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# External Evaluation Report

## (Departmental- Study Field)

- **Higher Education Institution:**  
College of Law (Latvia)
- **Town:** Riga
- **School/Faculty:** School/Faculty
- **Department (Study Field):** Management, Administration and Management of Real Property
- **Department's (Study Field's) Status:** Currently Operating
- **Programmes of study under evaluation:**  
Name (Duration, ECTS, Cycle)

### Programme 1

**In Greek:**

Programme Name

**In English:**

Real Estate Administration and Management (2 academic years, 120 ECTS, Diploma)

### Programme 2

**In Greek:**

Programme Name

**In English:**

Human Resources Management (2 academic years, 120 ECTS, Diploma)

### Programme 3

**In Greek:**

Programme Name

**In English:**

Security and Personal Data Protection (2 academic years, 123 ECTS, Diploma)

**The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].**

Department's (Study Field's) programmes (to be filled by the CYQAA officer and verified by the EEC):

DEPARTMENT (STUDY FIELD)	PROGRAMMES OF STUDY
<b>Management, Administration and Management of Real Property</b>	Real Estate Administration and Management (2 academic years, 120 ECTS, Diploma)
	Human Resources Management (2 academic years, 120 ECTS, Diploma)
	Security and Personal Data Protection (2 academic years, 123 ECTS, Diploma)

## A. Introduction

The External Evaluation Committee (EEC) instituted by the Cyprus Quality Assurance Agency (CYQAA) executed an insitu visit of the “College of Law (Juridiska Koledza)” in Riga, Latvia on September 28-29, 2023.

From a legal point of view, the College of Law (CoL) is a derived public person, granted autonomous competence by the Law which also includes establishment and approval of its budget. The CoL, established in 2000, is the first college in Latvia to be internationally accredited.

This report by the EEC is in conformity with the rules, regulations, standards and stipulations of (a) the CYQAA, (b) the Latvian Law on Higher Education Institutions and, hence, (c) the Guidelines for the Preparation of the Joint Opinion by the Expert Group on the Assessment of a Study Field.

Concretely, this means that the EEC, when assessing the Study Field (departmental evaluation) and the Programmes (programmatic evaluation within the framework of the departmental – study field evaluation) fully aligns with the “Explanation of Evaluation” as set by the above mentioned “Guidelines” in the following way:

- **Excellent:** the Study Field (department) meets the specified requirements (**mark 5**);
- **Good:** when evaluating the compliance of the Study Field with the specified requirements, insignificant shortcomings (i.e. leading to some recommendations & suggestions by the EEC) have been identified (**mark 4**);
- **Average:** evaluating the compliance of the Study Field with the specified requirements, shortcomings and deficiencies have been identified that can be eliminated within the term of accreditation of the study field (**mark 3**);
- **Poor (unsatisfactory):** evaluating the compliance of the Study Field with the set requirements, significant shortcomings have been identified and the shortcomings identified in the implementation of the Study Field (programme portfolio delivery) cannot be eliminated within the two-year accreditation term of the study field (**marks 1-2**).

The EEC further fully aligns with the definition of:

- **Fully compliant:** the Study Field (department) complies with the prescribed requirements (**mark 4-5**);
- **Partially compliant:** whilst assessing the compliance of the Study Field with the prescribed requirements, shortcomings and deficiencies have been identified, but they can be eliminated by the day on which the Study Quality Committee (hereinafter - the SQC) in its meeting is supposed to review the application on the accreditation of the study field, or within the accreditation term of the Study Field (**mark 3**);
- **Non-compliant:** whilst assessing the compliance of the Study Field with the prescribed requirements, significant deficiencies have been identified, and the identified shortcomings and deficiencies regarding the implementation of the Study Field (portfolio of programmes) cannot be eliminated within the two-year accreditation term of the study field (**mark 1-2**).

Preparing the insitu visit, the EEC studied all the required documents submitted by the CoL and all relevant information made public by the CoL and available to the EEC (e.g. website).

The EEC notes that the development of the CoL is based on the key policy documents and regulatory framework of the Latvian State (Latvian Law on Higher Education Institutions) and that, with respect to quality assurance, the activities of the CoL have been assessed in accordance with e.g. “ISO 9001:2015 Quality Management Systems”, “Investor in Excellence” standards and with the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” as set by ENQA (European Network for Quality Assurance in Higher Education). To gain greater

recognition at the European and global levels, the College of Law has joined several international organisations – PRME (Principles for Responsible Management Education); EURASHE (European Association of Institutions in Higher Education); WFCP (World Federation of Colleges and Polytechnics), and AACC (American Association of Community Colleges).

The EEC took note of the Mission & Vision of the CoL with respect to the education and training qualified specialists for the labour market both in Latvia and abroad (good theoretical knowledge and practical skills). The CoL educates and trains mid-level professionals with first-level professional higher education not only in the field of law, but also in other most demanding occupations in the labour market, where the legal aspects play an important role, such as the Programmes in the Study Field under review by the EEC.

This evaluation is equally carried out by the EEC in the light of the CoL's aspirations to grow by acquiring international experience and constantly improving the quality of studies ("to be the best in Latvia") of which legal science is the main field of strategic specialization.

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Prof.dr. Philip Vergauwen, Chair</b>	Professor at Solvay Brussels School of Economics & Management	Université Libre de Bruxelles, Belgium
<b>Prof.dr. Na Fu</b>	Professor, Trinity College Dublin	University of Dublin, Ireland
<b>Prof.dr. Norman Hutchison</b>	Professor, University of Aberdeen Business School	University of Aberdeen, United Kingdom (UK)
<b>Prof.dr. Kevin Curran</b>	Professor, School of Computing, Eng & Intel Systems	Ulster University, Northern Ireland (UK)
<b>Mr. Platonas Michaelides</b>	Student	University of Cyprus, Cyprus

### C. Guidelines on content and structure of the report

- *The external evaluation report refers to the Department (Study Field) as a whole (programmes offered, teaching staff, administrative staff, infrastructure, resources, etc.).*
- *The external evaluation report follows the structure of assessment areas and sub-areas.*
- *Under each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*

- 1 or 2: *Non-compliant*
- 3: *Partially compliant*
- 4 or 5: *Compliant*

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*
- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department (Study Field), N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's (Study Field's) corresponding policy regarding the specific quality indicator.*
- *In addition, for each assessment area, it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

#### **Findings**

*A short description of the situation in the Department (Study Field) based on evidence from the Department's (Study Field's) application and the site - visit.*

#### **Strengths**

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

#### **Areas of improvement and recommendations**

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), **which must be in agreement with everything stated in the report.***
- **The report may also address other issues which the EEC finds relevant.**

## 1. Department's (Study Field's) academic profile and orientation

(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

### Sub-areas

- 1.1 Mission and strategic planning (including SWOT analysis)
- 1.2 Connecting with society
- 1.3 Development processes

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*

3: *Partially compliant*

4 or 5: *Compliant*

Quality indicators/criteria		
<b>1. Department's (Study Field's) academic profile and orientation</b>		
<b>1.1 Mission and strategic planning (including SWOT analysis)</b>		<b>1 - 5</b>
1.1.1	The Department (Study Field) has formally adopted a mission statement, which is available to the public and easily accessible.	5
1.1.2	The Department (Study Field) has developed its strategic planning aiming at fulfilling its mission.	5
1.1.3	The Department's (Study Field's) strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	4
1.1.4	The programmes of study offered by the Department (Study Field) reflect its academic profile and are aligned with the European and international practice.	5
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Department's (Study Field's) development strategies.	5
1.1.6	Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's (Study Field's) development strategy.	5
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Department's (Study Field's) academic development is adequate and effective.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

**The EEC recommends the CoL to analyze drop-out rates at deeper level, as drop-out rates seem to be biased upwards (i.e. break in studies by people working full-time is not to be considered final drop-out) and to develop strategies allowing for more flexibility wrt. study programme completion.**

Additionally, provide information on the following:

1. Coherence and compatibility among programmes of study offered by the Department (Study Field).
2. Coherence and compatibility among Departments (Study Fields) within the School/Faculty [to which the Department (Study Field) under evaluation belongs].

**The EEC finds full compliance with respect to the Study Field (department) academic profile and orientation, mission & vision, strategic planning and SWOT analysis: the programme portfolio is coherent and compatible. The EEC commends the College of Law for the overall design of the programmes and the synergies among them: the strong legal basis as “file rouge” and the fact that not only teachers but also programme directors teach across programmes strengthens the coherence and compatibility.**

Provide suggestions for changes in case of incompatibility.

## 1. Department’s (Study Field’s) academic profile and orientation

### 1.2 Connecting with society

1 - 5

1.2.1	The Department (Study Field) has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	5
1.2.2	The Department (Study Field) provides sufficient information to the public about its activities and offered programmes of study.	5
1.2.3	The Department (Study Field) ensures that its operation and activities have a positive impact on society.	5
1.2.4	The Department (Study Field) has an effective communication mechanism with its graduates.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

**The EEC commends the College of Law for its connections to industry/society. It is clear that the CoL is an institute of choice to attract students from and many of the CoL’s (guest) lecturers are committed leading practitioners of high standing and, as such, highly appreciated by the students who make their choice to join the CoL because of this.**

## 1. Department's (Study Field's) academic profile and orientation

### 1.3 Development processes

1 - 5

1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work.	5
1.3.2	Planning teaching staff recruitment and their professional development is in line with the Department's (Study Field's) academic development plan.	5
1.3.3	The Department (Study Field) applies an effective strategy of attracting high-level students from Latvia and abroad.	4
1.3.4	The funding processes for the operation of the Department (Study Field) and the continuous improvement of the quality of its programmes of study are adequate and transparent.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

**The EEC finds that the CoL, given its mission, vision and aspirations, overall delivers on its promise. The development process is fully compliant and in many cases to be considered as “best practice”. Internationalization remains a challenge for the CoL. Notwithstanding active involvement in Erasmus programmes for international internships, Latvian demographics and (inter)national competition will require the CoL to be able to attract more non-Latvian students if it wants to achieve its sustainable growth goals.**

Additionally, write:

- Total number of students: 692 (1 non-Latvian – Turkey)  
 Erasmus students 22-23: 6 (Turkey)  
 Enrollment 22-23: 273 students
- Turkey: 1

**Note: drop-out 22-23: 125 students**

### **Findings**

The EEC finds full compliance with respect to the CoL's (Study Field/departmental) academic profile and orientation, mission & vision, strategic planning, connections with society and development processes.

The EEC does, however, have some important questions or concerns with respect to one of the programmes in the Study Filed (see also programmatic evaluation), but has full confidence in the CoL's ability to (re)solve the issues raised.

### **Strengths**

The EEC commends the CoL for its (“best practice”) activities, aspirations and delivery on promises. The EEC specifically identified strong and intense connections with society (industry, practitioners).

This is recognized and appreciated by the students who often consider this the main reason for joining the CoL.

**Areas of improvement and recommendations**

The EEC recommends the College of Law to finetune and systematically document some of the short, medium and long term goals and objectives, which are periodically revised and adapted, but could benefit from “closing the loop twice”, i.e. post-action analysis and the impact measured of actions (certainly in the case of e.g. drop-out rates, completion of study) could be more clearly/fully documented.

The main challenge for the CoL is internationalization and, more specifically, attracting non-Latvian students. Offering (core) courses in English and using its industry and international academic connections to e.g. offering courses and/or internships to non-Latvian students might be the way forward.

To a lesser degree, the EEC recommends the School to pay specific attention to drop-out rates or longer completion-time of studies and the measurement thereof. The fact that students are working and, e.g. adjust their agendas with respect to following courses and submitting (graduation) papers, biases drop-out rates: sometimes a drop-out is not a drop-out, but a break due to private or professional (career) reasons.

**Please select what is appropriate for each of the following sub-areas:**

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
1.1 Mission and strategic planning	Compliant
1.2 Connecting with society	Compliant
1.3 Development processes	Compliant

## 2. Quality Assurance

(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

### Sub-areas

**2.1 System and quality assurance strategy**

**2.2 Quality assurance for the programmes of study**

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

*1 or 2: Non-compliant*

*3: Partially compliant*

*4 or 5: Compliant*

Quality indicators/criteria		
<b>2. Quality Assurance</b>		
<b>2.1 System and quality assurance strategy</b>		<b>1 - 5</b>
2.1.1	The Department (Study Field) has a policy for quality assurance that is made public and forms part of the Institution's strategic management.	5
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	5
2.1.3	The Department's (Study Field's) policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	5
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Department's (Study Field's) activities:	
2.1.4.1	Teaching and learning	5
2.1.4.2	Research	5
2.1.4.3	The connection with society	5
2.1.4.4	Management and support services	5
2.1.5	The quality assurance system promotes a culture of quality.	5
2.1.6	Students' evaluation and feedback	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

**The EEC finds full compliance with respect to quality assurance – system and quality assurance strategy.**

The EEC recommends the CoL to literally “close the loop twice” when student evaluations are concerned. The limited number of students allow direct communication with the students, but formal, systematic and written documentation with respect to student surveys and the follow-up thereof is highly recommended.

## 2. Quality Assurance

### 2.2 Quality assurance for the programmes of study

1 - 5

2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department (Study Field) lies with the teaching staff.	5
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department (Study Field) are clear, sufficient and known to the students.	5
2.2.3	The quality control system refers to specific indicators and is effective, which have been presented and discussed.	5
2.2.4	The results from student assessments are used to improve the programmes of study.	4
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	5
2.2.6	The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	5
2.2.7	The Department (Study Field) publishes information related to the programmes of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff.	5
2.2.8	Names and position of the teaching staff of each programme are published and easily accessible.	5
2.2.9	The Department (Study Field) has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	5
2.2.10	The Department (Study Field) flexibly uses a variety of teaching methods.	5
2.2.11	The Department (Study Field) systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.	3
2.2.12	The Department (Study Field) analyses and publishes graduate employment information.	5

2.2.13	The Department (Study Field) ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly:	
	2.2.12.1 Building facilities	5
	2.2.12.2 Library	5
	2.2.12.3 Rooms for theoretical, practical and laboratory lessons	5
	2.2.12.4 Technological infrastructure	4
	2.2.12.5 Academic support	5
2.2.14	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	5
2.2.15	The Department's (Study Field's) mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities.	5
2.2.16	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	5
2.2.17	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	5
2.2.18	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.	5
2.2.19	The Department (Study Field) has mechanisms and funds to support writing and attending conferences of doctoral candidates.	5
2.2.20	There is a clear policy on authorship and intellectual property.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

**The EEC finds overall compliance with respect to quality assurance for the programmes of study. The CoL operates the necessary instruments and processes for programme level quality assurance. See above for the closing the loop formally wrt. student evaluations. The EEC recommends in general a more complete and formal/systematically documented data collection wrt. the academic/learning performance of students (drop-out rates) and encourages the CoL to push a bit more when it comes to (facilitating) timely completion of studies. Last remark: technological infrastructure is compliant but rather basic (sufficient rather than exemplary).**

### **Findings**

The EEC finds overall compliance with respect to quality assurance for the programmes of study. The CoL operates the necessary instruments and processes for programme level quality assurance.

### **Strengths**

The EEC commends the CoL for its connections to the world of practice (in both delivery, assessment and continuous improvement) and for the way the CoL (although an institution focused on professional/vocational programmes), motivates and stimulates applied, practice-oriented research by staff as well as by students.

The EEC also (strongly) commends the CoL for staff and support staff sufficiency: the CoL has a great team of teachers and support staff.

### **Areas of improvement and recommendations**

The EEC recommends in general a more complete and formal/systematically documented data collection wrt. the academic/learning performance of students (drop-out rates) and encourages the CoL to push a bit more when it comes to (facilitating) timely completion of studies. Last remark: technological infrastructure is compliant but rather basic (sufficient rather than exemplary).

**Please ✓ what is appropriate for each of the following sub-areas:**

<b>Sub-area</b>	<b><i>Non-compliant / Partially Compliant / Compliant</i></b>
2.1 System and quality assurance strategy	Compliant
2.2 Quality assurance for the programmes of study	Compliant

### 3. Administration (ESG 1.1, 1.3, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*  
3: *Partially compliant*  
4 or 5: *Compliant*

Quality indicators/criteria		
<b>3. Administration</b>		<b>1 - 5</b>
3.1	The administrative structure is in line with the legislation and the Department's (Study Field's) mission.	5
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Department (Study Field).	5
3.3	The administrative staff adequately supports the operation of the Department (Study Field).	5
3.4	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Department's (Study Field's) council competently exercises legal control over such decisions.	5
3.5	The Department (Study Field) applies effective procedures to ensure transparency in the decision-making process.	5
3.6	Statutory sessions of the Department (Study Field) are held and minutes are kept.	5
3.7	The Department's (Study Field's) council operates systematically and autonomously and exercises the full powers provided for by the law and / or the constitution of the Department (Study Field) without the intervention or involvement of a body or person outside the law provisions.	5
3.8	The manner in which the Department's (Study Field's) council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	4
3.9	The Department (Study Field) applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.	5
3.10	The Department (Study Field) has appropriate procedures for dealing with students' complaints.	5

3.11	Internationalization of the Department (Study Field) and external collaborations.	3
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Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

**The EEC finds overall compliance with respect to quality indicators and criteria for administration.**

**Some of the procedures for disseminating and implementing their decisions are rather informal and not always (fully and systematically) documented. The scale of operations currently allows such informal, direct procedures, but closing the loop formally is increasingly important and necessary to allow for successful sustainable growth.**

**With respect to internationalization, the challenge remains to attract non-Latvian students. Internationalization efforts for current Latvian students are commendable.**

### **Findings**

The EEC finds overall compliance with respect to quality indicators and criteria for administration.

### **Strengths**

The EEC commends the CoL for the administrative staff adequacy and for the high level of commitment to the institute.

### **Areas of improvement and recommendations**

The EEC finds that some of the procedures for disseminating and implementing their decisions are rather informal and not always (fully and systematically) documented. The scale of operations currently allows such informal, direct procedures, but closing the loop formally is increasingly important and necessary to allow for successful sustainable growth.

With respect to internationalization, the challenge remains to attract non-Latvian students. Internationalization efforts for current Latvian students are commendable.

**Please select what is appropriate for the following assessment area:**

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
3. Administration	Compliant

#### 4. Learning and Teaching (ESG 1.2, 1.3, 1.4, 1.9)

**Sub-areas**

- 4.1 Planning the programmes of study
- 4.2 Organisation of teaching

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*
- 3: *Partially compliant*
- 4 or 5: *Compliant*

Quality indicators/criteria		
<b>4. Learning and Teaching</b>		
<b>4.1 Planning the programmes of study</b>		<b>1 - 5</b>
4.1.1	The Department (Study Field) provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study.	5
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	5
4.1.3	Intended learning outcomes, the content of the programmes of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF).	5
4.1.4	The programmes of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	3
4.1.5	The Department (Study Field) ensures that its programmes of study integrate effectively theory and practice.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

**The EEC finds compliance with respect to standards of learning & teaching – planning of the programmes of study. For specific remarks and concerns with respect to the Security & Personal Data Protection programme, see programmatic evaluation.**

## 4. Learning and Teaching

### 4.2 Organisation of teaching

1 - 5

4.2.1	The Department (Study Field) establishes student admission criteria for each programme, which are adhered to consistently.	5
4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	5
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	5
4.2.4	The teaching staff of the Department (Study Field) has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship.	5
4.2.5	Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process.	5
4.2.6	The teaching staff of the Department (Study Field) provides timely and effective feedback to their students.	5
4.2.7	The criteria and the method of assessment as well as the criteria for marking are published in advance.	5
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

**The EEC finds full compliance to all but one (partially compliant) standard, and this because of concerns wrt. the Security & Personal Data Protection Programme as part of the Study Field. There are no issues whatsoever with respect to the Human Resource and the Real Estate programmes. (See also programmatic evaluation).**

### Findings

The EEC finds full compliance to all but one (partially compliant) standard, and this because of concerns wrt. the Security & Personal Data Protection Programme as part of the Study Field. There are no issues whatsoever with respect to the Human Resource and the Real Estate programmes. (See also programmatic evaluation).

### Strengths

The EEC commends the CoL for its student-centeredness. Students are happy and proud and are convinced their education will have a strong positive impact on their careers and personal development.

The “small” number of students, the customer-intimacy of the administration and teaching staff leverage learning outcomes, including peer-learning effectiveness.

A further area of strength and “best practice” is the effective integration of practice and theory in all programmes.

**Areas of improvement and recommendations**

The EEC recommends the CoL to more formally document the active participation and engagement of all stakeholders, including employers, in the programmes’ review and (continuous improvement focused) development.

**Please select what is appropriate for each of the following sub-areas:**

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
4.1 Planning the programmes of study	Compliant
4.2 Organisation of teaching	Compliant

## 5. Teaching Staff (ESG 1.5)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*  
 3: *Partially compliant*  
 4 or 5: *Compliant*

Quality indicators/criteria		
<b>5. Teaching Staff</b>		<b>1 - 5</b>
5.1	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	5
5.2	The teaching staff of the Department (Study Field) has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	5
5.3	The visiting Professors' subject areas adequately support the Department's (Study Field's) programmes of study.	5
5.4	The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.	N/A
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	N/A
5.6	The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	4
5.7	The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study.	5
5.8	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

**The EEC finds full compliance with standards and quality indicators/criteria related to teaching staff.**

Also, write the following:

- Number of teaching staff working full-time and having exclusive work: 14/45 (31%)  
 (Note: the 14 FT academic staff provide 70% of content, the remaining 30% of content is delivered by professionals from the labour market and have long-term contract, part-time/assignment based).
- Number of special teaching staff working full-time and having exclusive work: n/a
- Number of visiting Professors: n/a

- Number of special scientists on lease services: n/a

Click to enter text.

### **Findings**

The EEC finds full compliance with respect to standards, indicators and criteria related to teaching staff.

### **Strengths**

The EEC highly commends the CoL of attracting enthusiastic and extremely engaged teaching staff, amongst whom many leading practitioners.

### **Areas of improvement and recommendations**

The EEC encourages the CoL to (continue) to assess student workload: students are working (most of them full time) and (temporary) drop-outs seems to be a recurrent problem. Notwithstanding the exemplary efforts of the pedagogical and personal support offered by the CoL to its students, and realizing that the way drop-out is measured as-is, workload management might require some flexibility and creativity, without, of course, lowering the high standards of learning.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
Teaching staff number, adequacy and suitability	Compliant
Teaching staff recruitment and development	Compliant
Synergies of teaching and research	Compliant

## 6. Research

(ESG 1.1, 1.3, 1.5, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*

3: *Partially compliant*

4 or 5: *Compliant*

Quality indicators/criteria		
<b>6. Research</b>		<b>1 - 5</b>
6.1	The Department (Study Field) has a research policy formulated in line with its mission.	5
6.2	The Department (Study Field) consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.	5
6.3	The Department (Study Field) provides adequate facilities and equipment to cover the staff and students' research activities.	5
6.4	The Department (Study Field) has the appropriate mechanisms for the development of students' research skills.	5
6.5	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Department (Study Field) also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	5
6.6	The Department (Study Field) ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	5
6.7	The Department (Study Field) provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	5
6.8	The external, non-governmental, funding of research activities of teaching staff is similar to other Departments (Study Fields) in Latvia and abroad.	5
6.9	The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

**The EEC finds not only compliance but performance beyond standards and criteria with respect to research for a college delivering professional/vocational, short-cycle education.**

### **Findings**

The EEC commends the CoL for its consistent - and as such recognized by professional educators and the world of practice – research efforts. The research publications in the CoL’s journal is of good to high quality and relevant for practitioners. The intellectual contributions of the CoL’s teaching staff and its students enjoys a good reputation there where it matters.

### **Strengths**

The efforts of the CoL to motivate and stimulate staff and students to participate in conferences, the publication of intellectual contributions relevant to the profession and society are truly commendable.

### **Areas of improvement and recommendations**

The EEC thinks that international (non-Latvian) contributions to the research projects and outlays is certainly possible and, if the CoL so wishes given its strategy, vision and mission, desirable.

**Please ✓ what is appropriate for the following assessment area:**

<b>Assessment area</b>	<b><i>Non-compliant / Partially Compliant / Compliant</i></b>
Research mechanisms and regulations	Compliant
External and internal funding	Compliant
Motives for research	Compliant
Publications	Compliant

## 7. Resources (ESG 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*  
 3: *Partially compliant*  
 4 or 5: *Compliant*

Quality indicators/criteria		1 - 5
<b>7. Resources</b>		
7.1	The Department (Study Field) has sufficient financial resources to support its functions, managed by the Institutional and Department (Study Field) bodies.	4
7.2	The Department (Study Field) follows sound and efficient management of the available financial resources in order to develop academically and research wise.	5
7.3	The Department's (Study Field's) profits and donations are used for its development and for the benefit of the university community.	5
7.4	The Department's (Study Field's) budget is appropriate for its mission and adequate for the implementation of strategic planning.	5
7.5	The Department (Study Field) carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	5
7.6	The Department's (Study Field's) external audit and the transparent management of its finances are ensured.	5
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. <b>The EEC finds full compliance with respect to indicators and criteria related to resources.</b>		

### Findings

The EEC concludes full compliance with respect to resources. The CoL has the necessary and sufficient resources to maintain its high quality-level of operations.

Some elements of the infrastructure, however, are rather basic in the light of the CoL's aspirations to fully engage in participative, active learning, flipped-classroom learning experiences, etc ...

### Strengths

The EEC commends the institution for its well managed resources put at the disposal of first-in-class teaching and learning.

**Areas of improvement and recommendations**

The CoL has at-standard procedures with respect to strategic planning and strategy wrt. resources. Sustainable growth and further internationalization may, however, require a more detailed planning based upon a clear strategy.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
7. Resources	Compliant

## D. Conclusions and final remarks

Overall, the EEC finds that the CoL offers and delivers educational programmes:

- that have an open international mind-set (e.g. Erasmus exchange focused on international internships);
- open, widely available, of high quality and capable of satisfying demand for professionals with appropriate qualification in accordance with the development needs of the Latvian economy and the trends of the global education market;
- that contribute to the individual student's personality growth and social development;
- that reflect a contemporary education approach that meets the demands of the labour market and promotes the transformation of the (national) economy by focusing on the development of competencies, entrepreneurial skills and creativity needed to implement the priorities of smart specialization strategies.

The EEC recommends the CoL to establish clear strategies with respect to the following challenges:

- sustainable growth and internationalization: student numbers may, in the coming years, be affected by the relatively poor demographic situation in the country, the outflow of the Latvian population abroad and the increase of competition in higher education (especially in the college education system);
- attracting qualified (international) academic staff;
- investments in infrastructure matching the pedagogies of the institution (flipped class-room, active participation, ...);
- the need for increasing flexibility in line with the rapid development of the labour market and the changing demands of employers (e.g. lifelong learning, postgrad education, ...).

The EEC encourages the CoL to seek continuous improvement with respect to:

- systematical (e.g. annual) in-depth evaluations of the study programmes with all its stakeholders;
- strategies and tactics to avoid high drop-out rates and/or long study-completion times;
- the focus on, deepening and expansion of the students' learning experience next and complementary to their working experience;
- this experience of supplementing theoretical knowledge with the acquisition of practical skills and competencies by e.g. promoting the involvement of guest lecturers, recognized professionals in their field of activity, as well as international specialists to support the delivery of lectures/programmes;
- stimulating students to take part in activities of the CoL networked Latvian and foreign industry partners, organizations of higher education (colleges and scientific institutions), such as (international) conferences, workshops, forums, internships, (Erasmus) exchanges, etc ...i.e. to maintain "best experiences of knowledge transfer" to students;
- the acquisition of critical thinking and even (applied, thematic, practice-relevant) research skills by the students reflected in reports/qualification papers.

Reviewing, assessing and appraising the College of Law (CoL), the EEC finds that the Study Field (departmental) evaluation leads to the conclusion that the College of Law is in overall compliance and is to be recognized as an excellent organization in the delivery of programmes demonstrating an efficient and effective approach to the core business and the continuous improvement thereof. This makes the CoL one of the leading college in Latvia and a reliable partner in the international context.

## E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
<b>Philip Vergauwen, chair</b>	
<b>Na Fu</b>	
<b>Norman Hutchison</b>	
<b>Kevin Curran</b>	
<b>Platonas Michaelides</b>	

**Date:** October 8<sup>th</sup> 2023