it is necessary to connect different study courses: clearly defined topics and questions that will be covered in different study courses. This helps to avoid overlapping content and will ensure that the courses complement each other. Create integrated learning modules that include multiple courses taught together and coordinated, thereby providing students with a comprehensive understanding of various aspects of economic security. In the commissions of study practice and final work, to attract teaching staff from various disciplines of the two partner universities, thus ensuring that students get a wider and more versatile view of the topic under consideration.

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	24.1_pielik_diploms_pielikums_ED_ENG_2024.pdf	24.1_pielik_diploms_pielikums_ED_LV_2024.pdf
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)	15_Anx_joint_programme_compliance_LHEI.pdf	15_pielik_kopigas_programmas_atbilstiba_AL.pdf
Statistics on the students in the reporting period	16_Anx_Student_stat_Econ_sec_ENG_lab_papildinf_26-08-2024 (2).pdf	16_pielik_RSU_Stud_statistika_Ek_drosiba_lv_pap_lab.pdf
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_Anx_compliance_nas_educ_eng.pdf	17.1_pielik_Atbitiba_valsts_izglitiba_standartam-2.pdf
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	18.1_Anx_St_course_mapping_ENG.pdf	18.1_pielik_St_kursu_kartej_st_rezultatu_sasn.pdf
The curriculum of the study programme (for each type and form of the implementation of the study programme)	19_Anx_STP_Plan_28-08-2024_PL_NL_eng.pdf	19_pielik_STP_Planojums_28-08-2024_PL_NL_lv.pdf
Descriptions of the study courses/ modules	20.1_Anx_Course_Descriptions_ED.pdf	20.1_piel_Kursu_apraksti_ED.pdf
Description of the organisation of the internship of the students (if applicable)	9_pielik_Prakses_dok_RSU_ENG.pdf	ED_9_pielik_prakses_dok_RSU (1).pdf
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)	24.7.1_Cert_Compliance_ED.pdf	Apliecinājums par kopīgās akadēmiskās maģistra (otrā cikla) studiju programmas "Ekonomiskā drošība" akadēmiskā personāla atbilst.

Protection of Economic Security (47861)

Study field	<i>Internal Security and Civil Protection</i>
ProcedureStudyProgram.Name	<i>Protection of Economic Security</i>
Education classification code	<i>47861</i>
Type of the study programme	<i>Professional master study programme</i>
Name of the study programme director	<i>Lidija</i>
Surname of the study programme director	<i>Juļa</i>
E-mail of the study programme director	<i>Lidija.Jula@rsu.lv</i>
Title of the study programme director	<i>Dr.iur.</i>
Phone of the study programme director	<i>+371 29975879</i>
Goal of the study programme	<i>Prepare, for law enforcement purposes, highly qualified specialists in economic security matters, with knowledge in the prevention of financial risks, skills to navigate and apply operational labour legislation, analyse the risks of customs offences, apply profiling methods, etc. in order to prevent and detect economic offences.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <i>1. Provide students with basic and specialised knowledge, as well as skills in preventing and combating criminal offences in the economy in law enforcement activities</i> <i>2. Promote research and practical activities in the field of economic security law enforcement through the use of acquired theoretical bases and skills, independently acquiring, selecting, analysing and critically evaluating information, identifying problem situations and proposing possible solutions</i> <i>3. Develop students' skills to critically evaluate good practice examples, innovative methods and scientific research innovations in the field of economic security in law enforcement</i> <i>4. Develop professional skills in the prevention and combating of criminal offences in the economy by law enforcement, develop skills to explain and discuss issues within their competence in a reasoned manner, as well as identify industry issues</i> <i>5. Enable acquired knowledge to be observed in practice in law enforcement institutions</i> <i>6. Develop the competence to independently structure, plan, coordinate, further study and professional development of their and subordinate employees by participating in the development of the professional field</i>

Results of the study programme	<p>1. <i>Is able to critically evaluate theories and practice knowledge and apply appropriate methodology when carrying out research in the field of economic security and combating crime and to offer innovative solutions to professional problems.</i></p> <p>2. <i>Able to analyse economic security issues in a structured and logical manner, cooperate at all levels, discuss with industry professionals, argue their views and provide optimal solutions for detecting, preventing and investigating economic crime at national and international level, as well as to independently develop communication skills that are essential for the performance of professional duties in interdisciplinary cooperation.</i></p> <p>3. <i>Able to independently follow and critically evaluate information on current developments in the field of economic security and the fight against crime and, based on an analytical approach, define and analyse potential issues, propose solutions to these issues.</i></p> <p>4. <i>Able to select, classify and compare economic security related data, analyse it, identify risk factors and offer optimal practical solutions for detecting and investigating relevant criminal offences, as well as independently develop cooperation and problem-solving skills essential for interdisciplinary cooperation, economic security protection, protection of persons and property, protection of economic security interests.</i></p> <p>5. <i>Able to obtain, compare and evaluate information on international and national legal, economic, political and social aspects of the fight against economic security and crime, as well as to use this information in the prevention, detection and investigation of relevant crimes.</i></p> <p>6. <i>Able to demonstrate in-depth knowledge of cybercrime types, prevention of money laundering, operational activity in line with current national and international practices for combating economic security and crime.</i></p> <p>7. <i>Able to demonstrate deep and extended knowledge, navigate the latest discoveries of the professional field in identifying, predicting economic risks, as well as preventing financial machinations and attempts to conceal them, as well as independently develop digital and other widely used transversal skills essential for the performance of professional duties in interdisciplinary cooperation.</i></p>
Final examination upon the completion of the study programme	National examination, Master's thesis

Study programme forms

Part time studies - 2 years - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	2
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	120
Admission requirements (in English)	<i>No less than 2 years' experience in law enforcement in the field of protection of persons and property and being in service or employment relationship with a law enforcement authority and academic first cycle higher education / bachelor's degree or academic second cycle higher education / master's degree (or equivalent). Applicants shall be matriculated in accordance with 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 investigative authorities.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Economic Security</i>
Qualification to be obtained (in english)	<i>Senior specialist in economic security (Draft title of the qualification. The title of the qualification will be revised, corrected as necessary after the approval of the professional standard)</i>

Places of implementation

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

Part time studies - 2 years, 6 months - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	2
Duration in month	6
Language	<i>latvian</i>
Amount (CP)	80
Admission requirements (in English)	<i>No less than 2 years' experience in law enforcement in the field of protection of persons and property and being in service or employment relationship with a law enforcement authority and professional first cycle higher education / bachelor's degree or professional second cycle higher education / master's degree (or equivalent). Applicants shall be matriculated in accordance with 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 investigative authorities.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Economic Security</i>
Qualification to be obtained (in english)	<i>Senior specialist in economic security (Draft title of the qualification. The title of the qualification will be revised, corrected as necessary after the approval of the professional standard)</i>

Places of implementation

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

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.

Table 1. Changes in the StP Parameters

No.	Parameter	Description and analysis of changes in the StP parameters during the accreditation period (until 2022)	Planned changes within the assessment procedure (after the accreditation)
1.	Study direction	—	—
2.	Title of the StP	—	—
3.	Code according to the Latvian Education Classification	—	—
4.	Head of the StP	Lidija Juļa	—
5.	Academic degree of the head of the StP	Ph.D.	—
6.	Objective of the StP	—	—
7.	Tasks of the StP	—	—
8.	Learning outcomes to be achieved	—	—
9.	Final examination upon the completion of the StP	—	—
10.	Type and form of studies	—	—

11.	Duration of implementation	—	According to the recommendation of the representatives of the State Police, members of the IDA consortium, in connection with the professional standards under development and the planned possibility of obtaining the professional qualification "senior specialist in economic security" (title project), during the accreditation period, it is planned to add an additional admission option for academic bachelor's degree applicants to the 120 ECTS study programme, providing for professional practice learning in total 26 CP / 39 ECTS. In the new planning (see Appendix 19.2), a total of 30 ECTS have been added to the 80 ECTS program, making the duration of studies in part-time studies 2 years 6 months.
12.	Language of implementation	—	—
13.	Volume of the StP (ECTS)	—	An additional plan is added for applicants with academic education: 80 KP/ 120 ECTS in the amount (argument in point 11 above), giving the opportunity for applicants with academic bachelor's education to receive professional education.
14.	Admission requirements	—	In connection with the reasoning described in column 11 (above), the admission requirements have been adjusted, adding requirements for the study programme with a study volume of 80 CP / 120 ECTS.
15.	Degree to be awarded	—	—
16.	Qualification to be awarded	—	It is planned to make changes in the accreditation period as soon as the professional standard will come into force (see column 11 above) Senior specialist in economic security (Draft title of the qualification. The title of the qualification will be revised, corrected as necessary after the approval of the professional standard)

Table 1 clearly shows that minor but significant changes have happened in the study programme during the accreditation period. Due to the internal consolidation of RSU, Prof. Jānis Grasis resigned as director of the programme (RSU) in 2024. Ph.D.iur. Lidija Juļa became the head (RSU) of the group of programmes, which includes StP “Protection of Economic Security”.

The main place of implementation of the study program is still the Riga Stradiņa University building - Kuldīgas street 9C, but the study program is also implemented in the premises of the State Police College - Ezermalas street 10, where the classified study courses are implemented. In accordance with the goal of IDA - by sharing resources to ensure appropriate learning of the study program.

As can be seen in the table, an additional plan of 80 KP/ 120 ECTS for applicants with previously acquired academic education has been added to the program. It will be possible to implement the plan when the professional standard comes into force. In addition, when the mentioned standard enters into force, it will be necessary to re-map the courses of the program against the professional standard in order to make sure that all the requirements contained in the standard are covered and, if necessary, corrections will be made to the program. Mapping of the profession standard project added to 18.2. in the appendix.

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.

On 25 October 2022, Rīga Stradiņš University (RSU), the Ministry of the Interior (MoI), the College of the State Police (CSP) and the University of Latvia (UL) signed the foundation agreement of the consortium “Internal Security Academy” (ISA).

In order to implement the professional preparation of the personnel of MoI system institutions and other law enforcement bodies of the Republic of Latvia (hereinafter referred to as law enforcement bodies) provided for in the ISA Agreement, to facilitate staff renewal, to provide a quality opportunity of lifelong learning services and to develop scientific research in the field of internal security, a decision has been taken to establish a study programme “**Protection of Economic Security**”.

The programme is being developed in addition to the Joint Professional Master’s Study Programme (PMSP) “Economic Security” licensed by RSU and Daugavpils University (DU) on 4 October 2022 (licence No. 2022/26-L) (information in [Latvian on the RSU website](#)), which was developed by implementing development and consolidation plans of RSU and DU study programmes¹. The implementation of the developed study programme started with the winter admission in academic year 2022/2023 in a group of 11 students (10 students in budget-funded study places, 1 in paid

study place), however, the focus of the programme is different and since the ISA Consortium does not see DU as a partner, then the study programme “Protection of Economic Security” is licensed as a new study programme.

ISA and cooperation partners were actively involved in the development of this programme. The programme is intended for a wide range of economic security specialists, heads of organisations, institutions, divisions, and employees of Mol and other law enforcement bodies of the Republic of Latvia with an orientation in the promotion of economic security, internal security and civil protection, as well as in the field of legal protection.

The idea of establishment of the Internal Security Academy provides for improving the quality of education of law enforcement personnel, preparing high-level specialists for the needs of the Ministry of the Interior and other law enforcement bodies, and attracting the best teaching staff for the implementation of joint educational programmes. To implement this idea, the ISA defined values (see Figure 1) in which higher education institutions should support new programmes.

Figure 1. **Values of the Internal Security Academy**

A new governance model has been established within the ISA to decide on the content and strategic architecture of the programme:

- ISA Strategic Supervisory Board – the collegiate highest **decision-making body** of the ISA consortium, which decides on the content and type of the programme and which has competence to ensure the sustainable development, as well as strategic and financial supervision of the ISA consortium. The council consists of a chairperson (Mol representative) and eleven members of the Council who are delegated from the following institutions: UL, RSU, CSP, Ministry of Education and Science (MoES), State Police (SP), Prosecutor General’s Office, State Revenue Service (SRS), Mol.
- ISA study programmes council – the **executive body** of the ISA consortium in matters of development, implementation and improvement of study programmes, ensuring internal quality control of studies and coordination of the study process. The council consists of a chairperson and the delegated members of the council: Mol; general staff of institutions of higher education – one representative from each institution of higher education of the consortium; academic staff of institutions of higher education – one representative of academic staff from each institution of higher education of the consortium; student of the study programme of the consortium (after commencement of implementation of the study programmes of the consortium) – one student from each institution of higher education of the consortium.

Analysis of the interconnection of the program name, code, degree to be obtained, professional qualification or degree and professional qualification goals and objectives, study results, as well as admission requirements.

The content of study courses of the programme is directed towards the preparation of qualified specialists for the needs of law enforcement bodies, which are oriented towards detecting, preventing and combating threats to economic security.

The formulated study results correspond to the degree to be obtained and are consistent with the aims and objectives of the study courses. This connection is clearly shown by the mapping of StP in the level 7 descriptions of knowledge, skills and competences of the Latvian Qualifications Framework (LKI) corresponding to the descriptions of the levels of the European Qualifications Framework (detailed description of the interconnection in Appendix 18.1). Several study courses correspond to each study result. Their implementation is planned in a certain sequence and at the appropriate degree of complexity.

Studies at RSU are organized in accordance with the Study Regulations, which state that studies are the systematic and independent work of students in learning study programs organized by lecturers.

Study results are planned to be achieved by creating an intellectually stimulating study environment, organizing study courses and other events (conferences, master classes) with the participation of RSU and other university lecturers and industry professionals; providing students with access to the necessary literature and methodological materials (see Chapter II: Resources); offering the opportunity to engage in research projects; promoting mutual cooperation between students to exchange knowledge and experience; providing the opportunity to gain international experience by participating in conferences, as well as attracting foreign guest speakers.

According to the regulations of the Cabinet of Ministers no. 322 The study programme code of "Regulations on the Classification of Latvian Education" is 47861. The first part of the code "47" indicates the type of education programme - second-level professional higher education, the duration of which is at least one year in full-time studies. The scope of the study programme is 90 ECTS, which corresponds to the regulations of the Cabinet of Ministers no. 305 "Rules on the standard of state professional higher education" for the specified. Currently (as of August 2024), the duration of the study programme "Protection of Economic Security" is two years, since the programme is implemented only in the form of part-time studies, in addition to this study option, a plan has been submitted for part-time studies for 120 ECTS, with a study duration of two years and six months. The second part of the programme code "861" refers to the educational programme group "Protection of persons and property", which includes civil safety and defense.

When enrolling in the study program, applicants must fulfill several requirements: they must have a first-cycle higher education and at least two years of experience working in law enforcement institutions in the field of protection of persons and property, as well as be in service or employment legal relations in law enforcement institutions. Reflectants are matriculated upon referral by law enforcement authorities, following the selection requirements set by these authorities.

Admission requirements are closely related to the fact that the only implementation option of the study programme is part-time attendance. Since the students are employed in law enforcement institutions, the study process must be combined with work. On March 29, 2022, the Cabinet of Ministers adopted amendments to the regulations of December 12, 2006 No. 994 "The order in which universities and colleges are financed from the state budget". The amendments provide that the funding of the study base from the state budget funds for part-time studies for the preparation of specialists for law enforcement authorities will be allocated not only to Riga Stradins University (RSU), but also to the University of Latvia (LU). The study program "Economic security protection" prepares specialists of the State Police, State Revenue Service.

Until now (August 2024), it is planned to award the professional master's degree in economic security without awarding a qualification, however, taking into account that since the adoption of the StP licensing decision, RSU in cooperation with IDA partners has been conducting dynamic work on the development of the professional standard. At the moment (August 2024) the project of the professional standard has been developed, work is underway to clarify the content of the

professional standard, including in cooperation with Inesi Pauderi - Senior experts of the Educational Content Support Department of the State Educational Content Center, Department of Educational Content, who advise on uniform requirements and methodologies compliance in the development of the profession standard. A survey of industry specialists was carried out on the draft standard content. As of 26.08.2024. The draft of the standard content of the profession is being surveyed by industry experts. The State Educational Content Center has provided a response letter (28.06.2024 no. 1-10/2388) that the submitted documents have been examined and in accordance with Section 24.3 of the Vocational Education Law and the methodology for developing and updating the professional qualification requirements contained in the Professional Standard and it will organize an expert working group, involving the applicant and delegated representatives from the ministry of the relevant sector, a delegated representative of an organization representing an educational institution, the center, etc. specialists. The working group of experts will evaluate the draft professional qualification requirements. After the introduction of the professional standard and the awarding of qualifications, RSU plans to expand the range of admitted applicants, providing study opportunities for graduates of academic bachelor's study programs.

. In general, the degree corresponds to the name, purpose, tasks and study results of the study program. The obtained master's degree entitles graduates to continue their education in the third-cycle higher education study programme, fulfilling the admission requirements of the specific program. According to Article 57 of the Law on Universities of Latvia, the total duration of bachelor's and master's studies must be at least five years, which includes the total amount of credit points for both programs (at least 300 ECTS in total). This norm has been introduced to ensure that students have sufficient training time and the acquired knowledge meets the requirements of higher education.

The 80 ECTS study programme option gives applicants who have obtained professional education the opportunity to get an education and complete their studies within 2 years. On the other hand, the 120 ECTS study program option gives graduates of academic bachelor's study programmes the opportunity to obtain professional education. According to the information provided by the State Police, such a variant of the study program will be useful for those currently working in the industry. The State Police has approximately 400 officials, while the State Revenue Service has approximately 350 officials with a previously obtained academic bachelor's degree, in general, this means that both institutions have approximately 750 officials with such education. These officials could be potential applicants for the "Protection of Economic Security" study programme. The situation indicates a high level of education among employees in the State Police and the State Revenue Service. Consequently, these institutions could be interested in the further professional development and specialization of employees, since the program aimed at protecting economic security is directly related to these areas.

The purpose of vocational education is to prepare for specific skills and tasks in a specific industry, while academic education is often broader and more theoretical. If an individual has previously acquired a professional education, a study program in economic security can offer an expanded theoretical base and analytical skills that could be useful in his career. If you already have an academic background, the program can offer a more practical, applicable perspective on economic security.

Therefore, a wider number of students and law enforcement workers will have the opportunity to study in the program and obtain the state-required education. Accordingly, it can be concluded that the evaluation of the duration and scope of the programme implementation is improving along with the implementation of additional planning, which can be evaluated positively.

RSU Faculty of Social Sciences (SZF) implements two study directions in the field of personal and property protection: "Law" and "Internal Security and Civil Defense". The field of study "Internal

Security and Civil Defense" was introduced at RSU in 2016, and since 2017, the professional bachelor's study program "Police Work" has been implemented as the first study program. In 2019, the study direction with one study program was accredited for a maximum accreditation term of 6 years (until April 23, 2025).

While developing the study direction "Internal security and civil protection", the professional master's study program "Economic security" was developed and licensed in it to prepare specialists in the field of economic security, as there was practically no higher education offer in this very specific field in Latvia. This development of the study direction was also determined by the concept of National Security, which emphasizes that internal security is related to the feeling of safety of Latvian residents in everyday life, the socio-economic situation in the country, respect for the rule of law, as well as the security of the national border. This determined the choice to prepare specialists specifically in the field of economic security, in which there is a lack of both specialists and adequate educational offer.

As a result of cooperation, with the signing of the IDA establishment agreement on October 25, 2022, the new program "Protection of Economic Security" was created. The program organically fits into the study direction "Internal Security and Civil Defense", but it also has close cooperation with the study direction "Law", which is also implemented by the Faculty of Social Sciences of RSU.

In order to ensure high-quality implementation of the study programme, part-time face-to-face studies are offered. Part-time full-time studies are a more flexible option, allowing students to combine studies with work or other responsibilities. This option is particularly suitable for those who wish to pursue a career while pursuing higher education. It also gives students the opportunity to apply the knowledge gained during the study process directly in the work environment, which can contribute to a deeper understanding of the subjects to be learned. The reduced number of contact hours can affect the quality of studies, as students have fewer opportunities to receive immediate feedback and participate in discussions with faculty and fellow students.

Overall, the section demonstrates that the study programme corresponds to the study direction "Internal Security and Civil Protection".

Enclosed:

Annex 24.1. Model Diploma and Supplement Thereto.

Annex 24.8. Study Contract Sample.

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

The results of surveys of students, employers and alumni are used for improvement of the quality of studies.

The protection of economic security covers a wide range of interdisciplinary matters. During the programme development phase, programmes were compared to the following higher education institutions:

- Master's study programme "Law and Police Activities" of Mykolas Romeris University;
- Master's study programme "European Economic and Financial Criminal Law" of the University of Luxembourg;

- Master's study programme "Internal Security" of Military University of Technology in Warsaw.

In most European countries, police specialists are prepared by specialised universities (Police University College (Finland, Norway), Police Academy (Austria, Slovakia, Slovenia, Czech Republic, Poland, Cyprus, Netherlands, Serbia, Spain, Croatia), Academy of the Ministry of the Interior (Bulgaria), Academy of Internal Security (with a wide range of studies and an integrated college) (Estonia, Romania), University of Police and National Security (Portugal)), which are financed from the state budget resources allocated to the Ministry of the Interior of each country. Similar to the Joint Master Programme of 22 partner consortium established by the European Union Agency for Law Enforcement Training (CEPOL), which focuses on the training of senior police officers from the EU countries, Latvia has been able to qualify as one of the consortium members for the European Joint Masters in Strategic Border Management. This programme is implemented by 5 consortium partner institutions (institutions of higher education, universities) in Lithuania, Latvia (Rezekne Academy of Technologies), the Netherlands and Spain. 76 experts from 14 countries and 20 institutions of higher education (universities, academies) are involved in the implementation of the study programme. The European Joint Masters in Strategic Border Management includes European perspectives and values, cooperation between the operational and academic environment, a common culture of learning standards, philosophy and values, harmonised interoperability in the strategic activities of European border guards at borders, respecting the diversity of borders of EU countries. Master's degree in strategic border management is awarded following graduation from this study programme. Two border guard officers from the State Border Guard are currently studying in the abovementioned programme.

In line with the objective and tasks of the establishment of ISA, the programme has been developed in cooperation with consortium partners and under the supervision of the consortium's collegiate institutions. Both UL and RSU have delegated their representative to collaborate with the other university during the paperwork process (Annija Kārklīņa of UL and Aldis Lieljuksis of RSU, respectively). Representatives of the sector from both the General Prosecutor's Office of the Republic of Latvia and from the State Police, the SRS Tax and Customs Police, the College of the State Police and other bodies were involved in the process of creating new study courses.

For the development of RSU's new professional master's study program "Protection of Economic Security", a working group was established (order of December 29, 2022), in which both academic staff and employers are represented: the Prosecutor General's Office, the State Police, the State Revenue Service, as well as LU. Delegated representative of LU: Vice-dean of the Faculty of Law, Professor Annija Kārklīņa. The State Police is represented by delegated industry experts: Vitalijs Polovinskis, Deputy Head of the Economic Crimes Department of the Main Criminal Police Department of the VP, Head of Department 2, and an employee of the VP (State Police) whose daily work is related to the prevention and combating of cybercrimes, - Eduards Ārkškis, VP of Cybercrime Combating of the Main Criminal Police Department department employee, chief inspector of the 1st department, and Ilja Buglovs, deputy chief of the 3rd department of the Cybercrime Combating Department of the VP Main Criminal Police Department. SRS employee Edmunds Mednis, an industry specialist whose daily work is related to the prevention and combating of criminal offenses in the field of taxes and customs. RSU representatives - associate professor Dr. iur. Aldis Lieljuksis, who headed the State Police for several years, and RSU professor Dr. iur. Andrejs Vilks. The program was coordinated both with the participating experts and also with cooperation organizations and their representatives, for which conceptual support was also received from the VP.

While preparing the program documents, intensive work took place in the council meetings of the RSU Faculty of Law (since 2024.02 included in the SZF): the program planning, student admission

rules and the attraction of branch specialists, as well as cooperation with LU and VPK lecturers were discussed several times. When the licensing documentation for the program was ready, a meeting of the Council of the Faculty of Law was convened, in which professionals of the industry, lecturers of the Faculty of Law, employers and also students were involved. Expert meetings of the study program "Protection of Economic Security" were held regularly, including remote meetings with industry professionals (VP, General Prosecutor's Office, SRS), as well as regular meetings with representatives of the IDA consortium. When starting the work on the development of the study courses, meetings were held with the preparers of the study course descriptions, discussing the content of the study courses, its compliance with the goals and tasks of the study program, as well as discussing questions about the succession and logical connection of the described topics. Consultations were held continuously with representatives of the IDA consortium, the study program board and the Strategic Monitoring Board. Therefore, it can be concluded that the participation of students, employers, industry representatives in the development of the program has been significant. Proposals were received from the representatives of the aforementioned institutions and organizations, which were evaluated and incorporated into the content of the program.

During the discussions of the joint working group, the content of the program, the name, the range of study courses, and the lecturers to be recruited were developed and evaluated. Initially, two versions of the study program plan were developed, of which the most optimal one crystallized during development. In order to ensure the professional training of personnel that meets the requirements of the professional environment, the latest trends in ensuring economic security, the development of the content of the study courses led by RSU professors, professionals from law enforcement institutions from the General Prosecutor's Office, the Supreme Court, the VP and the State Revenue Service were brought in.

At the same time, it should be emphasized that the purpose of the conceptual report "On the improvement of the education system of law enforcement officials" is to create a modern model of successive education that meets the requirements of law enforcement authorities, the interests of the public and the interests of lifelong learning, within the framework of which the creation of knowledge, methods and innovations, as well as in science and excellence, would be implemented implementation of based studies in the preparation of highly qualified specialists in the field of security and crime fighting. Taking into account that economic crimes, corruption and the legalization of proceeds of crime are schematically becoming more and more complex, in order to prevent and combat these crimes, it is necessary to acquire modern and specific competences within the framework of interdisciplinary and experience-based learning. Thus, the practical experience and the scientific aspect achieve the set goal - there is an opportunity to prepare professional personnel, realize quality lifelong education and develop scientific research in the field of internal security. Therefore, the objective of the program would be not only to improve the quality of operative work, but also of pre-trial investigation, ensuring that the officials of the VP and other law enforcement agencies, who are active in the prevention, detection and combating of criminal offenses in the economy, receive continuous further education and raise their professional qualifications in accordance with the principle of lifelong learning and for an interdisciplinary approach.

In accordance with the conditions of the ISA Agreement, RSU and UL already cooperate and intend to cooperate in the following areas:

- providing mutual support for the implementation of activities consistent with the objectives of the ISA agreement, making effective use of the resources and intellectual potential at the disposal of both institutions of higher education, including the exchange of academic staff in the provision of study courses and participation in the Bachelor's and Master's paper defence

commissions;

- promoting the exchange of experience through joint conferences and seminars;
- developing the field of international cooperation, for example, in the attraction of visiting lecturers, joint exchange visits abroad and online, implementing international research and developing joint publications, international projects, promoting the mobility of teaching staff involved in the implementation of ISA courses, forming joint research groups for local and international research on topical matters, promoting communication and cooperation with other institutions of higher education, colleges and scientific institutes in the areas covered by ISA activities, for example, by involving visiting lecturers of CEPOL platforms (Lithuania, Ukraine) to analyse certain topical matters;

In cooperation between RSU and UL, ensure improvement of pedagogical competence of professionals from the law enforcement bodies involved in the implementation of the study process. It is planned to develop a compulsory intensive continuing education programme, the implementation of which will be ensured by both institutions of higher education. This would strengthen the pedagogical capacity of the lecturers involved in the study process and increase knowledge and skills in the following subjects: implementation of a student-centred approach, development of study course design, active learning methods, development of interactive study materials, integration of educational technologies into the study process, organisation of independent work of students, formative and summative assessment of learning outcomes, provision and receipt of feedback, assessment of learning outcomes and quality of the process. Successful implementation of this task will depend on the allocation of adequate funding.

While working on the creation of the study programme "Protection of Economic Security", feedback was received on the draft study programme from several employers: State Police, the Prosecutor General's Office and Latvian Lawyers Association. Employers recognised the study programme as up-to-date and necessary, as well as recognised the conformity of the qualification of the lecturers involved in the implementation of the programme with the successful implementation of the study process. All three employers recommended the implementation of the study programme at RSU.

The first admission to the study programme took place in academic year 2023/2024, so the student survey was carried out only once at the moment of submission – in the autumn semester of 2023, when the study courses ended. The completion of study course assessment questionnaires for the autumn semester can be assessed as low (15% completed questionnaires, see Annex 21.1). As feedback from students on study courses and the programme as a whole is very important for the development of the study programme and achievement of objectives, the programme director, in cooperation with the lecturers, will promote the completion of questionnaires reminding students about them.

The aim of the study programme "Protection of economic security" is to prepare qualified specialists in the fields of economic security, financial supervision and national security. During the implementation of the programme, special attention is paid to the development of practical skills, which ensure graduates' competitiveness in the labor market. Currently (August 2024), 16 of the students are employed in the State Police and the State Revenue Service (SRS). These data indicate a high level of employment already during studies, which indicates the practical orientation of the study program and its compliance with the requirements of the labor market. In addition, it emphasizes the program's ability to prepare specialists who are valuable and needed in national security structures.

Graduates of the "Protection of Economic Security" study programme who are already working in the State Police will have a great advantage to continue their professional development in this

institution. They will be able to specialize in areas such as the investigation of financial crimes, the prevention of economic crimes and the protection of national security. This will promote both their professional development and also help solve current national security problems. SRS is another important institution where the graduates of the "Protection of Economic Security" programme will be able to apply their knowledge and skills. Tax monitoring, financial crime investigations and the fight against money laundering are just some of the areas in which these specialists can be useful. The skills acquired during classes and internships will allow them to be effectively involved in the protection of the national financial system.

The practical orientation of the program and the connection with the labor market ensure that students are already integrated into the state security structures during their studies. This shows the quality of the programme and its compliance with employers' requirements. More importantly, the programme promotes the development of skills and knowledge that are directly applicable in the professional environment in which the State Police and SRS operate.

The study programme confirms the great practical value of the programme and its ability to prepare highly qualified specialists in the fields of national security and economic protection. In order to further improve graduate employability, it is important to continue developing cooperation with industry representatives and provide students with access to practical study opportunities.

Enclosed:

Annex 21.1. Results of the questionnaire survey on the evaluation of the study programme and study courses

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.

Students use inbound and outbound mobility opportunities, the things learnt during the mobility are recognised.

On 1 October 2023, 22 students were registered in the study programme "Protection of Economic Security" in the first year of studies. The next recording of RSU statistical data is scheduled for October 1, 2024.

Currently, none of the students in the study programme have gone to Erasmus mobility. RSU students have the opportunity to go on exchange studies or international placement for one semester or the entire academic year abroad with an Erasmus+ scholarship. The programme applied to all study programmes.

Taking into account the development of the study programme, RSU plans to promote mobility of students and lecturers at future stages of studies.

Enclosed:

Annex 16. Statistical Data on Students.

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).

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.

Descriptions of study courses/modules, placement and final papers are developed in high quality and in conformity with the requirements of regulatory enactments, the curriculum is up-to-date, complementary, conforms to the objectives of the programme and ensures the achievement of learning outcomes, as well as conforms to the needs of the sector and scientific trends.

The study programme “Protection of Economic Security” is up-to date in significant in the context of national and international security. The programme focuses on educating officers of the State Police and other law enforcement bodies with competence in preventing and combating economic crime. One of the target audiences is law enforcement officials, whose competence are operational activities.

The programme teaches both general knowledge on economic security, such as “Financial and Tax Law”, “Scientific Research in Economic Security”, “Commercial Law” and studies on the detection and prevention of economic crime, which help students to improve the competences necessary for specific operational activities in preventing and combating economic crime.

Given that the establishment of ISA is based on a number of values, one of which is academic and research excellence, students will be prepared for research as a result of the programme – new concepts can be developed based on their professional experience and on the knowledge that will be acquired during their studies. This is topical in Latvia and also in the international environment, as the number of crimes committed in the economy increases, their diversity and the ways and methods of committing them develop facilitated by various factors – technological development, development of activities with cryptocurrencies, fraud in the internet environment, etc. As a result, law enforcement bodies must be able to effectively counter the criminal environment. Moreover, there is no complete scientific and research work in Latvia in the field of economic security and there is a lack of specialised literature. Thus, students will be involved in the research process already in their Master studies – creating not only practical research, but also developing a theoretical framework that will complement the scientific environment space of Latvia. Graduates will be encouraged to continue with doctoral studies to develop and promote research activities,

analysing matters not only relevant to Latvian society, but also relevant in the international environment. These research developments will contribute to the development of theoretical knowledge and science. Students will be motivated to complete doctoral studies to research elements of economic security important to society, put forward practical solutions and contribute to the development of the sector. Thus, not only highly qualified specialists will be prepared, but scientific research will also develop that will provide theoretical input and promote scientific discussions and the development of scientific thought.

The study process in the Professional Master's study programme "Protection of Economic Security" is divided into: theoretical knowledge acquired in regular and independent studies, and practical skills acquired during intramural studies and individual placement. There is orientation towards the achievement of the planned learning outcomes in the creation of study content, practically oriented tasks and placement are integrated into the study process. The concept of student-centred education covers such factors as the involvement of students in the creation and development of study programmes, participation in the university study process, i.e. opportunities to engage in the work of different institutions by participating in decision-making, for example, the Student Union, as well as in working groups, etc. Students are therefore increasingly involved in the improvement of the study process, so the focus on student-centred education will only grow in the future.

It is intended to involve foreign specialists (lecturers, researchers, practical employees) with experience in the field of detection, prevention and combating of threats to economic security, in the field of cybersecurity, international security and operational activities in the implementation of the study programme within the framework of individual study courses.

In accordance with the plan for the implementation of the recommendations of experts prepared by RSU, the mutual cooperation of the partners involved in IDA is implemented in the working group in the following composition:

Lidija Juļa, StP group leader, chairperson of the working group;

Gints Rozenbils, Senior Desk Officer of the Personnel Management Division of the Personnel Management and Administrative Department of the Ministry of the Interior;

Gunta Gregersone, Head of the Personnel Professional Improvement Coordination Division of the Personnel Administration of the State Police;

Līga Dimante, Senior Specialist of the Personnel Professional Improvement Coordination Division of the Personnel Administration of the State Police;

Armands Kairis, Senior Inspector of Division 1 of the Cybercrime Combatting Department of the Central Criminal Police Department of the State Police;

Vitālijs Polovinskis, Chief of Division 2 of the Economic Crime Combatting Department of the Central Criminal Police Department of the State Police;

Igors Trofimovs, Assistant Professor of the Faculty of Humanities and Social Sciences of Daugavpils University, director of the study programme;

Aldis Lieljuksis, Associate Professor of the FSS of RSU

At the time of submission of the accreditation documents (07.2024), the project of the profession standard has been developed, work is underway to clarify the content of the profession standard, including in cooperation with Inesi Pauderi - Senior experts of the Educational Content Support Department of the State Educational Content Center, Department of Educational Content, who

advise on uniform requirements and observance of the methodology in the development of the professional standard. A survey of industry specialists is underway on the draft standard content. The State Educational Content Center has provided a response letter (28.06.2024 no. 1-10/2388) that the submitted documents have been examined and in accordance with Section 24.3 of the Vocational Education Law and the methodology for developing and updating the professional qualification requirements contained in the Professional Standard and it will organize an expert working group, involving the applicant and delegated representatives from the ministry of the relevant sector, a delegated representative of an organization representing an educational institution, a center, etc. specialists. The working group of experts will evaluate the drafts of professional qualification requirements, update the final version, which the center will submit for final approval to the Tripartite Cooperation Sub-council of the National Tripartite Cooperation Council for Vocational Education and Employment (hereinafter - PINTSA). PINTSA agreed projects will be posted on the center's website. An approved professional standard is important to ensure that the programme is reviewed and aligned and is relevant to the needs of the industry.

In the study programme "Protection of Economic Security", potential applicants already work in law enforcement or state security institutions. Their previously acquired education is evaluated on the basis of Cabinet of Ministers Regulation of December 13, 2016 No. 810 "Regulations on the classification of positions of the institutions of the Ministry of Internal Affairs and Prisons Administration officials with special service ranks", specifically Appendix 2, which determines the thematic areas of education necessary for the family of positions. These subject areas include both vocational and academic education, which is important for applicants to qualify for various positions in the public services.

Taking into account that the study programme "Protection of Economic Security" in the 80 ECTS program variant accepts potential applicants who are employees of state security and law enforcement institutions with previously acquired professional education. On the other hand, in order to ensure the adjustment of studies for applicants who have previously obtained an academic bachelor's education, a programme option in the amount of 120 ECTS is offered. The most significant difference in the proposed additional planning is the amount of practice credit points, which for students with academic education is - 39 ECTS; but with professional education - 9 ECTS). There are no other differences in the content of the program, as applicants with previously acquired academic education already have significant work experience in law enforcement or state security institutions. During the internship, students will have the opportunity to improve their skills and competences under the supervision of the internship supervisor, in order to obtain the necessary professional qualifications for work in the field of law enforcement and national security, thus achieving the planned study results. Therefore, in general, graduates of both programme variants will obtain equal study programme results.

Enclosed:

Annex 17.1. Compliance of the Study Programme with the National Educational Standard.

Annex 19. Planning of the Study Programme (For Each Type and Form of the Implementation of the Study Programme).

Annex 20. Description of Study Courses.

Annex 18.1. Mapping of the Study Courses for the Achievement of Learning Outcomes of the Study Programme.

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).

When graduating, students draft and defend a Master's thesis. Following successful passing of the examination a professional Master's degree in economic security is awarded as a result of the study programme.

In order to ensure that the awarding of the degree takes place based on the achievements and findings of the industry, in accordance with the IDA cooperation partner agreements with law enforcement authorities, IeM submits summarized priority research topics, but the author of the work has the right to propose his own topic as well. The topic of the final thesis and the choice of supervisor are coordinated first with the selected supervisor and then at the Faculty Council.

Section 3.2.6 of this description lists the potential topics of final papers in the study programme "Protection of Economic Security". As can be seen, the topics specified are not only based on the needs of the sector and practically useful, but also topical in the context of sectoral development and innovation.

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.

Methods for the implementation of studies, including assessment, contribute to the achievement of the objectives and learning outcomes of the study courses and programme, the principles of student-centred teaching and learning are taken into account.

Studies are personalised – different forms of studies exist, informative and material support, digitalised study process, placement at workplace, individual study courses, as well as opportunities are provided for continuation of studies at the next level of studies.

Regular lectures take place in the interactive environment (including online via digital technologies), illustrating them with *Powerpoint* presentations, asking questions to students (seminars) and encouraging students to discuss the topic. The purpose of such lectures is to promote widely used skills, in communication with lecturers and other students, for example, to solve a topical problem, to promote the development of critical and reflexive thinking.

Students master the necessary skills in practical activity in the practical section of study courses by practically cooperating. Practical classes build on the knowledge acquired in theoretical classes, thus strengthening the theoretical knowledge base and complementing professionalism with practical skills. Practical solutions, which are important for the work environment, permeate the process of student-centred studies.

Independent studies are a mandatory part of the study process of an institution of higher education, independent work of a student within the scope of a study course, the amount of which corresponds to the credit points of the study course. This includes mandatory and additional literature studies, the performance of routine tests, preparation for classes, seminars, test work and final examinations, etc., according to the description of the study course.

The study programme is implemented using methods such as:

- Method of lectures and video lectures – is used mainly in study courses where study literature is not sufficiently available or in courses where this method is most effective, for example, it is difficult for students to learn course material on their own. Visiting lectures are also organised during the study process.
- Independent work and work in small groups – students learn to work in teams and develop communicative and presentation skills for practical learning of topics.
- Dialogue method – is used in study courses, in which communicative skills are also developed at the same time as theoretical knowledge is learned.
- Regular practical classes and practical classes in the *Zoom Meeting* environment – help apply the theoretical knowledge gained, including solving cases by developing sample documents, etc.
- Placement- the possibility for students to acquire practical skills, to become acquainted with work processes.
- Seminars – are organised in all study courses. They enable students to cultivate a culture of speech, present a report, develop the capacity to argue and defend their opinions.
- Student conferences – students have the opportunity to discuss the matters topical for the sector, conduct independent scientific research and present it, thus deepening their presentation and public speech skills.
- Applied games and simulations – students use the knowledge acquired in practice, solving different problems and analysing practical situations.

In the "Protection of Economic Security" study programme, the different duration of the program consists of an internship, which is 30 ECTS longer for applicants to academic programs (39 ECTS in total), in order to ensure that during the internship, under the supervision of the internship supervisor, the students improve their skills and competences to a sufficient extent in order to obtain the necessary professional qualifications for work in the field of law enforcement and national security. Law enforcement agencies, in accordance with the concluded IDA consortium agreement, provide internships in structural units specializing in the prevention and detection of economic and cybercrimes. These structural units include, for example, the Economic Crimes Bureau and the Cybercrime Bureau.

The relevant academic structural unit, in this case the Faculty of Social Sciences, the director of the study programme, whose duties together with other employees of the academic structural unit include planning and organising the work of the study programme, are responsible for the implementation of the programme. The study process is organised as part-time regular and, if necessary, as partially remote. Combining regular and remote study forms makes it possible to balance the needs of the study process, develop the skills of teaching staff and students in the e-environment, break down distance barriers, allowing students to study regardless of where they live.

The planning of the study process is focused on the sequence of achievement of the objective and learning outcomes of the study programme. The objective, tasks and outcomes are defined together with the licensing of the study programme, however updating the study programme is also important, following the development trends and scientific innovations of the sectors covered by

the study programme.

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).

Training practices are an essential part of the programme. The practice takes place in law enforcement agencies competent for economic security issues. The practice at the facility is run by industry professionals. Contracts for the preparation of specialists (concluded between RSU and VP, as well as RSU and SRS) provide that the VP and SRS provide placement places for their employees, thus the student will improve his or her professional skills and competences and be able to implement improvements in his or her working environment that would result from professional improvement. The placements currently offered are: Economic Crime Combating Board of the main criminal Police Administration, CriberCrime Combating Board, Finance and Customs Police of the State Revenue Service. Placement places shall be co-ordinated with the Department for the Co-ordination of Professional improvement of personnel of the State Police personal Administration and the Administrative Management Section of the tax and Customs Police Administration of the State Revenue Service.

Placement has placement regulations defining specific tasks, which are subordinate to the aim of placement and the aim of the study programme. Taking into account a student-centred approach, the student's placement site shall be evaluated individually, evaluating the capacity of the potential placement site and the possibilities of the student, as well as taking into account recommendations of the Ministry of the Interior. Employers will be actively involved in the implementation of the programmes by providing placements as certified by employer survey data.

Placement aims to combine students' theoretical knowledge with the latest trends in the field of economic security and to develop their skills in ensuring economic security by linking it to the activities of a specific law enforcement agency. As a result of the placement, the student has strengthened and deepened the knowledge and practical skills acquired during studies to use in the prevention and combating of economic crime. During and after the placement, the student is able to link theoretical knowledge with the application of practical skills in the field of economic security.

The study placement ensures that the student is able to analyse complex cases, solve non-standard situations and find the most appropriate solution in their future professional activity. Thus, during placement the student supplements and deepens knowledge of the objectives and tasks of the placement site (law enforcement authority) in the prevention and combating of criminal offences in economics, internal regulations of the institution, operational processes and functions related to the prevention and combating of criminal offences in economics, explain and justify the operative activities and investigative activities of the law enforcement authority in the prevention and combating of criminal offences in economics. The student develops the skills to apply theoretical knowledge in the assessment of prevention and combating of criminal offences in economics, to

implement preventive measures in risk environments and with risk persons, is able to develop and implement specific measures for prevention and combating of criminal offences in economics, is able to independently follow changes in regulatory framework, assess the conformity of internal regulations, processes and methods of the institution with changes in external regulatory framework, draw conclusions and put forward proposals for improvement of cooperation and coordination of the institution with other departments. This focuses on the process of creativity, which creates new ideas that are useful to society when protecting economic security. In addition, transversal skills are developed to help acquire knowledge in different fields, as well as the ability to cooperate at all levels, build positive communication and gain personal authority.

Below is a table showing the amount of practice in the "Protection of Economic Security" study program, depending on the previously acquired education of the applicants:

Type of education	Scope of practice
Reflectors with previously acquired academic education	39 ECTS
Reflectors with a previously obtained professional bachelor's degree	9 ECTS

Reflectants with previously acquired academic education - these students are required to complete the full scope of practice in order to obtain the necessary practical experience that complements their academic knowledge and provides a full-fledged education in the field of economic security. Reflectors with a previous professional bachelor's degree - for these students who already have a professional bachelor's degree and relevant work experience, the amount of practice is reduced, taking into account their previous professional experience and knowledge, in order to make more effective use of their existing skills, while ensuring that they learn specific, economic security-oriented competences. This approach allows them to integrate into the programme more quickly, focusing on specific skills and knowledge needed in the field of economic security protection. This table helps to clearly show how the scope of practice is adjusted to the level of education, taking into account their previous academic or professional experience.

Enclosed:

Annex 9. Description of the Organisation of Student Placement.

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).

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.

In the autumn/spring semester of ac. year 2024/2025 RSU students choose topics to work on their research in the spring semester of ac. year 2024/2025.

Given that students will soon be invited to submit their final Paper application topics, RSU, in cooperation with the IeM (Ministry of the Interior), shall submit topics of priority studies submitted by aggregated law enforcement authorities defining the innovations of professional work. Topics of priority studies submitted by aggregated law enforcement agencies are placed in the E-learning environment. This ensures a needs and practice-based approach to the development of research papers and thus promotes cooperation between academic staff and industry professionals in the institution of higher education.

Table 2. Topics of Master's Theses proposed by lecturers and their supervisors

Topic of Master's Thesis	Master's Thesis supervisor
Modern technologies: prevention and combating criminal offences in the field of customs	Dr. iur. Aldona Kipāne
Problems with methodologies of investigating criminal offences in economics	Dr. iur. Aldona Kipāne
Tactical and methodological specificity of investigation of criminal offences in economics	Dr. iur. Aldona Kipāne
Economic and financial cybercrime, national and international regulation, its application problems.	Dr. iur. Uldis Ķinis
Jurisdiction of cybercrime, national and international regulation, application problems.	Dr. iur. Uldis Ķinis
Analysis of the tax planning process and methods for ensuring economic activity.	Dr.oec. Aina Čaplinska
Digital financial literacy.	Dr.oec. Aina Čaplinska
Civil protection planning problems (military threats, climate change, etc.)	Mg.iur. Vitālijs Rakstiņš
Delegation of national security functions to the private sector	Mg.iur. Vitālijs Rakstiņš
Impact of foreign investments on economic security	Mg.iur. Vitālijs Rakstiņš
Problems of the dual-use technology regulatory framework	Mg.iur. Vitālijs Rakstiņš
Developments in criminalisation of Section 2216 of the Criminal Law in the context of economic security. (What impact had "Illicit sale of tobacco products on a small scale", which entered into force only on 20.09.2000, on economic security).	Mg.iur. Ilze Sokolovska

Means of proving the illicit movement of excise goods	Mg.iur. Sigita Silarāja
Distribution of responsibilities and rights of public authorities and organisations operating in the country with regard to economic security, analysis thereof [whether rights/obligations overlap or not; whether obligations/rights are exercised in a broad range or only in specific areas; strengths/weaknesses of these authorities and their work, etc.)	Mg.iur. Andris Požarskis
Assessment of the norms included in the European Union regulatory framework, which are binding on the Republic of Latvia (regarding economic security of Latvia) (potential benefits/threats, how already implemented EU norms function, etc.) and implementation problems	Mg.iur. Andris Požarskis
Financial management in (a) specific public authority(ies) – rationality, efficiency and justice	Mg.iur. Andris Požarskis

Enclosed:

Annex 22. Topics of Students' Final Papers.

Annex 26. Assessments of final papers.

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.

Study resources, scientific resources (if applicable), informative resources(including libraries), material and technical resources, and financial resources correspond to the specifics and implementation conditions of the study programme, create pre-conditions for the achievement of learning outcomes and evidence of the possibility of ensuring high-quality study process also in the future.

The study base at the disposal of the Faculty of Social Sciences is used in the implementation of the study programme. In addition, the infrastructure of partners to the consortium agreement is used, which is shared. A cooperation agreement has been concluded with the UL, within the framework of which the lecturers are exchanged, mutual use of the mutual infrastructure, as well as development thereof is clarified.

It should be noted that the ISA consortium provides the sharing of resources and operational involvement as necessary. For example, when implementing a study course in operational work for students with access to state secrets, the study process is ensured in the CSP, where premises were created and specially equipped, which ensure the fulfilment of the regulations regarding work with state secrets.

Given the fact that economic security matters have been little addressed in national scientific literature, all new study courses include scientific literature, including in English. Studies of scientific literature promote scientific research that allows students to combine theoretical knowledge with practice.

The study base necessary for the implementation of the study programme will be developed and improved in accordance with ISA objectives and opportunities provided. For example, *Mobile Workstation Regulation 7310* is designed to automatically read and authenticate passports, ID cards, visas, driving licenses, and other identity documents. It provides optical character recognition, bar code reading, RFID chip, fingerprint and facial scanning. The approximate price of the device is 35,000 euros.

The Council of the Faculty of Social Sciences acts as support for the development of the study direction and StP, which also performs the functions of the Study Quality Council in order to perform supervision, provision and increase of the study quality. The Council may include representatives of alumni and professional associations. The Council evaluates the need to create the study direction and programme according to trends in the labour market in Latvia and EU, makes suggestions for the attraction of independent experts (employers) to evaluate topicality of the programme and the quality of its content. The Faculty cooperates in the preparation of descriptions and overviews of study programmes and the study direction, gets involved in the review of internal regulatory enactments, if they are related to the study process. Competence of the Council also includes assessment of the content of study programme and the long-term development of the study direction. The Council includes students who together with other members of the Council adopt decisions aimed at the study process, quality, development, etc.

The requirements for planning, supervision, and quality control of the study process at RSU are defined by process description No 35 "Organisation of the Study Process". The requirements for determination and evaluation of learning outcomes are included in process description No 6 "Evaluation and Submission of Learning Outcomes" and "Academic Regulations I" (available in [Latvian](#) and [English](#)). The study process implementation cycle is shown in Figure 2.

Figure 2. Study process implementation cycle

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

The implementation of the professional Master's StP "Protection of Economic Security" is supervised by the Faculty of Social Sciences led by Dean Karina Palkova. The administrative work of FSS is implemented by FSS support staff. However, it is the director of the study programme who manages the implementation of the programme in all matters.

StP director ensures the quality of StP:

- Follows the development of the sector, continuously improves the content of the StP to ensure the competitiveness of the programme, ensure fulfilment of the quality indicators of the StP. Reports on the results of the study quality check and recommendations to the head of direction;
- Ensures the quality of the work of the staff involved in the implementation of the StP, attracts professionals in their sector, attracts visiting lecturers;
- Organises student surveys, promotes student mobility;
- Promotes performance indicators in the management of the StP;
- Maintains and updates the StP;
- Prepares the StP for licensing and accreditation, in cooperation with the personnel of the departments involved and the Board of Studies, prepares the description of the StP, develops an StP plan and follows up the implementation thereof;
- Promotes scientific research activities of students, organises and evaluates assessment of students' scientific research papers, performs analysis of student achievements and evaluates the work of lecturers;
- Organises semester and session examinations, works with documentation.

Support staff coordinates the work of the structural unit in the implementation of the study process, including providing all necessary support for the practical provision of study work, and informing students.

The e-learning environment is used in the implementation of different forms of studies, where up-to-date information on general matters of the study process and materials to be used in the study process for students – links to internet resources (e.g. at.gov.lv, likumi.lv, etc.), individual PDF files (e.g. from court judgements, scientific articles) are published, and study substance tests for study substance, including interactive tests and situational games using *H5P* methods, are created, video lectures inserted using the *Panopto* tool are included.

RSU students and academic staff are provided with a developed IT infrastructure and virtual study environment. RSU students and academic staff have access to:

1. E-studies environment, which contains study materials and where student knowledge is evaluated.
1. Student Portal, which contains the necessary study information and e-services.
1. Different IT solutions for ensuring remote studies and examinations, for example, *Zoom* and *Respondus LockDown Browser*.
1. Anti-plagiarism system *Turnitin*.
1. Academic portal containing information on academic staff, academic structural units, register of study courses and study programmes, survey system and feedback.

Successful studies at the university are significantly facilitated by the European-level **RSU Library** and the informative resources available there. Approximately 85% of the library budget for assembly of the collection are used for subscription to and purchasing of electronic resources. Users are offered different types of electronic resources: databases of scientific articles, databases of e-books, databases of evidence-based medicine, databases of bibliographical and quotation information of publications, news and reference databases, study platforms, 3D anatomy resources, as well as information on available open access e-resources summarised by the library staff, etc.

The RSU library open access loan is available to RSU students and staff in normal conditions 24/7,

but for other users the working hours are from Monday to Friday 8:30-19:00, on Saturdays 10:00-17:00. As the number of online consultations increased, the *Jira help.rsu.lv* library application form was developed, including services such as extending the term of use of books, book reservation, remote registration of users in the library.

The library is located in the main RSU building (Riga, Dzirciema iela 16, building G), it has three branches:

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

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

Literature available at the Library. Resources of the Information Centre of the Library are freely available to any RSU student and lecturer. The collection has been formed in accordance with the Universal Decimal Classification (UDC). Collection of the Library consists of approximately 566,800 physical units, including approximately 258,600 books. Library resources are regularly supplemented with both new procurements and donations corresponding to the profile.

Available Databases. The Library provides lecturers and students with access to Latvian and international electronic resources. In total, 27 online e-resources are available (see <https://www.rsu.lv/biblioteka/resursi>). RSU students and lecturers can access the Library's subscribed databases remotely using the username and password assigned by RSU.

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

Enclosed:

Annex 23.1. Assessment of the informative and methodological provision regarding library resources for the implementation of the study direction "Internal Security and Civil Protection" in accordance with the requirements of the guidelines

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).

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).

The second cycle professional Master’s study programme “Protection of Economic Security” is financed from the State budget resources of the programme “Internal Security Academy”. The amount of funding for one study place of the programme shall be EUR 5 207. The programme is provided in Latvian in part-time regular studies. In the first year of study, it is planned to admit 30 students, with 5 student dropouts scheduled in the second year. In order to make the study programme cost effective, the minimum number of students 16.

Funding for all study programmes is used for remuneration of personnel, attraction of visiting lecturers, licences and scientific activities. In addition to the direct costs of the implementation of lectures and classes, the study programme must cover the infrastructure maintenance costs (facilities, IT solutions) and other RSU common resources used in the study programme (Student Services, Library, organisation of the study process, grant for the Student Union and other support and administrative functions).

16,950 EUR are potentially available for the development of the study programme and capital investments for the planned enrollment in the first year and 31,075 EUR starting from the second year. RSU's financial management policy also allows the aforementioned funds to be accumulated or larger investments in perspective development ideas to be pre-financed from the funds saved in other study programmes.

Table 3. Costs of study programme as part-time regular studies

Title	Result
Average income per student, EUR	5207
Average cost per student, EUR	4642
Academic staff, %	69
Department resources, %	5
Other direct expenditure, %	1
Fixed costs, %	1
Eligible, incl. development costs, %	24
Capital investment and development per 1 student, EUR	565

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.

Professionals and experienced and practicing researchers in Latvia, as well as academic staff and infrastructure of ISA partners are involved in the implementation of the Professional Master's study programme "Protection of Economic Security". In cooperation with the UL, a joint commission for the defence of Master's theses was established; master's theses are supervised and reviewed. In talks with UL representatives, it has been agreed that UL Professor Jānis Lazdiņš will be involved in the implementation of the study course "Financial and tax Law" to ensure the achievement of ISA objectives, integration of competence and cooperation for the benefit of a common goal. In separate study courses or classes related to state secrets, students with access to state secrets will use the special library of the CSP.

During the development of the programme, an agreement was reached with sectoral institutions, such as the Ministry of Defence, State Police, SRS, CERT, LR Ombudsman's Office, etc. regarding the attraction of visiting lecturers. The attraction of visiting lecturers is related to the fact that the programme is a professional Master's programme and lecturers from the sector or lecturers who perform not only scientific research on a daily basis, but also work in the sector, are able to contribute more to the achievement of the objective of the study programme. Over time, new lecturers from the programme's graduates will be involved, raising academic experience and building succession by strengthening their knowledge and pedagogical capacity. Visiting lecturers from abroad will also be attracted, for example, visiting lectures on topical matters will be organised in cooperation with the US Embassy, to ensure the interdisciplinarity of the programme.

As indicated in 24.7. in the appendix: "Analysis of the composition of the academic staff involved in the implementation of the professional master's study programme "Economic Security Protection"" the implementation of the mandatory and limited elective part of the professional master's study programme "Economic Security Protection" is ensured by 30 lecturers, of which 11 are elected to academic positions at RSU. Of the 11 elected representatives of the academic staff, three are professors and four are associate professors (see Table 1, Fig. 1 of Appendix 24.7), which corresponds to Section 55, Section 1, Clause 3 of the Law on Universities.

Regarding the expertise of RSU academic staff, some examples will be presented.

Professor *Dr. iur., Ph. D. Jānis Grasis* is an expert in international law at LCS and an expert at the Quality Agency for Higher Education. He is involved in national and international scientific projects, both as a researcher and as a scientific supervisor of projects. A member of the Association of Professors, a member of the European Society of International Law, represents the RSU Faculty of Social Sciences in the European Law Faculties Association. Author of more than 40 scientific publications and 3 monographs. Hirsch index (*Scopus*) – 2. He was invited as an expert in 3 cases of the Constitutional Court. In the last five years, participated with reports in 20 international conferences. Read visiting lectures on international law in universities of Belgium, Czech Republic, France, Greece, India, Italy, Israel, Norway, Lithuania and Portugal. Five doctoral students defended their papers under supervision of J. Grasis.

Professor *Dr. iur.* **Andrejs Vilks** – expert in law at LCS. Chairman of the united council of processors of RSU, DU and Turība University, Chairman of the Doctoral Council on law of RSU, chief editor of the RSU electronic scientific journal “Socrates”, as well as chief editor of the legal journal “Administrative and Criminal Justice” of the Baltic International Academy and Rezekne Academy of Technologies. Member of international organisation European Society of Criminology. Research team member, expert in the international scientific project “*The Global Organized Crime Index*” in 2019 – 2020. Author of more than 200 scientific publications, incl. 12 scientific monographs. Hirsch index (*Scopus*) – 1. Supervised 8 defended doctoral theses, for which a doctoral degree in law was awarded. Total teaching period teaching study courses in law – 26 years. On 13 July 2021, the State President Egils Levits issued a commendation certificate to professor *Dr. iur.* Andrejs Vilks at the Riga Castle, thus giving appreciation to his life contribution to general benefit of society.

Associate Professor *Dr. iur.* **Aldis Lieljuksis** – headed the State Police for several years, author of several books (for example, “Legal and Practical Problems in Operational Activities” (2021), “Combatting Money Laundering”, “Medical Law” (2022)) (author of the chapter “Responsibility of Medical Practitioners”). On 17 October 2022, Aldis Lieljuksis was appointed as Commander of the Cross of Recognition by a decision of the Chapter of Orders.

Lecturers also include beneficiary of the prestigious US Fulbright Research Scholarship, Professor **Dzintra Atstāja**, who participated in the teaching staff upskilling project in digital sciences at the University at Buffalo (United States).

It should be mentioned that Professor Sandra Kaija and Professor Uldis Ķinis also provide their support and consultations in the implementation of the programme. Professor *Dr. iur.* **Sandra Kaija** is a senator of the Supreme Court, an LCS expert, a member of the permanent working group of the Ministry of Justice for the development of amendments to the Criminal Procedure Law. She was invited to provide her opinions to the Constitutional Court. Author and co-author of more than 70 publications, incl. 7 monographs and textbooks. She received a certificate of acknowledgement of the MoES of Latvia for her achievements in study and methodological work. Professor *Dr. iur.* **Uldis Ķinis** – former judge of the Constitutional Court of the Republic of Latvia, Vice-President of the Court. LCS expert in law. Author of four scientific monographs and several articles. Specialised in cybercrime research.

The lecturers of the new study sub-programme received scholarships from organisations and carried out research work in different countries of the world.

Current achievements of academic staff in the field of economic security:

- Professor A. Vilks received a certificate of acknowledgement from the President of Latvia – [article on the RSU website\(only in latvian\)](#);
- lecturers, Professors A. Vilks, J. Grasis and A. Lieljuksis participated in the recording of reading of the Constitution;
- J. Grasis – Member of the European Law Faculties Association; the Faculty of Social Sciences of RSU is also a member of this association – may cooperate with the European Law Faculties Association in implementation of study programmes as necessary.

The following lecturers are also involved in teaching thematic lectures:

- *Ph. D.* Giga Abuseridze (Georgia) – author of more than 10 scientific publications focusing on international security.
- *Ph. D.* *Feras Batarseh* (United States) – lecturer at the Virginian Tech University, author of more than 70 publications focusing on cybersecurity.
- Professor *Dr. iur.* Vladas Tamulavičius (Lithuania) – lecturer at the General Jonas Žemaitis Military Academy of Lithuania, author of more than 50 publications.

- *Ph. D. Olena Agapova (Ukraine)* – researcher, lecturer of the National Aerospace University.

In addition, it should be mentioned that the invited lecturers have at least 5 years of work experience in the last 15 years in law enforcement institutions, etc. c. in institutions related to the practical application of the knowledge, skills and competencies acquired in the relevant study course.

In general, it can be concluded that the qualifications of the teaching staff involved in the implementation of the study program are in accordance with the conditions of the implementation of the study programme and the requirements of regulatory acts.

Annex 24.7. Analysis of the Composition of the Teaching Staff.

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 higher education institution/college purposefully takes measures so that changes in the teaching staff do not negatively affect the quality of the study programme implementation and the compliance of the study programme with the requirements specified in regulatory enactments.

The composition of teaching staff from the academic environment consists of RSU FSS lecturers, for whom RSU is their main job, as well as a relatively large number of visiting lecturers, whose professional activities are related to the protection of economic security (including the lecturers listed in section 3.4.1). Furthermore, it should be noted that additional requirements have been set for the academic staff (approved at the ISA consortium's study programmes council meeting on 31.01.2023 and at the meeting of the Strategic Supervisory Board on 15.02.2023):

At least 50% of the total volume of the practical part of study courses of the joint study programme in the implementation of practical parts of sectoral specialisation study courses (seminars, practical classes, etc.) must involve lecturers who, concurrently with the necessary pedagogical work skills, have at least 5-year practical work experience in the field of professional activity corresponding to the content of the study course in the last 15 years;

Practical work experience includes the work as a lecturer in law enforcement and other institutions related to the practical application of the knowledge, skills and competences acquired in the relevant study course, as well as doing equivalent research based on practice and that can be used in practice, which confirm the awareness and competence of the lecturer regarding the current, problematic and modern development trends of the practical development of the field.

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).

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).

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).

A mechanism for mutual cooperation between teaching staff members has been established. It promotes the improvement and interconnection of study courses/modules.

In line with the objective and tasks of the establishment of ISA, the programme has been developed in cooperation with consortium partners and under the supervision of the consortium's collegiate institutions. Both UL and RSU have delegated their representative to collaborate with the other university during the paperwork process (Annija Kārklīņa of UL and Aldis Lieljuksis of RSU, respectively). Representatives of the sector from both the General Prosecutor's Office of the Republic of Latvia and from the State Police, the SRS Tax and Customs Police, the College of the State Police and other bodies were involved in the process of creating new study courses. In order to ensure the granting of professional qualification within the framework of the consortium "Internal Security Academy" following mastering of the Professional Master's Study Programme "Protection of Economic Security" of Rīga Stradiņš University (RSU) and also following mastering of the Joint Professional Master's Study Programme "Economic Security", as well as taking into account letter No. 1-23/2947 of the Ministry of the Interior of 12 December 2023 "On Changes in the Classification of Professions of the Republic of Latvia", on the basis of Section 17.1(3) of the Law on Higher Education Institutions, it was decided to establish a working group for the profession standard for economic security specialists (senior specialist in economic security), in which RSU lecturers (Aldis Lieljuksis, Lidija Juļa) share their vision along with other sectoral experts. The work of RSU lecturers in the working group for the profession standard makes it possible to understand the specificities and needs of the sector in the preparation of specialists.

In accordance with the provisions of the IDA founding Agreement, RSU, LU, and the State Police College shall cooperate and continue co-operation in the following ways:

- providing mutual support for the implementation of activities consistent with the objectives of the ISA agreement, making effective use of the resources and intellectual potential at the

disposal of both institutions of higher education, including the exchange of academic staff in the provision of study courses and participation in the Bachelor's and Master's paper defence commissions;

- promoting the exchange of experience through joint conferences and seminars;
- developing the field of international cooperation, for example, in the attraction of visiting lecturers, joint exchange visits abroad and online, implementing international research and developing joint publications, international projects, promoting the mobility of teaching staff involved in the implementation of ISA courses, forming joint research groups for local and international research on topical matters, promoting communication and cooperation with other institutions of higher education, colleges and scientific institutes in the areas covered by ISA activities, for example, by involving visiting lecturers of CEPOL platforms (Lithuania, Ukraine) to analyse certain topical matters.

The professional improvement of lecturers in matters regarding trends in the modernisation of international higher education, innovations in the study process and innovations in the higher education system shall also be ensured in a planned manner. The continuity of formal education of lecturers in doctoral studies, international mobility, regular exchange of experience and attendance of continuing education classes should also be promoted in a targeted manner. A specific cooperation agreement will be concluded between UL and RSU specifying the forms of cooperation.

RSU FSS has expanded international cooperation and signed a memorandum of understanding on scientific and research cooperation with the European Union Agency for Law Enforcement Training ([European Union Agency for Law Enforcement Training](#) - CEPOL). The agency provides support the organisation of various international events and seminars. Foreign researchers can provide questionnaires to complete through CEPOL collecting information on different aspects of police work in EU Member States. In accordance with that agreement, RSU assumed the role of correspondent for CEPOL Research & Science delegating a contact person for cooperation and participation in correspondent meetings at the agency headquarters in Budapest, online meetings, and other activities according to the agency's work plan. This facilitates cooperation and knowledge sharing in the field of improvement of both academic and practical knowledge.

At the time of submission of the self-assessment report, the ratio of the number of students and the teaching staff is 0.9:1.

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	24.1_AnxDiploma_EDA.pdf	24.1_piel_Diploms_EDA.pdf
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_pielik_Ekonomiskas_drosibas_aizsardziba_Statistics_en.pdf	16_pielik_RSU_Stud_statistika_Ek_drosibas_aizsardziba_lv.pdf
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_AnxEDA_compliance_eng.pdf	17.1_pielik_PMSP_Ek_dro_aizs_atbilst_izgl_stand_29-08-2024_lv.pdf
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_Anx_Prof_standart_Mapping_EDA_eng.pdf	18.2_pielik_Prof_standarta_projekta_kartejums_EDA_lv_aktualais.pdf
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	18.1_Anx_Mapping_of_study_courses_EDA_eng.pdf	18.1_pielik_Kart_EDA.pdf
The curriculum of the study programme (for each type and form of the implementation of the study programme)	19_piel_Anx_planojums_StP_EDA_LV_ENG.pdf	19_piel_Anx_planojums_StP_EDA_LV_ENG.pdf
Descriptions of the study courses/ modules	20.1_AnxCourse_Descriptions_EDA.pdf	20.1_piel_Kursu_apraksti_EDA.pdf
Description of the organisation of the internship of the students (if applicable)	9_Anx_Placement_Regulation_RSU_eng.pdf	9_pielik_prakses_dok_RSU (1).pdf
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)		

Police Work (44861)

Study field	<i>Internal Security and Civil Protection</i>
ProcedureStudyProgram.Name	<i>Police Work</i>
Education classification code	<i>44861</i>
Type of the study programme	<i>Second level professional higher education study programme (after first level professional study programme)</i>
Name of the study programme director	<i>Lidija</i>
Surname of the study programme director	<i>Juļa</i>
E-mail of the study programme director	<i>lidija.jula@rsu.lv</i>
Title of the study programme director	<i>Ph.D.</i>
Phone of the study programme director	<i>+371 29975879</i>
Goal of the study programme	<i>To train highly qualified specialists in the field of security and crime fighting, police work, ensuring the acquisition of knowledge, skills and competences in accordance with the requirements of the Latvian Qualifications Framework (LQF) Level 6 and the State Police Senior Officer (Level 6 professional qualification) occupational standard, including the requirements of law enforcement authorities, the labour market, and the interests of society.</i>

<p>Tasks of the study programme</p>	<ol style="list-style-type: none"> 1. <i>To provide quality studies for the acquisition of the profession of a senior officer of the State Police, basic and specialised knowledge specific to the profession, to explain the most important concepts and regularities of the professional field, ensuring the acquisition of professional skills and competences necessary for the profession of a senior officer of the State Police.</i> 2. <i>To develop decision-making skills in complex situations and problem-solving skills in the profession of Senior State Police Officer and in the relevant scientific field.</i> 3. <i>To provide knowledge and skills in personnel and process management, to develop skills in explaining and reasoned discussion of issues of professional competence of a senior officer of the State Police both with professionals and the public.</i> 4. <i>To promote research activities in the areas of police work, using the acquired theoretical foundations and skills, independently acquiring, selecting, analysing and critically evaluating information, identifying problem situations and proposing possible solutions.</i> 5. <i>To promote understanding of professional ethics in dealing with colleagues, the public and the media, the ability to assess the impact of one's professional activities on the environment and society in confrontation with the subject, conflict resolution and the use of various methods of force.</i> 6. <i>To provide placement opportunities in which students make decisions, take responsibility and initiative, work individually, in a team or manage the work of others and find solutions in changing or uncertain circumstances, under increased stress and in complex service situations, dealing promptly with situations of increased danger.</i> 7. <i>To develop the ability to structure independently his/her own learning and professional development and that of subordinate staff, contributing to the development of the professional field.</i>
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Results of the study programme	<p>1. The ability to apply knowledge of administrative law, criminal law and procedure, police law in preventive, public order, administrative and criminal proceedings in the work of a senior officer of the State Police.</p> <p>2. Knowledge of the work processes of the State Police (organisation of police work and inter-institutional cooperation, information flow, execution of documents), information technologies used in professional activities and issues related to their security.</p> <p>3. Independently develop their knowledge and plan the professional development of subordinates in order to achieve the objectives of the service.</p> <p>4. Capable of taking decisions and finding creative solutions in changing, uncertain, conflict and crisis situations, and of acting promptly in situations of increased stress, danger and complexity in the service.</p> <p>5. The ability to take responsibility and initiative in making decisions and carrying out work individually, as part of a team or in directing the work of others in situations of increased stress, conflict, crisis and other difficult service situations.</p> <p>6. The ability to formulate and analytically describe information, problems and their solutions, and to communicate professionally with colleagues and the public on matters within the competence of a senior officer of the State Police.</p> <p>7. The ability to independently obtain, select, critically evaluate and verify information by carrying out professional or research activities in police work, identifying, investigating and analysing problem situations and proposing possible solutions to problem situations, including by using foreign experience and scientific research findings.</p> <p>8. The ability to assess the impact of their professional activities on the environment and society in confrontation with the subject, in conflict and crisis resolution, in the use of various methods of force - psychological influence, as well as in the use of physical force, special means, firearms, special tactics and methodologies.</p> <p>9. Understands professional ethics and communication principles in dealing with colleagues, the public and the media.</p>
Final examination upon the completion of the study programme	State examination, which includes thesis development and defence

Study programme forms

Full time studies - 2 years - latvian

Study type and form	Full time studies
Duration in full years	2
Duration in month	0
Language	latvian
Amount (CP)	120

Admission requirements (in English)	<i>Short-cycle professional higher education and qualification as a Junior State Police Officer or equivalent higher education in police work. Applicants are matriculated in accordance with 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 investigative authorities.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	-
Qualification to be obtained (in english)	<i>Senior State Police Officer</i>

Places of implementation

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

Part time studies - 2 years, 6 months - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>6</i>
Language	<i>latvian</i>
Amount (CP)	<i>120</i>
Admission requirements (in English)	<i>Short-cycle professional higher education and qualification as a Junior State Police Officer or equivalent higher education in police work. Applicants are matriculated in accordance with 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 investigative authorities.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	-
Qualification to be obtained (in english)	<i>Senior State Police Officer</i>

Places of implementation

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

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.

Table 1. Changes in the StP Parameters

No.	Parameter	Planned changes within the assessment procedure (after the accreditation)
1.	Study direction	—
2.	Title of the StP	—
3.	Code according to the Latvian Education Classification	—
4.	Head of the StP	Lidija Juļa
5.	Academic degree of the head of the StP	Ph.D.
6.	Objective of the StP	—
7.	Tasks of the StP	—
8.	Learning outcomes to be achieved	—
9.	Final examination upon the completion of the StP	—
10.	Type and form of studies	—

No.	Parameter	Planned changes within the assessment procedure (after the accreditation)
11.	Duration of implementation	—
12.	Language of implementation	—
13.	Volume of the StP (CP)	120 CP
14.	Admission requirements	—
15.	Degree to be awarded	—
16.	Qualification to be awarded	—
17.	Place of implementation	—

Table 1 demonstrates that several changes have taken place in the assessment process. As a part of RSU internal consolidation, Ph.D. Lidiya Juža became the head of the study programme group “Internal Security”, replacing Dr.iur. Valdis Voins.

With the introduction of the new credits, the volume of the study programme has changed from 80 Latvian credits to 120 credits under the European Credit Transfer and Accumulation System. For more information on the transition to the new credit system at RSU, see Annex 28 “Recommendations for the Transition to the New Credit System”.

The main place of implementation of the study programme is still the building of Riga Stradiņš University - Kuldīgas street 9C. However, the ISA consortium members would like to point out that the study programme is also implemented in the premises of the State Police College in Ezermalas street 10, where the study courses of the specialisation “Operational work” are implemented, and practical work in the special library. In line with the ISA objective of sharing resources to ensure sufficient study programme coverage.

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.

In the RSU Development Strategy 2022-2027 (available on the RSU website in [Latvian and in English](#)), the main development goals of RSU are innovative studies in a contemporary environment and research of health, wildlife and humanities, including social responsibility for sustainable development of the university and society, twinning for integration in the labour market and internationalisation and reputation for international recognition.

The main RSU development goals:

- generating locally and internationally significant scientific results;
- implementation of education corresponding to the needs of the society and individuals to increase the total capacity of human capital.

The priority goals of sustainable development set by RSU and the contribution to their implementation are described on the website (information in [Latvian, English](#)).

RSU strategy provides for progress towards a modern education system compliant with the requirements of future labour market. **The RSU study direction “Internal Security and Civil Protection”** and the study programme are developed based on the RSU **development strategy**.

RSU develops an offer of locally and internationally competitive study programmes in accordance with the labour market demand in Latvia and Europe for special, integrated specialist competences, increasing also the number of state-funded study places for studies in the areas of social sciences. The study programme “Police Work” is oriented towards the local labour market, but visiting lecturers from abroad should be involved for its successful development – it is determined both by the strategic settings of RSU and the ISA implementation objectives and quality indicators.

In continuing the analysis of compliance of the study programme to the RSU Strategy, it is important to note that the programme is based on the focus of the RSU strategy, such as **synergy between the study process and the sector**, which defines that the content of the programme is up to date, it is implemented through different forms of cooperation, feedback from employers and alumni, involvement of sectoral specialists in academic work and work-based studies. **Competence education** should also be mentioned – clearly formulated learning outcomes, their sequential mastering and assessment are important in its implementation. The link to the sector also provides for **evidence-based learning and teaching** – it promotes students’ understanding of their learning, determines the use of data to analyse whether and how students achieve learning outcomes, how lecturers use that data to evaluate their performance.

Integration of research into the study process is a fundamental setting for the RSU as a research university, it establishes a link between learning and research, the implementation of research approaches in study courses and the expansion of student opportunities in research. **Professional growth of lecturers** is an important driver of the development of the Faculty of Social Sciences, because the competence of lecturers and its improvement also provides the basis for the development of programmes. In conclusion, **digital transformation** should also be mentioned – it determines the use of digital tools for enriching and developing the study process, as well as updating the current development of digital literacy of both students and lecturers.

The successful development and implementation of the **RSU study direction “Internal Security**

and Civil Protection” is due to successful cooperation with professional institutions and organisations in the sector. The short cycle programme (LQF/EQF 6) continues the education acquired in the CSP study programme (LQF/EQF 5). Following mastering of the study programme “Police Work”, the qualification of a senior officer of the State Police is awarded. The education obtained allows the continuation of studies in the professional (second cycle) Master’s study programme “Protection of Economic Security” (LQF/EQF 7).

The “Police Work” study programme fully aligns with the study direction “Internal Security and Civil Protection.” It provides a comprehensive education necessary for effective operation within the internal security system and prepares professional specialists capable of ensuring public safety and stability. The study direction “Internal Security and Civil Protection” encompasses programmes that train specialists in the fields of internal security, public order, and civil protection. The main objective of this direction is to ensure the safety of the state and society by responding to threats and risks, as well as promoting stability and security. The content of the “Police Work” programme directly corresponds to the requirements of this study direction, as its goal is to prepare professional police officers who can maintain public order and protect citizens from various threats. The training of police officers is a crucial component of the internal security system since they are responsible for upholding the law, maintaining public order, and combating crime—key aspects of this study direction. The “Police Work” study programme is interdisciplinary, covering both legal and social sciences. This ensures that graduates are prepared not only for work in the police force but also for collaboration with other institutions involved in internal security and civil protection, such as fire and rescue services, border guards, state security agencies, and others.

Study courses of the study programme “Police Work” have been created in compliance with the specification of the police work and requirements set out in laws and regulations. Development of the study programme has been performed in accordance with the latest political planning documents and conceptual guidelines of the sectoral development. The study programme “Police Work” to be implemented by RSU has been created taking into account the results of the study programme implemented by the CSP, preparing new officers for the SP. The admission requirements in the study programme “Police Work” correspond to the content, objective and learning outcomes of the study programme.

In review of the objective of the programme, it can be concluded that it includes all segments defined in the profession standard (available only in [Latvian](#)), namely, the current need to provide professional studies that meet the requirements of the economy, culture, national defence and security, as well as social needs, are based on the scientific theoretical foundations of the field, meet the profession standards, and are practically applicable. This is reflected in the mutual coherence of the objectives, tasks, and outcomes of the study programme and in the aims and outcomes of the specific subordinated study courses at the level of knowledge, skills, and competences. Study programmes have been developed with the aim of achieving such results so that the senior officer of the State Police, in conformity with the requirements laid down in the profession standard, is able to perform certain duties and tasks.

The code of the study programme is 44861. “44”, the first part of the code, refers to the type of educational programme - second level professional higher education (the new approach to characterising educational levels has not yet been amended in the CM), the duration of which in full-time studies is at least one to two years. The duration of the full-time, intramural study programme “Police Work” is two years, while the volume of the programme is 120 ECTS, which corresponds to what is indicated in Regulations of the Cabinet of Ministers No. 305 “Regulations on the National Standard of the Professional Higher Education” for the volume of the study programme to be implemented after short-cycle or first cycle study programme - at least 60 ECTS. “861”, the second part of the code of the study programme, refers to the thematic area - protection of persons

and property. The title, objective, tasks and learning outcomes of the study programme indicate to compliance with the thematic area.

The “Police Work” study programme is licensed for both full-time and part-time regular studies; however, under the ISA agreement, the programme is intended to be implemented in a part-time format, which is currently the format in which students are enrolled and studying. Full-time regular studies are not planned at present, but the need for such a format may arise in the future. Both options offer different approaches to student training, allowing for adaptation to students' needs and life circumstances.

Full-time regular studies require the complete involvement of students in the study process. Students participate in lectures, seminars, laboratory work, and other study activities five days a week. The study intensity is high, providing students with regular opportunities to communicate with lecturers and peers, as well as actively engage in group work and discussions. Full-time studies provide an intensive learning environment that allows students to fully concentrate on their education. This format is suitable for those who wish to acquire professional knowledge and skills as quickly as possible. Students can make use of university resources, such as the library, laboratories, and receive regular academic support from lecturers. This is particularly beneficial for mastering practical study courses, which are crucial in police work. Social interaction with peers, which promotes group work and mutual support, as well as opportunities to build professional contacts for the future, is also a significant advantage.

Part-time regular studies are tailored for students who need to balance their studies with other responsibilities, such as work or family commitments. In this format, studies are less intensive, often taking place in the evening or on weekends, with lectures and other educational activities organised in a way that allows students to combine their studies with work or other obligations. Part-time studies offer flexibility, enabling students to organise their time in a way that suits their personal and professional needs. This option is particularly valuable for those already working in the security field or those who wish to gain additional education without losing their current job. Working students can directly apply the knowledge and skills acquired in their studies to their work, thereby improving their professional competence and performance.

The ISA consortium's councils emphasised that working professionals would be appointed to the studies, and that studies would only be possible part-time. This does not exclude the possibility that the situation may change over time and new solutions may emerge. Both implementation options are important and valuable as they provide the opportunity for a wider range of people to gain education in police work, thereby promoting an increase in qualified specialists in the fields of internal security and civil protection.

The admission requirements for the programme are closely related to the programme's goals, tasks, and expected outcomes. These requirements state that applicants with a short-cycle professional higher education and the qualification of a junior State Police officer or an equivalent higher education in police work are admitted to the programme. Applicants are enrolled according to the conditions of the “Internal Security Academy” (ISA) consortium and in accordance with the list compiled by the Ministry of the Interior, considering the selection requirements and evaluation criteria set by the investigative institutions. The document approved by the “Internal Security Academy” consortium, “Evaluation Criteria for Law Enforcement Officers for Admission to Studies at the ‘Internal Security Academy’ Educational Institutions” (approved in the Study Programme Council on 23.05.2023, protocol no. 1-77/129) can be found in Appendix 1.2.1.1. The selection of officers for studies in the Riga Stradiņš University professional study programme “Police Work” is conducted through a competitive process, taking into account several important evaluation criteria. This evaluation system ensures an objective and comprehensive approach to candidate selection so

that during the allocated study period, it is possible to acquire the professional qualification of a senior State Police officer, meeting the requirements defined in the professional standard.

The analysis presented in the section clearly demonstrates that the study programme's title, the degree awarded, the professional qualification, the programme's goals, tasks, study outcomes, and admission requirements are all appropriately and logically interconnected.

Enclosed:

Annex 24.1. Model Diploma and Supplement Thereto.

Annex 24.8. Study Contract Sample.

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

National Development Plan of Latvia for 2021-2027 (NDP) has set action line "Security" as one of priorities. People rely on public services that protect rights and security. There is a growing number of people who know how to prevent risks and deal with threat situations by cooperating with the responsible public services and helping each other. The country maintains a safe environment, including an information environment, and builds awareness of the risks of hazards, their prevention and mitigation options, strengthening confidence and knowledge of the population. Public safety is ensured and law enforcement is enforced by professional personnel meeting the requirements of modern society. National protection is comprehensive and is based on mutual trust and partnership between the population and public authorities, as well as the readiness of society as a whole to overcome any threat. A safe internal environment for residents has been created in Latvia and their securability can be ensured and strengthened by developing competences in quality formal education.

Paragraph 432 of the NDP recognises that safety can exist if a person independently identifies risks and is able to prevent them, is able to escape an unsafe situation and can rely on responsible public services. Both human initiative and coordinated action of individuals, family, local community, non-governmental organisations, local governments, national and international organisations are important for strengthening security. On the other hand, Paragraph 433 of the NDP states that this action line covers issues relating to threat situations, physical security of persons and society, including violence, crime (including economic crime), general fire safety, safety on water and roads, data and digital security (including cyber security), security of human property, disaster and threats of disaster, border security, psychological protection and resilience of society, civil protection and ensuring the functioning of critical functions, as well as the willingness to resist external threats and defend the country by voluntarily engaging in the management of the threat situation through comprehensive national protection, if necessary.

The funding for the study programme "Police Work" is an investment in national internal security. By ensuring the quality preparation of police officers, the state's ability to maintain public order, prevent and investigate criminal offences, as well as respond to emergencies, is strengthened. The presence of highly qualified police officers enhances both public safety and the country's economic stability, as a secure environment is essential for business development and attracting investment. Well-educated police officers are more effective in preventing crime and maintaining order, which in turn reduces the costs associated with crime for the state and society. A reduced crime rate directly impacts the costs of healthcare, the judicial system, and social assistance, while also increasing

public trust in state institutions. This promotes economic activity and reduces the social burden. Police work is an integral part of the national security sector, and there is a constant demand for qualified police officers. This study programme helps meet this demand by preparing personnel capable of professionally fulfilling police functions. Regular training of new specialists is essential to replace those who retire and to address new security challenges. The programme also fosters social stability, as well-educated police officers are better equipped to resolve conflicts within society and prevent the escalation of social tensions. They are also better at collaborating with various social groups, promoting social integration and reducing the risks of discrimination. The programme offers its graduates the opportunity to develop their skills and secure stable and respectable employment within police structures. This is a crucial aspect for ensuring long-term career opportunities and professional development.

The employment rate of graduates after completing the "Police Work" study programme is very high, as police work is one of the professions where there is a consistent demand for qualified specialists. Graduates of the programme are often already engaged in employment relations within police structures or other security institutions during their studies. The skills and knowledge acquired by graduates are highly valued in the job market. The programme not only meets the labour market demand for qualified police officers but also enhances public safety and welfare, which are essential for the country's long-term development.

A survey for evaluation and improvement of the study process is carried out at the end of each semester. The results of the graduate questionnaire are also assessed annually. Feedback is also collected from employers. The results of the study course assessment survey are compiled and evaluated within the framework of the relevant study programme, in conjunction with the study courses to be taught. Upon agreement with employers, immediate changes are made, if requested and acceptable (e.g. broadening the scope of matters covered by the study course, with examples of practical contribution). Reports and/or necessary changes in the implementation of the course to be taught are discussed in the Faculty Council; the results are discussed at the meetings of the Quality Council of the study direction. The results of surveys of students, employers and alumni are used for improvement of the quality of studies, in close conjunction between the institution of higher education and the employer.

Enclosed:

Annex 21.1. Results of the questionnaire survey on the evaluation of the study programme and study courses

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.

50 students were matriculated in the 2023 admission.

During the evaluation period, no students have used mobility opportunities. Part-time students have limited opportunities to participate in the Erasmus+ mobility programme, seminars and international conferences organised outside Latvia. Students need to combine mobility with work in the State Police, which may be difficult for objective reasons, taking into account study workload, working hours and specifics of work, therefore a large number of students are cautious about going

on exchange studies because they are afraid of missing some courses.

Considering that information must be provided about the accreditation period, Appendix 16 includes data not only on the programme licensed in 2023 (currently under accreditation) but also on the professional bachelor's degree programme "Police Work" implemented during the accreditation period, upon which the 2023 programme was developed and licensed. The changes in the programme's content and structure were related to the establishment of the "Internal Security Academy" (ISA) consortium, as mentioned in the description of the direction. The consortium's founding agreement was signed on 25 October 2022 by Rīga Stradiņš University (RSU), the Ministry of the Interior (Mol), the State Police College (SPC), and the University of Latvia (UL) (information available in [Latvian](#) and [English](#)).

Enclosed:

Annex 16. Statistical Data on Students.

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 formulated learning outcomes in the study programme (StP) "Police Work" conform to the qualification to be awarded and are consistent with the objectives and tasks of study courses. This link is clearly demonstrated by the StP mapping into descriptions of level 6 knowledge, skills and competences of the Latvian Qualifications Framework (LQF) corresponding to the European Qualifications Framework level descriptions. Several study courses correspond to each learning outcome. Their implementation takes place in a specific order and to an appropriate degree of complexity and is consistent with the knowledge, skills and competences required for professional qualification level 6.

The objective of courses of the **compulsory study part** (Part A) is to provide in-depth knowledge

in general education and sectoral study courses to all students of the study programme “Police Work” in conformity with the requirements of the standard for the senior officer of the State Police for knowledge, skills and competences.

Restricted elective study courses (part B courses) are restricted elective courses divided into compulsory and elective courses. Students take sectoral compulsory study courses in Part B in semester 2 (full-time studies) of the 1st year of studies and semester 4 (part-time studies) of the 2nd year of studies. Sectoral elective study courses are taken in semester 3 (full- and part-time) of the 2nd year, when students are divided into groups according to the fields of professional activity.

Free elective study courses (part C courses) are implemented in the amount of 3 ECTS credit points. Students may freely choose to take one study course from the offer of free elective study courses.

The total volume of StP is 120 ECTS credit points, it is intended for 2-year full-time studies and 2.5-year part-time studies.

Full-time studies. In the first semester of the first year, students take compulsory part courses in the total amount of 30 ECTS credit points, including developing and defending first research paper.

In the second semester of the second year students take compulsory part courses in the amount of 18 ECTS credit points and 12 ECTS credit points from restricted elective study courses (module B).

During the third semester of the second year, students are divided into groups according to the fields of professional activity and master study courses in the amount of 27 ECTS credit points within the scope of professional specialisation: 1) procedures in police work, 2) in operational work, 3) in practical forensics, as well as develop and defend the second research paper.

In the second semester of the second year students take a compulsory part course in the amount of 3 ECTS credit points, have placement (specialisation), take a national degree examination, the component of which is the development and defence of a diploma paper, and take free elective study courses in the amount of 3 ECTS credit points (from module C) according to individual choice.

Part-time studies. In the first semester of the first year, students take compulsory part courses in the total amount of 27 ECTS credit points.

In the second semester of the first year, students take compulsory part courses in the amount of 24 ECTS credit points, including developing and defending first research paper.

During the third semester of the second year, students are divided into groups according to the fields of professional activity and master study courses in the amount of 27 ECTS credit points within the scope of professional specialisation: 1) procedures in police work, 2) in operational work, 3) in practical forensics.

In the fourth semester of the second year, students master 12 ECTS credit points from restricted elective study courses (module B); take free elective courses of 3 ECTS credit points (from module C) at individual choice; develop and defend the second research paper; have placement (specialisation).

In the fifth semester of the third year, students take the national degree examination, part of which is the development and defence of a diploma paper.

Student research paper and free elective study courses enable the student to form part of the content of the study programme; specialisation study courses in the selected field of professional activity (27 ECTS credit points) and placement (specialisation) in this field of activity (6 ECTS credit points) also form part of the scope of the study programme. Overall, more than one third of the

study programme volume depends on the content of the professional qualification to be obtained chosen by each student, therefore the study programme provides for the mandatory development of an individual study programme project.

A **research paper** is implemented within the framework of several study courses: “Research Paper I”, “Research Paper II”, “National Examination”, the component of which is the development and defence of a diploma paper. The study course “Research Paper I” has already been included in the study programme from the 1st year to integrate the student into the scientific research work as soon as possible. The first research paper (qualification paper) is developed and defended at the CSP.

Students in the study programme develop two research papers, each in the amount of 3ECTS credit points (one is included in the sectoral theoretical basic courses, while the other – in professional specialisation courses) according to the description of the research paper. Placement is implemented in accordance with placement agreements for the provision of a placement site in accordance with the placement description.

The development of the diploma paper is one of the most important components of this study programme. This is done in accordance with the legislative requirements of the Republic of Latvia and internal laws and regulations adopted by RSU.

Prior to drawing up a diploma paper in accordance with the procedures specified by the faculty and not later than in semester 4 (full-time studies) or semester 5 (part-time studies), the student applies to the director of the study programme the selected topic for the diploma paper and approve it in accordance with the procedures specified by the faculty. Amendment of the topic or approval of another topic of a diploma paper is permitted not later than 16 weeks until the deadline for the defending the diploma paper. Defence of diploma paper takes place in accordance with the work schedule of the diploma paper defence and examination commission approved by the Faculty Council.

The best ten student research papers at the meeting of the National Examination Board are selected, collected and edited in accordance with the requirements of the RSU Publishing and Printing Unit and issued annually so that information, conclusions and proposals of the research papers of police officers can be more widely presented to both specialists and the general public. Research papers are developed in the field of operation of the State Police with a constructively applied orientation, and the topics of research paper are up-to-date in combating crime and ensuring public order. Student research in different directions of police work has resulted in reasoned conclusions and constructive proposals for the improvement of the regulatory framework and are focused on improving the day-to-day performance of police officer’s duties and the effectiveness of the work to be carried out.

The courses in the “Police Work” study programme are designed with consideration of the current industry requirements and the challenges that police officers face in their daily work. The courses cover a wide range of topics, from legal foundations and criminology to operational tactics and conflict resolution methods. This diversity is essential to prepare students for the various situations they may encounter in their careers, such as crime prevention, investigation, public order maintenance, and emergency management. The programme is structured so that its graduates acquire the necessary practical skills and competencies that are highly valued in the job market.

A strong emphasis is placed on the integration of practical subjects and internship courses within the programme, ensuring that students are well-prepared for real-life situations. Internship opportunities are organised in collaboration with the State Police and other law enforcement agencies, allowing students to acquire essential skills and gain experience directly applicable after

graduation. To ensure the relevance of the courses to the labour market needs, the programme is developed in close cooperation with industry specialists and employers. Police structures and other representatives of the security sector participate in course development and provide feedback on the required competencies and skills. This ensures that the curriculum is not only theoretically grounded but also practically applicable, meeting the labour market demand for competent specialists.

The content of the study programme is closely linked to the latest scientific research in the fields of criminology, law, and public security. The teaching materials and methodologies are based on current research, ensuring that students receive a modern and scientifically grounded education. For instance, the criminology courses include the latest methods and technologies used in crime investigation. Considering globalisation and the increasing need for international cooperation in security, the “Police Work” study programme offers a course “International Cooperation in Combating Criminal Offence,” which focuses specifically on international police work and the aspects of international cooperation in combating crime. This course is designed to give students a deeper understanding of how global security trends, legal solutions, and international organisations influence and shape contemporary policing. The course includes an analysis of the impact of European Union (EU) legislation, which is crucial for understanding how EU regulations and directives affect national policing and cooperation between EU member states. Students also learn about the mechanisms of international security organisations such as Interpol and Europol, their roles in preventing cross-border crime, and their coordination between various law enforcement agencies worldwide.

The courses in the “Police Work” study programme are relevant and closely aligned with industry needs, labour market requirements, and scientific trends. The programme provides students with the necessary theoretical knowledge and practical skills essential for modern police work. Regular updates to the courses, employer involvement, and the integration of scientific research ensure that graduates are well-prepared for careers in the security sector, able to adapt to a changing work environment, and capable of using the latest technologies and methods in their work.

Enclosed:

Annex 17.1. Compliance of the Study Programme with the National Educational Standard.

Annex 17.2. Compliance of the Study Programme with the Field-Specific Regulations.

Annex 18.1. Mapping of the Study Courses for the Achievement of Learning Outcomes of the Study Programme.

Annex 18.2. Compliance of the Qualification to Be Acquired Upon Completion of the Study Programme With the Professional Standard

Annex 19. Planning of the Study Programme (For Each Type and Form of the Implementation of the Study Programme).

Annex 20.1. Description of Study Courses.

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).

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 achievement of the objectives and fulfilment of tasks of the RSU study programme are ensured by scientific research and research paper methods, offering studies of the highest possible quality, as well as developing cooperation with other institutions and employers of higher education and scientific research (SP, Local Government Police, Port Police and other law enforcement institutions in Latvia).

The RSU study programme is implemented as part-time studies according to the order of MoI, the content of the programme (except for “Operational Activities”) can be implemented remotely, if necessary. Examples include the conditions created by COVID-19 for organising and implementing the study process. The study programme is currently not implemented in full-time regular studies, because the IDA agreement stipulates that the programme be offered in a part-time format. However, if there is a need to provide full-time studies in the future, it will be possible to do so.

Lectures of StP “Police Work” are held as regular lectures, in exceptional cases providing *Zoom* remote connection for students who, for objective reasons, need to be outside the educational institution during the implementation of the programme. The possibility of such hybrid studies in order not to delay learning content is supported by the responsible specialists of the Professional Improvement and Coordination Division of the State Police. Such cases should be seen as a productive exception rather than a norm.

The main study methods are:

- The main task of lectures is to provide students with the basics of theoretical knowledge. Teaching staff read them using up-to-date and interactive methods, including multimedia projectors, video materials, handout and presentation materials, special visual aids, etc.
- At seminars, students listen to and discuss independently prepared reports and reports on the relevant topic of the study course. The purpose of the seminars is to develop the intellectual capacity of the student to think independently, creatively, critically, the ability to see and assess what is the most important, to analyse various problems in a reasoned manner, to expand, deepen and strengthen knowledge.
- Practical classes. During practical classes, students learn to use theoretical knowledge to solve specific professional problems in practice (typical situations). This is done by organising individual and group work of students, individual or group homework, discussions and debates, role plays and case solving.
- Independent work of the student with special literature and legislation. Independent work of students – analysis of literature, legislation, administrative and case law – is an essential part of acquiring practical skills for the performance of specific functions.

Other study methods are also used, such as analysis of problem situations and solutions, working in small groups, role plays, study tests and exercises, case solving, developing and defending a research paper and a diploma paper.

Study methods are aimed at developing independent, critical and creative thinking in students, which facilitates communication of students, ability to work in groups; patriotism, humanism, respect for human rights, honesty, creative use of knowledge, acquisition of scientific cognition methods, curiosity and autonomy in the performance of professional duties are developed. For a study course involving two or more lecturers, the leading lecturer who is responsible for the development and updating description of the study course has been determined prior to the beginning of the semester. RSU, in cooperation with employers, develops placement programmes.

A description of the study course has been developed for each study course, which defines all the requirements to be fulfilled in order to obtain certain learning outcomes; the requirements for commencing learning of a study course have been defined; the objectives for the implementation of the study course and the planned learning outcomes have been determined; content necessary for achievement of learning outcomes, study course calendar, mandatory and additional readings, other information resources to be used have been included; the independent work organisation and tasks of students have been described; criteria for assessment of learning outcomes have been defined. Regularly, prior to the beginning of each semester, the lecturer responsible for the study course reviews the study materials available in the e-environment, supplements and updates the content in accordance with the requirements of the institution of higher education and the faculty, incorporating the most up-to-date information for the time of implementation of the study course.

The RSU study programme envisages both the mandatory research paper (research work and diploma paper) of the student himself or herself, as well as the scientific and methodological activities of the teaching staff for ensuring studies (development of teaching aids, textbooks and preparation of other materials necessary for ensuring the study process) and improvement of scientific qualification (development of scientific articles and monographs, execution of research orders, participation in scientific conferences, seminars, etc.).

Methods of assessment of student performance and achieved learning outcomes, as well as assessment criteria for study course completion, are defined in the description of each study course and are available to all students prior to the start of the study course. The academic freedom of each lecturer is respected in the implementation of the study courses, including the development and implementation of study examinations, at the same time providing that the teaching and examination methods must be chosen according to the learning outcomes to be achieved in the study course. Both summative and formative assessment are used in the study process to enhance students' individual performance and assess the level of learning outcomes achieved.

The task of lecturers is to help students implement specific independent work, providing tutorials, encouraging discussion, recommending research directions and topics. These tasks are accomplished during specific tutorial times of lecturer, which are determined by the Faculty of Social Sciences. Cooperation between students and lecturers is also ensured by the possibilities for the use of electronic communications, which allows the sending of the necessary study materials, assessments and recommendations to students, while students can send the performed works and receive tutorials. It is the duty of the lecturers to regularly check their e-mail and reply to the letters.

The specificity of the implementation of the specialisation "Operational Activities" determines the ways in which it is implemented. Lectures take place in the premises of the CSP, in a specially equipped library and in the lecture room. There is also the defence of diplomats related to state secrets. A special commission with access to state secrets is created. Within one semester, the

study process is planned for the requirements of the specific specialisation. There is separate communication with the staff of the CSP Library, learning times and schedule are agreed, necessary student raw data for the learning process are sent – a complete set of measures is being implemented to ensure a continuous process.

In the context of learning outcomes, both study course-specific and transversal knowledge, skills, and attitudes are important, therefore, students' active involvement and participation, initiative, taking responsibility are additionally evaluated. Individual assessments of interim and final examinations of study courses are available to each student on their student profile in the RSU e-learning environment. Students can familiarise themselves with the criteria, conditions and binding procedures for the assessment of performance in the RSU Academic Regulations I (available in [Latvian](#) and [English](#)).

In order to certify its ambitions and attempts to ensure qualitative and effective study process that is based on the understanding of modern education and ensures the development of competences required in the labour market, in 2016, RSU got proactively involved in measures for quality assessment of international studies, including project *Peer Assessment of Student Centred Learning* (PASCL) coordinated by the European Student Union, obtaining a certification of the implementation of the study process according to student-centred education approach principles.

The principles of student-centred education provide that:

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

The transition to the ECTS credit system in each study programme is the responsibility of the programme directors. According to Section 1, Clause 8 of the Law on Higher Education Institutions (available in [Latvian](#), partial translation in [English](#)), one credit point corresponds to 25–30 hours of study work. Each lecturer evaluates the workload within the framework of the Law on Higher Education Institutions. For more detailed information on the transition to the new credit system at RSU, see Appendix 28, "Recommendations for the Transition to the New Credit System."

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).

At the end of studies, students in accordance with the direction of specialisation have placement in institutions subordinate to the system of the Ministry of the Interior. The duration of placement in StP is four weeks and it is implemented in semester 4 (full- and part-time studies).

The objective of placement is to acquire professional skills, abilities and basic professional skills in an environment appropriate to the objectives of placement outside RSU. Placement is implemented in accordance with the approved placement programme. The head of the study programme designates the person responsible for placement, i.e. the head of placement. The placement for each student is approved by the head of the study programme in coordination with the specialists of the Personnel Professional Development Coordination Unit of the State Police Personnel Administration.

In cooperation with the employers, RSU provides the students with the placements and in a timely manner informs them about the requirements of the placement. RSU enters into an agreement with the employers who provide placement regarding the procedures for organising placement. Placement in the respective study direction is a part of the study process the purpose of which is to establish, enhance and practically use the obtained theoretical knowledge in the respective profession in standard and non-standard situations; to summarise and analyse respective empirical materials which are necessary for development of the final paper.

The placement is implemented in accordance with the placement agreement on the provision of a placement location. A Cooperation Agreement on placement with the relevant law enforcement authority should be concluded. The placement agreement or decision of the higher education institution regarding the provision of placement opportunities shall include the objectives, assignments, planning of the placement, procedure of assessment of placement outcomes, as well as the duties and responsibilities of the parties. Students achieve the placement objective based on the acquired knowledge, skills, competence and previous work experience. When defining placement objectives and assignments, the content of the placement shall include the student getting acquainted with the management structure and principles of operation of the organisation where the placement takes place. Representatives of the organisations with which an agreement on the implementation of the placement has been concluded participate in defining placement objectives and assignments and in the assessment of the placement. The higher education institution may also implement a certain part of the placement at the beginning of studies in order to develop and strengthen the students' perception of the profession to be mastered.

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).

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 topics of the final papers offered to RSU students are updated annually and the same procedure will be provided to the students of the "Police work" course. In accordance with the ISA agreement and agreements between RSU and law enforcement authorities on the training of

specialists, the MoI submits recommended/priority research topics. The proposed topics are those on which the State Police wishes to receive research. However, students may modify, develop or derive them according to their work experience, preferences and research interests, as well as with additional coordination with their immediate employer. The suggested range of topics in no way restricts the student's choice of research, but suggests directions for research. Students also have the possibility to propose their own research topics. The topics of the theses are discussed with the chosen supervisor, while the topics of the final research theses are, in addition, discussed at the Faculty Council meeting. Any adjustments must be re-checked with the Faculty Council.

The topics of the research papers are submitted by the students on the topics and problems in law enforcement agencies, which have become topical in the performance of their duties. Students very often choose to continue their research in their theses and final research papers also on topics that were developed and defended at the National Police College.

This approach to the selection of topics of research papers has led to strong support among the lecturers and students. Due to the fact that a student develops two research papers during the study process, he/she can choose topics that complement each other and, at the end of the study process, expand the topics as widely as the boundaries of the topic allow. Students mostly chose to study the problems arising from the performance of their job duties, apparent or real deficiencies in the law, giving their research contribution. This result is successfully used as RSU collects and publishes the top ten studies annually, following the final decision of the research paper commission, in the summary editions of the final research papers (see Figure 1). This book is available as hard copy and electronically (information in [Latvian](#) language) and is distributed to all interested parties. It is available in the National Library of Latvia, the libraries of the College of the State Police and Rīga Stradiņš University. These summaries are highly appreciated among leaders of the State Police, as they reflect the shortcomings of the system of internal affairs, offer scenarios for improvement and upgrading.

In the “Police Work” study programme, students undertake research projects directly related to the operational scope of the State Police. These research projects cover significant and current topics that help improve the effectiveness of police work, legal regulations, and practical applications in various fields. Some examples of the research projects developed include:

1. **“The Application of Medical Coercive Measures in Criminal Law”** - This project aimed to explore the practice of applying medical coercive measures in criminal law in Latvia, identifying the strengths and weaknesses of this practice. The study analysed how these measures are used concerning individuals deemed mentally ill or addicted to narcotic substances.
2. **“The Use of Service Dogs in Search Operations: Regulatory Framework and Application Practice”** - this project focused on the regulatory framework governing the use of service dogs in Latvia, analysing how these regulations are practically implemented in the work of the State Police. The research offers recommendations on improving the effectiveness of using service dogs in search operations, particularly emphasising cases involving missing persons or fugitive criminals.

PROFESIONĀLĀS BAKALAURA
STUDIJU PROGRAMMAS
“POLICIJAS DARBS”

**NOSLĒGUMA PĒTNIECISKO DARBU
KOPSAVILKUMI**



Figure 1. Sample summary editions of final research papers

Enclosed:

Annex 22. Topics of Students' Final Papers.

Annex 26. Assessments of final papers.

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 implementation of the study programme "Police Work" is ensured by the Faculty of Social Sciences. In the process of planning and development, special attention was also paid to the analysis and provision of the study base necessary for the implementation of the study programme, as the study programme is interdisciplinary and implements the fields of civil security and law.

Developers of the study programme “Police Work”, including the experts involved, considered it essential to take into account examples of good practice from Lithuania, Estonia and Finland, which show that a modern study base and infrastructure are essential for high-quality modern higher education. Such an approach identified and also provided the elements of the study base necessary for the full implementation of the study programme “Police Work”, which are available and are developed since the introduction of the study direction.

Key elements:

- Auditoriums equipped in a modern way and maintained in good quality, which are fully compatible with the study methods planned for the implementation of study programme “Police Work”, including e-learning environment, video lectures, online visiting lectures, debates, business games, innovative technological solutions in the study and teaching process, etc.;
- The e-studies environment, which includes full study programme course information for both the study process and the achievement of learning outcomes, including practical tasks for the verification of knowledge in the e-environment, the assessment system in the e-environment, the provision of a platform for discussion in the e-environment, etc.;
- RSU Library infrastructure, which is appropriate for complete support of the modern study, scientific and research process, including for convenient availability of study materials on-site and online, quick ordering of new materials in accordance with needs of StP “Police Work” and content of study courses;
- forensic laboratory, where forensic techniques can be mastered in practice;
- RSU Medical Education Technology Centre, which is the only simulation centre in Latvia and the largest in the Baltic States, with the right infrastructure and equipment in one place to ensure acquisition and improvement of skills, as well as implementation of simulation programmes in various sectors.

Throughout the study process, RSU support structural units and general staff provide substantial and full support for the provision of the study process. The Faculty of Social Sciences supports the study process in general, while the Centre for Educational Growth advises and administers the development of the StP, supervision of the quality of studies, provision of study materials in the e-study environment and possibilities for continuing education of lecturers. The Study Department ensures the maintenance of study courses in RSU systems, provides methodical support to lecturers and creation of the timetable of study course classes (time and rooms), maintenance of the student information system, issuing of diplomas and reports on pedagogical work. The RSU Legal Department reviews and approves agreements of cooperation partners, etc., the Human Resources Department and the Finance Department – ensures employment relations with and remuneration to lecturers of study courses; Department of Infrastructure and Information Technology Department – provides auditoriums for classes and IT.

The Student Services provide significant support in work with students. The Communication Department helps to provide information about the study programme. Support to the study process is also provided by the Quality Assurance and Internal Audit Department, Research Department, Student Union. The work of RSU support structural units is effectively organised so that lecturers and the head of the programme can maximally focus on the implementation of study content and achievement of learning outcomes without any disturbances. RSU management is an important study base support point in planning and implementation of StP “Police Work”, for example, providing support and motivation in maintaining and improving qualifications of StP “Police Work” teaching staff using different support mechanisms, as well as acquiring the innovation necessary in the study process.

The resources and provision of the study programme comply with conditions of the implementation of the study programme and for the achievement of learning outcomes. To provide students with flexible and student-oriented environment, make it possible to learn the study courses provided in the programme and do research in different stages, different resources available to students, including study rooms, material technical bases, tools and equipment (for the preparation, combining, integration, visualisation and dissemination of study and research materials), information networks (internet, intranet, *Moodle*), databases (library network, RSU research centre databases, free access to databases, book resource database), materials (research materials, scientific publications, including *Web of Science* and *Scopus* publications, archives), services (administrative, financial, IT and network support services, access to official statistics), computerised applications and software (*Standart Office*, *SPSS*, *GIS*, online data visualisation tools and software, online communication tools). The programme uses the necessary technical equipment (computers with licensed software, projectors, interactive boards, etc.) and different teaching methods are used (group work, role plays, simulations, seminars, discussions, etc.).

One of the strengths of the StP is the ability of the programme to prepare graduates who are quickly integrated into the work environment, providing employers with senior officers with sufficient and adequate competences to build a career in the field of police work and can contribute to the development of the field in line with the guidelines of the Regional Development Strategy. This is possible because StP lecturers are leading scientists in Latvia in criminology, criminal law, forensics, operational activities, police law and sectors. The good technical support of the StP creates an appropriate study environment for students in order to achieve the necessary results.

During the meeting of the study direction Quality Council in the autumn semester of 2023/2024, it was reported that attendance and academic achievements of student should be assessed as high. The study process is successfully conducted in the new study rooms equipped according to the needs of the direction, at Kuldīgas iela 9 (see Figure 2).



Figure 2. RSU study premises at Kuldīgas iela 9

The results of the student questionnaire confirm that students are satisfied with the planning of lectures and classes, availability of information, equipment and availability of materials. The improvement of the study programme during the study process was also appreciated. As part of the survey, students also indicate the desired improvements in the study programme, which the lecturers together with the programme director evaluate and implement as necessary.

Enclosed:

Annex 23.2. Assessment of the informative and methodological provision regarding library resources for the implementation of the study direction “Internal Security and Civil Protection” in accordance with the requirements of the guidelines

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).

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).

The first-cycle professional higher education study programme “Police Work” in Latvian is funded by financial resources from legal entities. The funding amount per study place is EUR 5,207 for both full-time regular and part-time regular studies. In the first year of full-time studies, it is planned to admit 45 students, with an anticipated dropout of 4 students in the second year. For part-time regular studies, it is planned to admit 35 students in the first year, with an anticipated dropout of 3 students in the second year, and the number of students remaining constant in the third year.

The total projected number of students in full-time regular studies is 127, while the minimum required for the programme to be profitable is 119. Cost savings can be achieved by optimising the number of groups, ensuring profitability with an intake of 36 students in the first year. For the development of the study programme and capital investments, EUR 35,941 per year is potentially available based on the planned intake.

The total projected number of students in part-time regular studies is 99, with a minimum of 89 required for profitability. Cost savings can also be achieved by optimising the number of groups, ensuring profitability with an intake of 32 students in the first year. For the development of the study programme and capital investments, EUR 41,877 per year is potentially available based on the planned intake.

RSU's financial management policy also allows for these funds to be accumulated or for larger investments in prospective development ideas to be pre-financed using funds accrued from other study programmes.

Funding for all study programmes is used for remuneration of personnel, attraction of visiting lecturers, licences and scientific activities. In addition to the direct costs of the implementation of lectures and classes, the study programme must cover the infrastructure maintenance costs (facilities, IT solutions) and other RSU common resources used in the study programme (Student Services, Library, organisation of the study process, grant for the Student Union and other support and administrative functions).

Table 2. Costs of study programme as full-time regular studies

Title	Result
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Average income per student, EUR	5207
Average cost per student, EUR	4924
Academic staff, %	64
Department resources, %	8
Other direct expenditure, %	1
Fixed costs, %	8
Eligible, incl. development costs, %	19
Capital investment and development per 1 student, EUR	180

Table 3. Costs of study programme as part-time regular studies

Title	Result
Average income per student, EUR	4370
Average cost per student, EUR	3947
Academic staff, %	65
Department resources, %	13
Other direct expenditure, %	1
Fixed costs, %	9
Eligible, incl. development costs, %	12
Capital investment and development per 1 student, EUR	423

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.

When performing mapping of study courses against the outcomes of the study programme (see Annex 18.1), it is identified which study courses help to achieve each particular learning outcome. Examples are summarised in Table 2 in order to describe how the competence of teaching staff contributes to the achievement of the defined learning outcome, without duplicating information on lecturers for each learning outcome. It should be noted that the joint work of several courses and therefore of several doctors helps to achieve each individual learning outcome during the implementation of the programme.

Table 4. Compliance of qualification of teaching staff for the achievement of the outcomes of the study programme “Police Work”

No.	Outcome of the study programme	Teaching staff involved and compliance of their qualification
1.	Ability to apply knowledge of administrative and criminal law and procedure, police law in the work of a senior officer of the State Police when performing preventive, public order, administrative and criminal procedural activities	Examples of compliance of the competence of lecturers: <ul style="list-style-type: none">· <i>Mg. iur.</i> Māris Stivrenieks is an industry specialist, deputy chief of the Prison Administration for more than a decade. His daily work is related to execution of detention as a security measure and deprivation of liberty as a criminal punishment. On a daily basis he is responsible for the security of prisons, cynology, armaments, convoying of prisoners, security of prisons, operational activities, resocialisation of prisoners (this includes education, employment, social work, mental and psychological care, etc.) and supervision, as well as legal and judicial matters of the Prison Administration;· <i>Dr. iur.</i> Jānis Baumanis is the prosecutor of the Riga District Prosecutor’s Office, whose day-to-day work is related to the application of criminal legal norms, supervising the investigation in pre-trial criminal proceedings, directing criminal prosecutions and maintaining prosecution in court. Jānis Baumanis is the highest ranking prosecutor among district-level prosecutors specialising in investigations of misdemeanour in office;· <i>Mg. iur.</i> Ģirts Zalāns is an experienced police officer who served in the State Police for many years and teaches the study course “Operational Activities and Human Rights” in CSP.

<p>2. Knowledge of the work processes of the State Police (organisation of police work and inter-institutional cooperation, circulation of information, drawing up of documents), information technologies used in professional activities and issues related to their security</p>	<p>Examples of compliance of the competence of lecturers:</p> <ul style="list-style-type: none"> · <i>Mg. iur.</i> Māris Garjānis, a candidate for a scientific degree, a prosecutor in the Multi-Sectoral Specialised Prosecutor's Office, experience as the head of the municipal police, as well as in the Office for Combating Organised Crime and Corruption in the SP. He is familiar with the organisation, performance, implementation of the functions of the local government in cooperation with other law enforcement institutions and international organisations; · <i>Mg. iur.</i> Zane Vorslava is an industry specialist, worked both for the State Social Insurance Agency and for 11 years as a visiting lecturer at Rīga Stradiņš University and College of Law, teaching the study course "Social Rights"; · <i>Bc. iur.</i> Inga Šamarova is the Head of the Information Office of the Central Criminal Police Department of the SP, who has combined practical work with teaching study courses at RSU; · <i>Mg. iur.</i> Juris Zivarts is an industry specialist with a long experience in the academic environment, serving as a lecturer at Rīga Stradiņš University and teaching the study course "Personal Data Protection". In addition, she has a long-standing professional experience in performing the role of personal data protection officer and carrying out various types of legal analysis and assessments on data security in various fields, including regarding data security and cyber security. Day-to-day work involves performing the duties of director of a controlling department
<p>3. Constant improvement of knowledge and planning of professional growth of subordinates for the achievement of job purposes</p>	<p>Examples of compliance of the competence of lecturers:</p> <ul style="list-style-type: none"> · <i>Dr. iur.</i> Ivars Kronis is an Assistant Professor of the Faculty of Social Sciences of Rīga Stradiņš University and a sworn advocate with more than 15 years of legal experience, specialising in dispute resolution and white collar crime, including representing clients in civil cases and defending clients in criminal proceedings, courts and arbitration courts. Is a certified anti-money laundering specialist (CAMS); · <i>Mg. iur.</i> Ļubova Švecova is an industry specialist with 22 years of experience in the Financial Police Department of the State Revenue Service and a private lawyer in fraud matters; · <i>Dr. iur.</i> Allars Apsītis is a commercial law specialist, an acting Assistant Professor of the RSU Faculty of Social Sciences, an expert of the Latvian Council of Science in the field of law. Author of several scientific publications. He has taught the study course "Commercial Law" since 2003, initially at the Latvian Police Academy, currently at the Faculty of Social Sciences of Rīga Stradiņš University. He was the Head of the Department of Civil Law of the Latvian Police Academy. He has practical work experience in evaluating and solving various problem situations of a commercial legal nature

<p>4. Ability to make decisions and find creative solutions in changing, unclear, conflict and crisis circumstances, acting operatively in situations of increased stress, danger and complex service situations</p>	<p>Examples of compliance of the competence of lecturers:</p> <ul style="list-style-type: none"> · <i>Mg. iur.</i> Aelita Zīle is an experienced forensic expert, a lecturer of forensic study courses and a researcher of forensics; On 21 May 2024 defended the thesis "Forensic aspects of the study of latent papillary traces on dead human epidermis" and obtained the Ph.D. · <i>Mg. iur.</i> Ilze Sokolovska is a specialist in criminal law, investigative work, forensic tactics and methodology. Works at the College of the State Police in the Department of Legal Sciences as an Assistant Professor, teaching subjects related to criminal law, criminal proceedings, investigative work, forensic tactics and methodology; · <i>Mg. iur.</i> Artūrs Romanovskis is an industry specialist, head of Vidzeme Expert Division of the Regional Office of the Forensic Department of the Central Criminal Police Department of the SP, the day-to-day work of which is related to the inspection of the scenes (work organisation at the scene, quality examination of work, training of specialists). Forensic expert for fingerprint identification (performing fingerprint expert examinations); · <i>Mg. iur.</i> Māris Krauze, Head of the Zemgale Expert Division of the Regional Office of the Forensic Department of the Central Criminal Police Department of the SP (forensic expert) with valuable experience in the work of the Council of Forensic Experts of the ethics and disciplinary commissions; · <i>Mg. iur.</i> Sigita Silarāja is a senior forensic expert at the Department of Technical Expertise at the State Forensic Science Bureau, experience in teaching forensics at the CSP
<p>5. Ability to take on responsibility and initiative when making decisions and performing work individually, in a team or when managing the work of other people in situations of increased stress, conflict, crisis and other complex service situations</p>	<p>Examples of compliance of the competence of lecturers:</p> <ul style="list-style-type: none"> · <i>Mg. iur.</i> Artis Velšs is an industry specialist with more than 27 years of experience in the State Police services, including leading the Central Order Police Department of the State Police for many years and methodically also Order Police offices of all regional departments. Currently operating in the field of private security guard services, leading the security service of G4S Latvia; · <i>Dr. iur.</i> Aleksandrs Matvejevs is a specialist in the occupational safety sector and police law with 28 years of experience in the SP, 13 years of experience as head of administration and a long-standing teaching experience in higher education institutions of the Republic of Latvia in the field of Order Police. Scientific research and monographs in policing operation theory development trends and law

<p>6. Ability to formulate and analytically describe information, problems and their solutions, and communicate professionally with colleagues and the public on matters of competence of a senior state police officer</p>	<p>Examples of compliance of the competence of lecturers:</p> <ul style="list-style-type: none"> · <i>Dr. iur. Andrejs Vilks</i> is a specialist, expert in criminology, organiser of the establishment of the RSU Institute of Law. Long history of leading the work of the RSU Faculty of Social Sciences, as an analyst for the President's security service, a long history of teaching in higher education institutions of the Republic of Latvia. Author of several scientific works in the field of criminology; · <i>LL.M Ilze Bērziņa</i> has a long history of managing prevention projects at international and national level. Currently, she successfully manages an international project aimed at introducing the Children's House (internationally recognised as Barnahus) model in Latvia in the field of children's rights. Worked in the field of research and consultation in cooperation with international organisations aimed at promoting respect for human rights and reducing crime - the Council of Europe, the European Commission and the European Organisation for Economic Co-operation and Development; · <i>Dr. iur. Ēriks Treļs</i> is a legal scholar with a degree in police law, an industry specialist with more than twenty years of experience in prevention and response
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<p>7. Ability to independently obtain, select, critically evaluate and test information by performing professional and research activity in police work by identifying, researching and analysing a problem situation and proposing possible solutions to the problem situation, including using foreign experience and scientific research considerations</p>	<p>Examples of compliance of the competence of lecturers:</p> <ul style="list-style-type: none"> · <i>Dr. oec. Aivars Stankevičs</i> is an expert in higher education and science, co-author of three monographs, as well as author of more than 30 scientific articles and publications, including scientific articles indexed in Web of Science and SCOPUS databases, and included in ERIH (European Reference Index of the Humanities) database INT1 or INT2 category journals. Since 2013, has been teaching the study course “Scientific Research Methodology” and other related study courses at Rīga Stradiņš University. He was a researcher at the Institute of Humanities and Social Sciences at Daugavpils University from 2011 to 2018, was acting lead researcher at the Business Innovation Regional Development Centre of the Ventspils University of Applied Sciences for several years. Currently holds the position of the Vice-Rector at the ISMA University of Applied Sciences; · <i>Mg. oec.</i>, Master student of the study direction “Law” of the RSU Faculty of Social Sciences Raitis Kalnačs, Chief of Division 4 of the Criminal Intelligence Management Department of the Central Criminal Police Department of the SP (in the asset recovery service “ARO”); more than 20 years of experience in investigation and operational activities investigating offences with an international dimension; the Economic Crime Prevention Department (ECPD) and the Organised Crime Prevention Department (OCPD). Teaching experience in the CSP and RSU; · <i>Dr. iur. Jānis Grasis</i> is a doctor of international law, the author of many publications in the field of international law. Always resolved international law matters in his professional career both in the State Revenue Service and in the commercial banking sector
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<p>8. Ability to evaluate impact of their professional activity on environment and public in a confrontation with a subject, in conflict and crisis resolution, use of various force methods - psychological influence, use of physical force, special means, firearm, special tactics and methodology</p>	<p>Examples of compliance of the competence of lecturers:</p> <ul style="list-style-type: none"> · <i>Dr. iur., Mg. man., Mg. art.</i> Ivans Jānis Mihailovs is a doctoral student of Rīga Stradiņš University and industry specialist, the responsible public official of the Register of Educational Institutions and Vice-Chairman of the Certification Council of Psychologists, whose day-to-day work is related to the development of laws, regulations and administrative enactments, examination of submissions and complaints, resolution of various problem situations, representation of the institution, as well as cooperation with law enforcement institutions; · <i>Dr. iur.</i> Valdis Voins is a lecturer of the study programme “Police Work” with experience in the position of the Chief of State Police, the special security service objects and its establishment, the order police service and the port police in management positions, 33 years of work in the internal affairs service. Teaching experience in higher education institutions of the Republic of Latvia. Author of a monograph on the field of terrorism; · <i>Mg. iur.</i> Andris Melkers is an expert in the sector of licensing and permit systems, Deputy Chief of the Licensing and Permit System Office of the Coordination and Control Department of the Central Order Police Department of the SP, whose day-to-day work is related to planning and implementation of the policy, development of legislation and communication with the press, as well as representation of the State Police in the independent working group and meetings of the UN and the European Commission regarding handling of weapons, pyrotechnic articles, explosives and explosive devices. Several publications in the field of licensing and permit system. Sixteen years of experience with the State Police, two years of experience with the Ministry of the Interior
<p>9. Understanding of professional ethics and communication principles in working with colleagues, society and media</p>	<p>Examples of compliance of the competence of lecturers:</p> <ul style="list-style-type: none"> · <i>Mg. philol.</i> Ilze Cīrule is an industry specialist with long experience in the field of the protection of children’s rights in the administration of the SP and in the police work, whose day-to-day work involves drafting, editing legal texts, presenting a person in cases of legal conflict; · <i>Mg. sc. comm.</i> Lāsma Šķestere is a doctoral degree candidate and public relations specialist with 15 years of experience in the industry. Lectures in the courses “Crisis Communication”, “Public Relations Principles and Methods”, “Public Relations Text Writing” and “Media Audiences”, as well as advises on the development of strategic communications within companies

Tables 2 and 3 show that professionals and researchers experienced and practicing in Latvia, as well as academic staff and infrastructure of ISA partners are involved in the implementation of the study programme. In separate study courses or classes related to state secrets, students with access to state secrets will use the special library of the CSP.

Table 6. Practical work experience of invited lectures

Name, surname	Course title	Work experience in law enforcement bodies and other institutions related to the practical use of the knowledge, skills and competences to be learned in the respective study course is not less than 5 years in the last 15 years
Aelita Zīle	Forensic Tactics; Tactical Aspects of Crime Scene Investigation; Searching for Trace Evidence and Objects, their Fixation and Removal; Expertise, its Types and Opportunities	X
Aivars Stankevičs	Scientific Research Methodology	X
Allars Apsītis	Commercial Law	X
Aleksandrs Matvejevs	Occupational Safety	X
Andris Melkers	Provision of the Licensing and Permit System	X
Andrejs Vilks	Public Security Theory and Policy	X
Artis Velšs	Investigation of Certain Administrative Offences; Public Order and Security	X
Artūrs Romanovskis	Forensic Tactics; Tactical Aspects of Crime Scene Investigation; Searching for Trace Evidence and Objects, their Fixation and Removal; Expertise, its Types and Opportunities	X
Ēriks Treļš	Public Order and Security	X
Ģirts Zalāns	Criminal Search (special course)	X
Ilze Bērziņa	Topical Issues in Crime Prevention	X

Ilze Cīrule	Presentation Skill	X
Ilze Sokolovska	Forensic Tactics; Tactical Aspects of Crime Scene Investigation; Expertise, its Types and Opportunities	X
Inga Šamarova	Criminal Intelligence (special course); Data Processing and Protection (special course)	X
Lidija Juļa	Research Paper I; Research Paper II; Placement (in the specialisation); National Examination; National Examination: Development and Defence of Diploma Paper	X
Ivans Jānis Mihailovs	Drafting of Legislative and Administrative Acts; Conflictology and Mediation	X
Ivars Kronis	Civil Procedure Law	X
Jānis Baumanis	Conflicts of Interest of Public Officials	X
Jānis Grasis	International Public Law	X
Juris Zīvarts	Personal Data Protection Law	X
Lāsma Šķestere	Media Relations in Police Work	X
Ļubova Švecova	Cash Flow and Tax Accounting	X
Māris Garjānis	Law Enforcement Authorities and Inter-Institutional Cooperation	X
Māris Krauze	Searching for Trace Evidence and Objects, their Fixation and Removal	X
Māris Stivrenieks	Sentence Execution Rights	X

Raitis Kalnačs	International Cooperation in Combating Criminal Offence	X
Sigita Silarāja	Expertise, its Types and Opportunities	X
Valdis Voins	Management of Police Forces in Special Operations and Emergency Situations; Crisis and Change Management; Planning, Management and Coordination of Police Work in Mass Events; Security of Special Objects	X
Zane Voroslava	Social Law	X

Professor *Dr. iur.* **Jānis Grasis** is an expert in international law at the Latvian Council of Science and an expert at the Quality Agency for Higher Education. He is involved in national and international scientific projects, both as a researcher and as a scientific supervisor of projects. A member of the Association of Professors, a member of the European Society of International Law, represents the RSU Faculty of Social Sciences in the European Law Faculties Association. Author of more than 40 scientific publications and three monographs. Hirsch index (*Scopus*) – 2. He was invited as an expert in three cases of the Constitutional Court. In the last five years, participated with reports in 20 international conferences. Read visiting lectures on international law in universities of Belgium, Czech Republic, France, Greece, India, Italy, Israel, Norway, Lithuania and Portugal. Five doctoral students defended their papers under supervision of J. Grasis.

Professor *Dr. iur.* **Andrejs Vilks** – expert in law at the Latvian Council of Science. Chairman of the united council of processors of RSU, Daugavpils University and Turība University, Chairman of the Doctoral Council on law of RSU, chief editor of the RSU electronic scientific journal “Socrates”, as well as chief editor of the legal journal “Administrative and Criminal Justice” of the Baltic International Academy and Rezekne Academy of Technologies. Member of international organisation European Society of Criminology. Research team member and expert in the international scientific project “*The Global Organized Crime Index*” in 2019 – 2020. Author of more than 200 scientific publications, incl. 12 scientific monographs. Hirsch index (*Scopus*) – 1. Supervised eight defended doctoral theses, for which a doctoral degree in law was awarded. Total teaching period teaching study courses in law – 26 years. On 13 July 2021, the State President Egils Levits issued a commendation certificate to professor *Dr. iur.* Andrejs Vilks at the Riga Castle, thus giving appreciation to his life contribution to general benefit of society.

Associate Professor *Dr. iur.* **Aldis Lieljuksis** – headed the State Police for several years, author of several books, for example, “Legal and Practical Problems in Operational Activities” (2021), “Combatting Money Laundering”, “Medical Law” (2022) (author of the chapter “Responsibility of Medical Practitioners”). On 17 October 2022, Aldis Lieljuksis was appointed as Commander of the Cross of Recognition by a decision of the Chapter of Orders.

It should be mentioned that other lecturer of the Faculty of Social Sciences, members of the Study Quality Council and Council also provide their support and consultations in the implementation of

the programme, for example, professor Sandra Kaija, professor Uldis Ķinis, professor **Dzintra Atstāja**, etc. Professor *Dr. iur. Sandra Kaija* is a senator of the Supreme Court, an expert of the Latvian Council of Sciences, a member of the permanent working group of the Ministry of Justice for the development of amendments to the Criminal Procedure Law. She was invited to provide her opinions to the Constitutional Court. Author and co-author of more than 70 publications, incl. 7 monographs and textbooks. She receive a certificate of acknowledgement of the Ministry of Education and Science of Latvia for her achievements in study and methodological work. Professor *Dr. iur. Uldis Ķinis* is a former judge of the Constitutional Court of the Republic of Latvia, Vice-President of the Court. Expert of the Latvian Council of Sciences in law. Author of four scientific monographs and several articles. Specialised in cybercrime research. Beneficiary of the prestigious US Fulbright Research Scholarship, Professor **Dzintra Atstāja** participated in the teaching staff upskilling project in digital sciences at the University at Buffalo (United States).

As evidenced by the aforementioned information about the academic staff, the qualifications and practical work experience of the lecturers involved in the implementation of the study programme fully meet the requirements of the regulatory acts as well as the conditions for the implementation of the study programme.

Enclosed:

Annex 18.1. Mapping of the Study Courses for the Achievement of Learning Outcomes of the Study Programme.

Annex 24.7. Analysis of the Composition of the Teaching Staff.

Annex 24.9. Opinion of the Higher Education Council.

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 major changes in the composition of the teaching staff since the licensing of the study programme. Uldis Bēniņš, who previously taught a part of the course "Public Order and Security", is no longer involved in the implementation of the programme. His teaching topics have been taken over by colleagues Ēriks Treļš and Artis Velšs, on the principle of interchangeability. Also, due to the internal consolidation of RSU and the change of the study programme director, Irina Dolgova is no longer involved in the implementation of the study programme. The courses Study paper I and II, Placement in specialisation and State examination, which were previously controlled and organised by Irina Dolgova and Valdis Voins, were taken over by the Head of the Study Programme Group "Internal Security" Lidija Juļa, PhD. The lecturers involved in the development of the study work are specialists in the field and familiar with the topics of the study work, and provide students with advice during the development of the study work. Associate professor Valdis Voins is involved in the work of the thesis defence committee as the chairman of the committee.

Head of the study programme group "Internal Security" Ph.D. Lidija Juļa is the head of the study course "Study work" and "Practice". The Head of the Study Thesis course ensures the process from the submission of the Study Thesis Topic Application to the defence.

The supervisor of the "Internship" course of study monitors whether all students have an appropriate placement and a tripartite signed contract, as well as whether the student at the

placement site will be able to fulfil the tasks of the placement and achieve the objectives of the placement as set out in the placement regulations. Prepare placement reports, check the placement report if necessary and participate in the work of the placement defence committee, together with other professionals and experts in the field.

These changes have not adversely affected the quality of the implementation of the study programme. The internal consolidation of the RSU and the establishment of the new Faculty of Social Sciences ensure a more efficient use of resources and promote cross-sectoral cooperation.

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).

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).

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).

Collaboration among teaching staff is essential to ensure the quality and consistency of the “Police Work” study programme. The cooperation between the lecturers helps to ensure the alignment, integrity, and relevance of study courses and modules to meet industry requirements. Effective collaboration among teaching staff also enhances the educational experience for students by providing a diverse approach to the learning process. The lecturers regularly participate in working groups and meetings aimed at discussing and coordinating course content, teaching methods, and the achievement of learning outcomes. These meetings help to harmonise the teaching materials of various courses and ensure that the course content is complementary and integrated, rather than

redundant or contradictory.

Some study courses and modules are developed in close cooperation between multiple lecturers, particularly when the course content covers multiple sectors or disciplines. For example, courses that combine criminal law and operational work ("Criminal Investigation," "Criminal Intelligence") are jointly designed to provide students with a unified and consistent knowledge base.

Collaboration among teaching staff is also encouraged across different disciplines and study programmes within the Faculty of Social Sciences to ensure the programme meets the diverse demands of today. The interdisciplinary approach allows the inclusion of courses such as "Social Rights," "Communication and Presentation Skills," and "Conflictology and Mediation," which are essential for police work.

The programme also promotes collaboration with external experts, such as State Police officers, prosecutors, and other security sector specialists, who regularly participate in lectures and seminars as instructors, lecturers, or guest speakers. This collaboration helps integrate current industry trends into the study content and ensures that students maintain a connection with real-world practice.

In the spring semester of the academic year 2023/2024, in cooperation with specialists from law enforcement institutions, a defence of the study course Study Work I was organised. Taking into account the number of submitted study papers, three committees were organised to evaluate the research papers of the students of the 2nd semester of Year 1 of the first cycle of the professional study programme "Police Work". The composition of the Commissions was selected from specialists in the fields covered by the study process, as well as by inviting independent experts. In the future, a joint thesis defence committee will be formed, involving the thesis supervisors and reviewers.

At the same time, it should be noted that following the consolidation process at RSU, the range of cooperation partners of the Faculty of Social Sciences has increased and the capacity of the security strand has been strengthened.

In addition, with the changes in the regulatory enactments, the lecturers cooperate with each other - they adjust the course descriptions, supplement the course content and update the literature sources with the latest books and publications. Close communication is ensured so that course contents do not duplicate but complement each other in a qualitative and coherent manner.

At the time of submission of the self-assessment report, the ratio of the number of students and the teaching staff is 1.7:1.

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	24.1_Anx_Diploma_PD.pdf	24.1_piel_Diploms_PD.pdf
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_pielik_2.policijas darbs_eng.pdf	16_pielik_2.Policijas darbs_statistika_lv.pdf
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_Anx_Compliance_State_Standard_Police_Work.pdf	17.1_pielik_atbilstiba valsts izglitiba standartam_PD.pdf
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_Anx_StP_compliance_stand_Police_Work.pdf	18.2_pielik_StP_atbilstib_prof_stand_AKR.pdf
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	18.1_Anx_Study_results_mapping_Police_Work.pdf	18.1_pielik_Studiju rezultatu kartejums.pdf
The curriculum of the study programme (for each type and form of the implementation of the study programme)	19_Anx_StP_plan_PolicD_lab_pap_eng.pdf	19_pielik_StP_planojums_PolicD_lab_pap_lv.pdf
Descriptions of the study courses/ modules	20.1_Anx_Course_Descriptions_PD.pdf	20.1_piel_Kursu_apraksti_PD.pdf
Description of the organisation of the internship of the students (if applicable)	09_Anx_Description of the organisation of the internship of the students.pdf	09_pielik_Studejoso_prakses_organiz_apraksts.pdf
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)		