

## 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>Ugunsdrošības un civilās aizsardzības koledža</i>
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# **Self-evaluation report**

Study field "Internal Security and Civil Protection"

Fire Safety and Civil Defence College

<b>Self-evaluation report</b>	2
<b>Study field</b>	4
1. Information on the Higher Education Institution/College	4
2.1. Management of the Study Field	11
2.2. Efficiency of the Internal Quality Assurance System	19
2.3. Resources and Provision of the Study Field	24
2.4. Scientific Research and Artistic Creation	33
2.5. Cooperation and Internationalisation	37
2.6. Implementation of the Recommendations Received During the Previous Assessment Procedures	38
<b>Annexes</b>	40
<b>Other annexes</b>	41
<b>Fire Safety and Fire-Fighting (41861)</b>	42
<b>Study programme</b>	45
3.1. Indicators Describing the Study Programme	45
3.2. The Content of Studies and Implementation Thereof	47
3.3. Resources and Provision of the Study Programme	51
3.4. Teaching Staff	53
<b>Annexes</b>	56

# 1. Information on the Higher Education Institution/College

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

The Fire Safety and Civil Protection College (hereinafter - the College) is a state-founded vocational higher education institution under the State Fire and Rescue Service (hereinafter – SFRS).

The College's strategic specialization is in the thematic field of education “Civil and Military Protection (educational program cluster - Fire Safety and Protection). The College carries out study and applied research activities in line with its strategic areas of specialization.

The College's main activities are:

1. Development and delivery of short-cycle vocational higher education programs;
2. training students in fire safety, firefighting and rescue, civil protection and the single emergency call number 112;
3. the implementation of the education process, promoting students' personal development and providing the opportunity to obtain short-cycle vocational higher education and a level 5 professional qualification;
4. providing students with the opportunity to prepare for further education leading to a first cycle of vocational higher education and a sixth-level vocational qualification;
5. implementing continuing professional education and professional development programs.

The College's mission is to:

1. develop vocational education programs and organize their implementation, in accordance with occupational standards and national vocational education standards, in cooperation with SFRS;
2. in cooperation with the SFRS, develop and implement continuing professional education and professional development programs for the staff of the Service;
3. develop the content and methods of examinations and organize qualification examinations in cooperation with the SFRS;
4. to ensure the quality of the educational process and examinations, so that the professional education and professional qualifications acquired at the College are recognized in Latvia and abroad;
5. to promote research activities at the College, to carry out applied research related to the tasks of the SFRS;
6. organizing events (e.g. public courses, lectures, conferences) in line with the College's core activities;
7. cooperate with Latvian and foreign educational institutions and employers
8. inform the public about the College's activities and vocational training opportunities;
9. take measures to promote the image of the College and the SFRS;
10. promote the professional development of academic staff;
11. participate in the performance of tasks delegated to the SFRS in accordance with the procedure laid down by the Chief of the SFRS;
12. take other actions in accordance with laws and regulations.

The College, in its area of strategic specialization, provides post-secondary education for individuals:

1. obtaining a fifth-level professional qualification through a short-cycle vocational higher education program;
2. obtaining a fourth- or third-level professional qualification through a continuing vocational training program;
3. to undertake professional development education programs necessary for the performance of the functions of the SFRS.

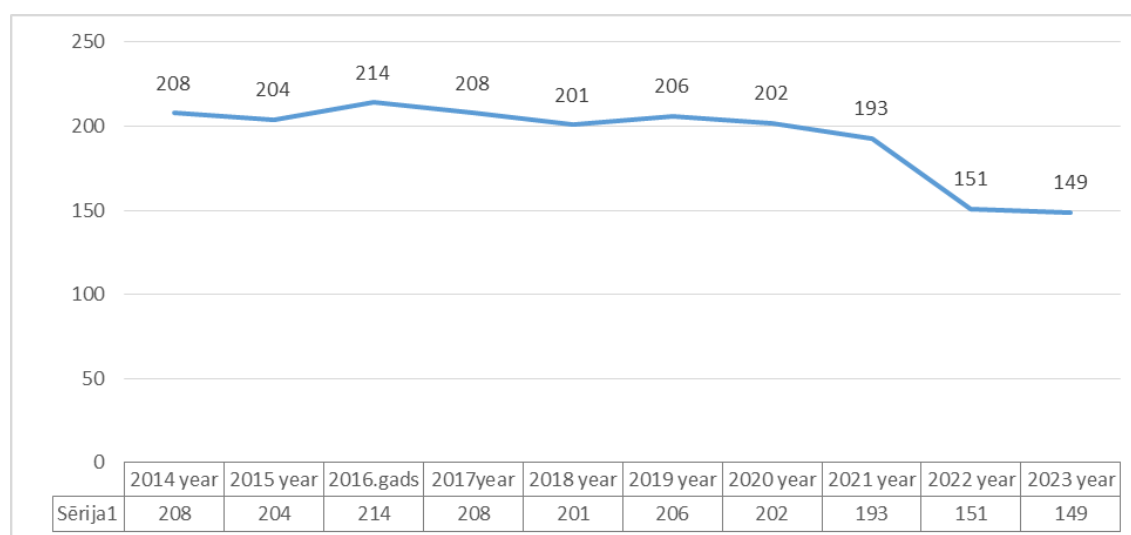
**Mission:** to create a learning environment that fosters students' all-round maturity and enables each student to become a professional in their chosen field of activity.

**Vision:** dynamic and modern college in the field of fire safety and civil protection.

**Values:** respect, integrity, professionalism, responsibility, cooperation, excellence and loyalty.

The College's study direction "Internal security and civil protection" implements one short-cycle professional higher education study program "Fire Safety and Fire Fighting", 180 CP (180 ECTS), code - 41861, qualification - Fire Safety and Civil Protection Technician (5th level of professional qualification). Duration of studies full-time on-site 3 years, part-time off-site 3 years and 5 months.

The dynamics of the number of students at the College during the reporting period is shown in Figure 1.1.



#### 1.1. Image. **Dynamics of the number of students at the College in the reporting period**

In order to ensure balanced development in the long term, a college operational strategy has been developed for 2024-2027. The strategic priority is to improve the quality of the educational environment through content development, the provision of the educational process with professional and competent trainers and the development of appropriate infrastructure.

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

The Principal is the chief executive officer who exercises the general administrative and economic management of the College and represents the College in all its affairs.

The College's employees work in a single hierarchical system, with one employee reporting to another. In carrying out their tasks, College employees shall cooperate with and support other employees within the scope of their competence.

To ensure the educational process, research work and core activities, in the college are formed structural units. The structural unit of the college for the educational process and research work is the department. To ensure basic operations in the college were established relevant structural units.

The College Council (until 31.12.2023) organizes the College's strategy on matters related to the College's activities and the implementation of educational programs. The Council shall approve study programs and research directions, the admission rules developed by the College, the regulations on academic and administrative positions, the regulations on study and examination procedures, the regulations on student self-government, the internal rules of procedure, adopt the annual report of the College and decide on other matters in accordance with the Regulations of the College and the Regulations of the Council.

The College Convention (from 01.01.2024) makes proposals for the development of vocational education planning documents, participates in the selection and evaluation process of teaching staff, makes proposals on the vocational education program before its licensing, facilitates the College's activities with the SFRS in the organization of internships and work-based learning.

The College Council (from 01.01.2024) agrees on the draft College Development Strategy and submits it to the SFRS for approval, develops and approves the regulations on academic positions and the procedure for election to these positions, as well as the criteria for evaluation of academic staff, elects academic staff, decides on the requirements, procedures and examinations for obtaining qualifications.

The College Council consists of 11 members: the director, 2 (18%) deputy directors, 4 (37%) academic staff representatives, 1 (9%) general staff representative and 3 (27%) students.

The Principal of the College defines, implements, monitors and develops the principles of the Quality Policy in cooperation with stakeholders. The Principal plans, organizes and controls the work of the College, provides strategic management of the College, planning and control of personnel policy, and financial management. Analyses the College's performance, takes decisions, issues orders, and approves job descriptions. Ensures compliance with the requirements of the regulatory enactments in the work of the College. Contributes to the training, professional qualification, skills development and physical fitness of both officials and staff of the College. Ensures and monitors the operation of material and technical equipment and facilities in accordance with the requirements laid down. The Principal authorizes the employees of the College to represent the College before state and local government institutions, as well as in relations with non-governmental and international organizations.

The Deputy Principal of the College, Head of the Education Coordination Unit, is responsible for participating in the planning and implementation of the College's policies and the planning of financial resources for the provision of educational processes. It organizes education-related processes - development and updating of education programs, licensing, and accreditation, admission of students, development and defence of qualification papers, acceptance and conduct of examinations, record keeping, preparation and storage of education documents. Supervises the

work of the departments and the Library, the implementation of educational programs in accordance with the teaching and study plans.

The Deputy Principal of the College, Head of the Department of Practical Training, plans, organizes and controls the work of the department, which ensures the implementation of practical training of students. Organizes the conduct of professional qualification examinations, practical training of cadets on duty shifts, daily reception and handover of duty shifts, operation of equipment, training and skills development of departmental staff, internal control and supervision in the field of anti-corruption in the College. Supervises the work of the Provision Sector, student internships and the maintenance of the facilities. Ensures the proper use of the department's offices and living quarters, and compliance with the College's internal regulations, fire safety, occupational health and safety rules and sanitary standards.

The Education Coordination Unit organizes the development, updating, improvement and implementation of education programs. Prepares documents for the licensing and accreditation of the College and the educational programs implemented at the College, organizes the holding of the national final examinations and the professional qualification examination, assesses the legal quality of documents prepared by College staff and their compliance with the tasks and decisions of officials as laid down in legislation, represents the College in court in accordance with its powers, and prepares replies to letters, complaints and applications from other institutions and citizens.

The library ensures the collection, accounting, processing, storage of printed materials and other documents necessary for the implementation of the study process, as well as provides students and employees of the college with the services provided by the library, which include copying, use of computers, issue of technical resources for study needs, access to educational literature.

The Supply Sector ensures that the College's economic activities are carried out and that the teaching process is supplied with the necessary materials. Provides technical support and mobile phone management to College departments, carries out analysis of technical equipment, receives, records, stores, coordinates the acquisition, recording and depreciation of material assets, organizes the drafting, progress and follow-up of supply and service contracts.

The Personnel and Records Management Sector manages the College's documents and ensures the implementation of decisions taken by the College's management in the area of personnel management and planning. Drawing up the College's work plan, the annual public report and monitoring its implementation.

The Practical Training Department provides the College with fire-fighting and rescue equipment, motor vehicles and their trailers, watercraft, manages and performs fire-fighting, rescue and emergency response operations, and maintains the College's fleet of vehicles in a roadworthy condition.

The Department of Fire Safety and Civil Protection and the Department of Firefighting and Rescue Work make proposals for the development, updating or improvement of new educational programs, ensure their coordination and approval in accordance with the procedure established by the laws and regulations, ensure the implementation of the educational process in study courses, conduct research work, develop examination content and methods, inform the public about the activities of the College and professional education opportunities at the College.

The Fire Testing Laboratory tests the effectiveness of fire extinguishing agents, the non-combustibility of construction products, the flash points and flash points of liquids, paints, varnishes, the flammability of fabrics and the quality of foam concentrate, and maintains a quality system in accordance with a specified ISO standard.

The Students' Self-Government Board participates in the activities of the College's decision-making bodies, representing the interests of students. Evaluates the study process, teachers. Develops proposals for the improvement of the College's activities and the development of internal regulations binding on the College's students. Organizes and participates in events, informs students about their rights and obligations, as well as about the decisions of the college management and teachers, cooperates with students of other universities, colleges, student's self-governments in Latvia and abroad. The student self-government consists of 7 students (4%).

### **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.**

To monitor the implementation of the Quality Policy, the College has developed a Quality Policy and a Quality Assurance Manual. The Quality Policy is oriented towards the realization of the mission of the College, and aims at quality assurance for quality improvement. The Quality Policy is implemented in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and defines the following basic principles: continuous improvement of educational content; competence development of academic staff; student-centered approach; development of appropriate infrastructure and availability of necessary resources; teamwork with common goals; responsible attitude.

The College's quality assurance system covers a range of measures that focus on compliance with a set of prescriptions of how things should be, assessment of the current situation and opportunities for improvement. The College is guided in its planning by the Home Affairs Sector Strategy ((Strategy of the Ministry of Interior Affairs for 2023-2027, <https://www.iem.gov.lv/lv/media/9988/download?attachment> (only in Latvian)), the SFRS Operational Strategy (SFRS operational strategy for 2023-2027, <https://www.vugd.gov.lv/lv/darbibas-strategija> (only in Latvian)), the Educational Development Guidelines (On the Education Development Guidelines for 2021-2027, <https://likumi.lv/ta/id/324332-par-izglitiba-attistibas-pamatnostadnem-20212027-gadam> (only in Latvian)), the College Strategy (Operation strategy of the College of Fire Safety and Civil Protection for 2024-2027, <https://www.ucak.vugd.gov.lv/lv/koledzas-darbibas-strategija-2024-2027gadam> (only in Latvian)), the College Personnel Policy (the document is attached to the "Other attachments" section of the E-platform), and the College Quality Policy (<https://www.ucak.vugd.gov.lv/lv/par-koledzu> (only in Latvian)). The College's actions and process management are reflected in its annual work plan, statutes, regulations, internal rules, orders, decisions, job descriptions and other documents. The College's performance management and control processes are visible in the Annual Work Plan performance monitoring, the College's self-assessment and other documents. A description of the quality assurance mechanism is available in the Quality Assurance Manual (<https://www.ucak.vugd.gov.lv/lv/media/252/download?attachment>) (only in Latvian).

The Quality Policy applies to all areas of the College's activities, is binding on everyone involved and quality assurance is the responsibility of every internal stakeholder. The implementation of the study quality policy involves the College Council, the College staff, including academic staff, general staff and students, as well as the SFRS as an employer, the State Agency for Security of the Ministry of the Interior, and the Information Centre of the Ministry of the Interior.



The College has identified stakeholders who have an interest in a high quality College governance system that meets their requirements and is applicable to legislative and regulatory requirements. The main stakeholders identified are students, college staff and the National Fire and Rescue Service and the Ministry of the Interior.

A description of the roles of stakeholders involved in quality assurance and quality development is available in the [Quality Assurance Handbook for Studies](#).

The College's Quality Policy promotes the development of a quality culture to ensure the achievement of sustainable results that meet the needs of all stakeholders for the continuous improvement of the effectiveness of the quality management system.

The College's Quality Policy is publicly available on the College's website:  
<https://www.ucak.vugd.gov.lv/lv/par-koledzu> (only latvian).

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

1.	The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.	The College has an established and published Quality Policy ( <a href="https://www.ucak.vugd.gov.lv/lv/par-koledzu">https://www.ucak.vugd.gov.lv/lv/par-koledzu</a> )(only in Latvian), which is the College's commitment to meet both external and internal applicable requirements in line with the College's mission, purpose and strategic direction, continuously and purposefully improving its performance, taking into account the needs of students, the National Fire and Rescue Service, other stakeholders and society in line with the College's values, in accordance with the Guiding Principles. A handbook ( <a href="https://www.ucak.vugd.gov.lv/lv/media/252/download?attachment">https://www.ucak.vugd.gov.lv/lv/media/252/download?attachment</a> ) (only in Latvian) has been created to illustrate the quality assurance system, describing quality assurance in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area. See self-assessment, point 1.3.
2.	A mechanism for the creation and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof, has been developed.	The study program is designed in line with the objectives and priorities set by the SFRS. The College's study program is in line with the College's objectives, the learning outcomes are designed in accordance with professional and national vocational education standards, and the program's courses have clearly defined outcomes. The mechanism for the development, approval, monitoring and periodic review of the study program is described in Section 2.2.2 of the self-evaluation.

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>The Regulations (<a href="https://www.ucak.vugd.gov.lv/lv/media/201/download?attachment">https://www.ucak.vugd.gov.lv/lv/media/201/download?attachment</a>) (only in Latvian), published on the College's website, set out the examinations and their assessment. During the study program, students take the regular examinations specified in the study course program, semester or final examinations (record keeping or examination), and the study program is concluded with the final state examination - the elaboration and defence of a qualification thesis. The qualifying Internship regulations are published on the website, which provides information on the qualifying Internship assessment criteria. The student has the opportunity to get acquainted with the criteria for the assessment of the results of the study course in the description of each study course, which is placed on the e-learning platform Moodle.</p> <p>The College's examination regulations, published on the College's website, define the types and forms of examinations, the rights and obligations of students and teachers in the administration and acceptance of examinations (assessment of the knowledge, skills and competences to be acquired by students in the program). The final examination program for the relevant course of study shall be drawn up and approved by the Department before the beginning of each academic year.</p> <p>Students have the opportunity to receive counselling to improve their grades.</p>
4	<p>Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.</p>	<p>The College promotes up-to-date requirements for the provision of education in accordance with the Law on Higher Education Institutions. The requirements for teachers include educational level, length of experience and professional development. The regulations of the Cabinet of Ministers of February 6, 2024 No. 82 "Regulations of the Fire Safety and Civil Protection College" (<a href="https://likumi.lv/ta/id/349706-ugunsdrošības-un-civilās-aizsardzības-kolēdzas-nolikums">https://likumi.lv/ta/id/349706-ugunsdrošības-un-civilās-aizsardzības-kolēdzas-nolikums</a>) set out the rights and obligations of academic staff, while the Statutes on Academic and Administrative Positions (<a href="https://www.ucak.vugd.gov.lv/lv/media/156/download?attachment">https://www.ucak.vugd.gov.lv/lv/media/156/download?attachment</a>, only in Latvian) set out the requirements for teachers. There is a personnel policy (added in the "Other attachments" section of the E-platform), departmental regulations (<a href="https://www.ucak.vugd.gov.lv/lv/koledzas-normatīvie-akti">https://www.ucak.vugd.gov.lv/lv/koledzas-normatīvie-akti</a>, only in Latvian) and job descriptions (added in the "Other attachments" section of the E-platform). The College ensures that all teachers have the necessary education and professional qualifications as required by law, as well as continuing professional development. Academic staff also have the opportunity to enroll in courses and seminars on their own initiative to improve their professional qualifications and the quality of their work. Quality assurance mechanisms for academic staff relate to internal communication (performance meetings), performance appraisals and questionnaires.</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>The College organizes the accumulation and use of information for effective performance and process improvement. Monitoring, measurement, analysis and evaluation are an integral part of the College's activities.</p> <p>Information is collected on students' grades (at least monthly), qualification thesis assessments and defences (according to the study calendar), and graduates' employment.</p> <p>The College ascertains students' satisfaction with the study program and the effectiveness of the academic staff through surveys, suggestions and complaints. Meetings are held to analyze the information (e.g. weekly management meetings, departmental meetings, College Council meetings, etc.). Meetings, talks and discussions are also organized as needed.</p> <p>Information on the main performance indicators of the College in the reporting year is provided by the College's annual public accounts, which are publicly available (<a href="https://www.ucak.vugd.gov.lv/lv/gada-publiskie-parskata">https://www.ucak.vugd.gov.lv/lv/gada-publiskie-parskata</a>) (latvian only).</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 College provides and improves its educational service through quality assurance mechanisms and arrangements that include clear, articulated procedures and activities, as well as internal monitoring, evaluation and compliance procedures. The College is guided in its planning by the Internal Affairs Sector Strategy, the SFRS Operational Strategy, the Educational Development Guidelines, the College Personnel Policy, and the College Quality Policy.</p> <p>The College's actions and process management are reflected in its annual work plan, statutes, regulations, internal rules, orders, decisions, job descriptions and other documents.</p> <p>The College's performance management and control processes are visible in the Annual Work Plan follow-up, the College's self-assessment, survey results and other documents.</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 College trains specialists for the SFRS according to SFRS orders. The number of applicants for admission is specified in the "2020-2025 Action Plan for the Development of Vocational Education for Officials with Special Service Ranks in the System of the Ministry of the Interior" (approved by Order No.1-2/1450 of the Ministry of the Interior of 28 October 2022) and in the SFRS and College Officials Vocational Education and Development Plan, approved annually by order of the SFRS.

The strengths and weaknesses of the field of study are assessed in the table below:

<ul style="list-style-type: none"> <li>- Long-term experience in developing and implementing a unique study program</li> <li>- Getting paid and receiving social benefits while studying</li> <li>- Study at public expense</li> <li>- Internships provided</li> <li>- Continue studies at Riga Technical University, obtaining the qualification of Fire Safety and Civil Protection Engineer (Professional Qualification Level 6)</li> <li>- A place in the service upon graduation</li> <li>- Professional and pedagogical development of lecturers</li> <li>- College lecturers are experienced practitioners and professionals in the field</li> <li>- The College has an accredited local library and an accredited laboratory</li> <li>- Specialists from the SFRS are also involved in the implementation of the study program</li> </ul>	<ul style="list-style-type: none"> <li>- Insufficient funding for the development of the study process</li> <li>- College infrastructure outdated and inadequate for modern requirements</li> <li>- Inadequate pay in the sector</li> <li>- Inadequate foreign language skills of lecturers and students</li> <li>- Low participation of lecturers in research</li> <li>- Lack of motivation for lecturers to pursue Masters or PhD studies</li> <li>- Insufficient recruitment of foreign guest lecturers</li> </ul>
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### Opportunities

- Mobilizing European Union structural and other financial resources for the development of study programs and facilities
- Digitizing the education process
- Promoting the College
- Attracting foreign guest lecturers

### Threats

- Demographic situation in the country
- Insufficient overall funding for the sector, affecting the prestige of the profession
- Insufficient response of industry professionals to academic work in college due to professional pressures

As a result of the SWOT analysis, the College has formulated a direction for development linked to a plan to improve weaknesses, seize opportunities and avoid threats. Priority is given to improving the quality of education by improving content, providing professional and competent teaching staff and developing appropriate infrastructure.

The College's weaknesses are insufficient funding for the development of a modern education process, outdated and inadequate infrastructure. This makes long-term planning more difficult and does not contribute to the efficient absorption of funding. However, in cooperation with the SFRS, the establishment and equipping of a practical training ground and the construction of a training complex to improve the working and learning environment are planned. For this purpose, the SFRS has attracted funding from the EU funds and other financial instruments, which provide for both the establishment of a practical training ground and a training complex (ERDF 2021-2027 project "Establishment of a UCAK complex with modern classrooms and training facilities", Norwegian Financial Mechanism project "Construction of Phase 2 and 3 of the UCAK training complex" and IDF 2021-2027 project "Establishment of a SFRS training ground at 10 Krustpils Street in Riga, purchase

of training equipment").

Lack of motivation of lecturers to start or continue their studies at master's or doctoral level can affect the quality of the educational service provided by the college, therefore the college management is supportive and offers the possibility to combine the academic workload at the college with studies at the university.

The threat of insufficient overall funding for the sector affecting the prestige of the profession can be avoided by continuing to raise the prestige of the profession and the quality of college education in cooperation with the SFRS and the Ministry of the Interior, by engaging in discussions with public policy-making bodies.

The Covid-19 pandemic has promoted the use of e-learning environments for course delivery and can be further developed.

The development plan of the field of study for 2024-2029 (Annex 2) has planned activities aimed at mitigating weaknesses and possible threats, as well as using opportunities.

**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.**

The College's basic unit for education and research is the Department. Relevant structural units have been established in the college to perform administrative and technical (support) work. The responsibility of the structural units of the college is indicated in subsection 1.2 of the self-assessment, the support of the administrative and technical staff is sufficient to ensure the high-quality implementation of the study program.

For quality assurance in the field of study, information is collected and analyzed on students' achievements, graduates' employment, students' satisfaction with the study program, the efficiency of academic staff, and relevant indicators of the College's performance. The internal quality assurance system of studies provides for the participation of students in quality assurance, which is characterized by the representation of students in the College Council and the Student Self-Government Board of the College.

Meetings of chairs and other staff, as well as electronic means of communication, are held to exchange information and make timely decisions.

The Departments cooperate with the SFRS in assessing strengths and weaknesses, planning the implementation of study programs, reviewing the content of study programs, recruiting lecturers. In the case of the development of a new study program, any changes to the study program shall be coordinated with the SFRS and subsequently approved by the College Council. The competence of the heads of the departments is to ensure the compliance of the study program content with the regulatory enactments and the development of the study program in accordance with the regulatory enactments, labor market and industry trends.

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

Admission to the College for full-time on-site and part-time extramural studies shall be in accordance with the admission rules, which shall be developed, approved and published on the College's website by 30 November of the current year in accordance with the Cabinet of Ministers Regulation No.846 of 10 October 2006 "Regulations on Requirements, Criteria and Procedures for Admission to Study Programs".

Admission rules for full-time full-time studies can be found here: <https://www.ucak.vugd.gov.lv/lv/uznemsana-pilna-laika-klatienes-studijam> (latvian only).

The admission rules for part-time extramural studies can be found here: <https://www.ucak.vugd.gov.lv/lv/uznemsana-nepilna-laika-neklatienes-studijam> (latvian only).

The College admits for full-time full-time studies persons with secondary education who meet the requirements of Articles 4 and 7 of the Law on the Course of Service of the Ministry of the Interior System Institutions and Prison Administration Officers with Special Service Ranks.

Admission to full-time full-time study is by competitive cumulative admission:

1. the marks obtained in the compulsory centralized examinations (Latvian language, foreign language, mathematics) for applicants who completed their secondary education after 2004;
2. the points obtained for the annual or examination mark in the educational document for secondary education in mathematics, foreign language and Latvian language for applicants who, according to the law, may skip the centralized examinations, applicants who have completed secondary education before 2004 or abroad;
3. the average (arithmetic) grade of the secondary school leaving certificate
4. the arithmetic mean of the scores obtained in the physical fitness test;
5. a professional aptitude test score
6. discuss with the admissions board the (arithmetic) average of the grades obtained.

The College admits to part-time extramural studies officers of the SFRS and the College with special ranks who are not older than 42 years of age on 31 December of the current year of admission.

Admission to part-time extramural studies is by competitive examination, taking into account the established criteria in order of priority:

- a higher post
- Higher number of points in the educational record for upper-secondary education, added together:
  - the marks obtained in the compulsory centralized examinations (Latvian language, foreign language, mathematics) for applicants who completed their secondary education after 2004;
  - the points obtained for the annual or examination mark in the educational document for secondary education in mathematics, foreign language and Latvian language for applicants who, according to the law, may skip the centralized examinations, applicants who have completed secondary education before 2004 or abroad;

- the average (arithmetic) grade of the secondary school leaving certificate
- the need for the service if the candidates obtain the same score for the assessments referred to in point 1.2.

Admission to study at the College is provided by the Admissions Committee, which operates in accordance with the Regulations of the College Admissions Committee.

The commencement of studies at later stages of studies shall be in accordance with the Cabinet of Ministers Regulation No.932 of 16 November 2004 "Procedure for Commencing Studies at Later Stages of Studies". The number of students who started their studies at later stages in the reporting period is shown in Table 2.1.

Table 2.1

#### Study at later stages

2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
0	5	6	8	4	2	1	0	3	4

The procedure for recognition is set out in the College's Internal Regulation No.22/3-1.1.-18/5 of 9 September 2022 "Regulations on the Recognition of Competences and Learning Outcomes Achieved in Prior Education or Professional Experience Outside Formal Education at the Fire Safety and Civil Protection College ", available on the College's website (see: <https://www.ucak.vugd.gov.lv/lv/iepriksejo-rezultatu-atzisana> (latvian only)).

Recognition is carried out by a committee appointed by the College. The Commission is composed of the Deputy Principal of the College, the Head of the Education Coordination Unit, the Head of the Department of Fire and Rescue, the Head of the Department of Fire Safety and Civil Protection and the lawyer of the Education Coordination Unit.

The college compares the previously studied courses and their scope, the results to be achieved with the courses of the college's short-cycle vocational higher education program and indicates which of the previously studied courses can be credited and which require additional examinations. Courses of study shall be credited if they have the same number of credits in the two programs being compared, or if the number of credits in the previously studied course is higher. The total amount of credits of the additional study courses must not exceed 20 credits. The recognition of learning outcomes achieved in prior learning during the reporting period is shown in Table 2.2.

Table 2.2

#### Recognition of learning outcomes from previous education

2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
4	6	4	4	13	0	2	16	11	5

In recent years, the number of part-time extramural learners with recognized learning outcomes from prior learning has increased, as has the number of part-time distance learners with prior higher education qualifications.



### **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.**

The Regulations of Studies of the College regulate the study procedure in the short-cycle vocational higher education program implemented by the College.

The College's Regulations on Examinations determine the types, forms and conduct of examinations, as well as the rights and obligations of students and lecturers in the process of evaluating the results of study course learning.

Students can consult the regulations and examination procedures on the College's website: <https://www.ucak.vugd.gov.lv/lv/koledzas-normativie-akti> (latvian only).

At the beginning of the study course, the lecturer informs the students about the aim of the study course, the topics to be covered, the expected results and the assessment criteria. In addition, students can consult the course descriptions at the College's Education Coordination Unit and it is planned that the course descriptions will be uploaded to the College's e-learning system in the first half of 2024.

The College's short-cycle vocational higher education program is based on student-centered learning, teaching and assessment. The assessment of students' knowledge and skills to achieve competence is based on the specifics of the course and can be organized through various tests.

Many of the outcomes require the learner not only to demonstrate knowledge, but also to analyze the competences acquired in practice and relate them to everyday work. That's why seminars and workshops play an important role. In practical sessions, students develop their analytical skills by expressing their opinions during individual or group presentations.

At the end of the course of study, the student takes a final examination - a test or an exam. If a course of study is taught by several lecturers, the final examination of the course of study shall be assessed by all lecturers of the course of study. In examinations and tests, lecturers use various forms of testing: written, oral, computer-based, combined (written and oral), practical demonstration of competence (e.g. climbing the three-step sliding staircase on the 3rd floor of the training tower).

Assessment is consistent, fair and appropriate for all students.

Assessment is carried out in accordance with the Cabinet of Ministers Regulation No.305 of 13 June 2023 "Regulations on the State Standard for Vocational Higher Education", observing the following basic principles of assessment: the principle of aggregation of positive achievements, the principle of obligatory assessment, the principle of openness and clarity of requirements, the principle of variety of examination methods and the principle of relevance of assessment.

The degree of achievement of the learning outcomes is assessed on a 10-point scale.

The study program culminates in the elaboration and defence of a qualification thesis, which is defined by the College's procedure for elaboration and defence of qualification theses (<https://www.ucak.vugd.gov.lv/lv/koledzas-normativie-akti> (latvian only)). The qualification work shall be assessed by a National Final Examination Board, appointed by order of the Chief of the VFRS and composed of VFRS specialists. During the defence of the qualification work, the student presents the qualification work (importance of the topic, aims, objectives, problems, conclusions

and proposals). After the presentation of the qualification thesis, the student answers the questions asked by the reviewer on the topic of the qualification thesis.

**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.**

Integrity is one of the basic principles of the SFRS officials with special service ranks, it is defined and described in the Code of Ethics of the Ministry of the Interior (see: <https://www.iem.gov.lv/lv/media/2803/download> (latvian only)) and the Code of Ethics of the State Fire and Rescue Service (see: <https://www.vugd.gov.lv/lv/etika> (latvian only)), as well as every two years on the basis of the Cabinet of Ministers' Regulations the evaluation of officials takes place, which includes a separate section for evaluation of the integrity of the official.

Only officers with special ranks attend the College's short-cycle vocational higher education program. According to Article 11 of the Law on the Course of Service of Officers with Special Service Ranks in the Institutions of the System of the Ministry of the Interior and the Prison Administration, an officer shall take an oath upon entering the service: "I, (name, surname), having entered the service, swear to be honest and just, to be faithful to the Republic of Latvia, to perform my official duties in accordance with the [Constitution of the Republic of Latvia](#), international treaties, laws and other normative acts, and to serve the general interests of society.". Paragraph 3 of the Internal Regulation No.22/3-1.1.-19/1 of the Fire Safety and Civil Protection College of 18 February 2015 "Procedure for the Development and Defence of Qualification Theses at the Fire Safety and Civil Protection College " (hereinafter - the Regulation) states that the Qualification Thesis is an independent research work: "Qualification thesis is an independent research work based on the research and analysis carried out by the student, as a result of which the student develops conclusions and proposals that can be used to improve the activities of the State Fire and Rescue Service." There is also an "Author's Guarantee" in Annex 9 of the Regulations, in which the author of the qualification work declares his/her honesty: "I, \_\_\_\_\_, certify by my signature that the qualification work has been independently elaborated, that only the sources of information indicated therein have been used and that the electronic copy of the submitted work corresponds to the printout. The qualification work has not been published and has not been submitted for publication or defence in another educational establishment.". The supervisor of the qualification work shall also certify with his/her signature that the qualification work is not forged or plagiarized.

The requirement of academic honesty is interwoven in all the above-mentioned regulatory acts and is the principle of mutual behavior of college lecturers, students and general staff. These principles are explained to the students by lecturers within the study courses.

The college plans to develop an internal normative act on the procedure for ensuring academic honesty.

Currently, in cooperation with the Information Center of the Ministry of the Interior, work is underway on the implementation of the anti-plagiarism tool in the e-learning systems of the colleges of the Ministry of the Interior. The new e-learning system, which will have an integrated anti-plagiarism tool, is planned to be used with the next academic year (September 2024).

## 2.2. Efficiency of the Internal Quality Assurance System

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

The College regularly reviews and evaluates its program delivery processes to ensure compliance with both external and internal legislation. The internal quality assurance of the study program is based on the Quality Policy (<https://www.ucak.vugd.gov.lv/lv/par-koledzu>, only in Latvian) and the Quality Assurance Handbook (<https://www.ucak.vugd.gov.lv/lv/media/252/download?attachment>, only in Latvian) approved by the College and developed in the light of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). The internal quality assurance of studies is described in sections 1.3 and 1.4 of the self-assessment report.

It assesses and reviews program content, student progress, progression, graduation, assessment procedures, student needs, the learning environment and support. For regular and systematic information gathering, surveys are organized - of students, employees, teachers, graduates, employer SGEI - with the aim to find out the attitude and evaluation on various issues related to the College, including the study process, material and technical facilities, satisfaction level and the need for improvement. Based on the results of the student survey, in 2022 the College's internship regulations were amended and an internship in fire safety supervision was introduced in the 2nd year of study. Material and technical equipment is regularly improved. To improve and ensure the electronic circulation of documents, the College will use the Namejs document management system from December 2021. From the end of 2022, the College has joined the Single Web Platform for National and Local Authorities, resulting in a modern and easy-to-use College website.

All the abovementioned activities shall ensure the achievement of the objectives and results of the qualitative study programme.

### 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).

The development and updating of a new study programme in the college shall take place in accordance with the Law on Vocational Education and internal laws and regulations of the college, observing the procedure established in the regulatory enactments of the field of education. Internal regulations of the College of October 20, 2011 No. 25 "Development and updating of the study program in the College of Fire Safety and Civil Protection" (see: <https://www.ucak.vugd.gov.lv/lv/koledzas-normativie-akti>) (latvian only)) determines the procedure for developing and updating the study program. The study regulations of the College provide that the study program can be changed in accordance with the procedure specified in the regulatory

acts.

The SFRS or the academic staff of the college initiate the development of a new study program. In accordance with the Professional Education Law, the college council decides on the opening, content and development of short – cycle professional higher education programs, as well as closing them. A working group for the development of the study program is being formatted. The working group develops a new study program in line with the college's field of study, the development strategy of the college and the SFRS, and clearly defined expected learning outcomes.

The study program specifies the professional qualification and level of professional qualification to be obtained, the aim of the program, the study outcomes to be achieved, the content, the study plan, the requirements regarding the learners' prior education, descriptions of the study courses and a description of the resources required for implementation.

Changes to the study program are reviewed and approved by the College Council. The updated program and course descriptions are submitted to the College's Education Coordination Unit, which communicates the updated versions to the relevant staff.

In developing the study program and defining its aims and objectives, the College shall take into account the specific purpose of the SFRS, the requirements of the occupational standard and the national standard for vocational higher education. The program then defines the learning outcomes to be achieved in each course of study, which are expressed in three dimensions: knowledge (knowledge and understanding, facts, synthesis and evaluation), skills (cognitive and practical, ability to apply knowledge, communication, general skills) and competences (analysis, synthesis and evaluation, ability to take responsibility and be autonomous).

Student representatives are involved in the development and evaluation of study programs. Their involvement is mentioned in the College Statutes, the College Student Council Statutes and the College Study Regulations. The SFRS as an employer participates in the development of the study content and the development of the curriculum, as well as taking into account the suggestions of both graduates and current students. In order to promote students' ownership of the study process, the study courses of the study program are designed in such a way that the course learning requirements, achievable study outcomes and clear assessment criteria are clear. It is the teacher's job to introduce them to students in their first lessons.

New vocational education and training programs and changes to them are coordinated with the SFRS.

**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.**

Full-time students are also employees (college cadets) with the right to participate in decision-making and to submit proposals and complaints related to the activities of the college. Answers are provided in accordance with the procedure laid down in the laws and regulations.

By participating in the Student Self-Government, students represent their interests, participate in the evaluation and improvement of the study process, make proposals, and participate in the development and updating of the study program. [The Statute of the Students' Self-Government](#) (only in Latvian) defines the tasks and rights of the Students' Self-Government to represent the interests of students in the activities of the decision-making bodies of the College, to participate in the development of study programs, study courses and work plans of the College, to engage in the improvement of the study process by providing proposals and suggestions in the development of internal normative acts and the strategy of professional training of students of the College.

Each course of study has a designated tutor with whom students can discuss and consult on issues of interest to them.

There is a mailbox in the College premises for suggestions, proposals and complaints. Complaints can be made in writing, electronically or by providing a contact person to reply. You can also submit a complaint or proposal anonymously. The College complies with the [Whistleblowing Act](#) (only in Latvian) and has a designated whistleblowing contact person. Information is published on the College's website <https://www.ucak.vugd.gov.lv/lv/trauksmes-celsana> (only in Latvian).

A student may challenge the decision of the College Admissions Committee on the results of the competition by submitting a written application to the College Director within three working days after the announcement of the results of the competition. The College Director shall consider the application within two working days. A student may appeal against the decision of the Director of the College in accordance with the procedure established by the Administrative Procedure Law. The admission rules can be found on the College's website.

If the student submitted a proposal or complaint using anonymous channels or through the course curator, the course curator provides feedback on the implementation of the proposal or complaint. For example, the students made a proposal to buy an additional microwave oven in the kitchen, so that they could heat up their lunch and eat it during the lunch break, which was done and the course curator gave the students information about the implementation.

**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.**

The College regularly collects the following information:

- results of admissions - once a year;
- student attendance - monthly;
- reasons for expulsion - once a year;
- evaluation of the quality of lecturers' work and study process by students - once a year;
- annual evaluation of internship supervisors;
- Employer satisfaction - once a year;
- graduate employment - once a year;
- the results of students' qualification thesis defences - once a year.

The College collects data and information on students and lecturers in the National Education Information System and the resource management and accounting system "Visma Horizon" in the

HR module. Horizon, which provides basic information on graduates' employment/service in the SFRS and education, is an important support in organizing surveys of college graduates and employers. The information available in the system enables the College to send the questionnaires to specific target audiences (graduates who are in the service and employers - specific officials of the VFRS departments).

The College is able to provide individual attention to students, given the small number of students at the College. Individual discussions can be organized and lead to early identification and resolution of specific problems. The College also organizes focus group meetings, if necessary, to seek the views of students, employers and lecturers on the implementation of the short-cycle vocational higher education program and the improvements needed.

The college collects the results of the surveys and provides information about the results to departments, SFRS ((employers and graduates), and futures tasks are discussed at department meetings, meetings of SFRS and the college council.

Based on the data obtained, the College improves the study process and study content, material and technical support, and information support. Based on students' evaluation of lecturers' work, heads of departments analyze the quality of lecturers. The identified shortcomings help to address areas of development for lecturers. Feedback to the SFRS is given in different directions, both by the SFRS management and central apparatus, and by the internship supervisors.

In order to improve the handling of data collection, the College plans to develop internal rules on the regular survey.

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

The College's website is <https://www.ucak.vugd.gov.lv/lv> wich provides information about the College and the short-cycle professional higher education study program corresponding to the field of study. The College's website is hosted on the National Web Single Platform.

The responsible employees for each section of the college website are designated by order of the College Director.

An overview of the sections of the College website and the staff responsible is given in Table 2.2.

Table 2.2

Overview of the sections of the College website		
Section	Subsection	Responsible for the content of the section
About us	Management	Personnel and Administration Sector
	Structure	Personnel and Administration Sector

	Areas of activity	Personnel and Administration Sector
	Publications and reports	Annual public accounts: Personnel and Administration Sector Self-assessment reports: Education Coordination Unit Publications: Department of Fire Fighting and Rescue, Department of Fire Safety and Civil Protection
	Research	Department of Fire Fighting and Rescue, Department of Fire Safety and Civil Protection
	Legislative acts	Education Coordination Unit
	Raising the alarm	Education Coordination Unit
	International cooperation	Department of Fire Safety and Civil Protection
	Budget	SFRS Financial Plans Office
	Vacancies	Personnel and Administration Sector
Services	Fire Testing Laboratory	Department of Fire Safety and Civil Protection
	Library	Library
	Price list for paid services	Education Coordination Unit
I want to learn	Admission to study	Education Coordination Unit
	Educational programs	Education Coordination Unit
	Study at	Education Coordination Unit
	Frequently asked questions	Education Coordination Unit
Contact	Authority contacts	Personnel and Administration Sector
	Staff contacts	Personnel and Administration Sector
	Unit contacts	Personnel and Administration Sector
	Contact form	Personnel and Administration Sector

The information is published on the College's website and an English version is also available.

The information available on the College's website corresponds to the information provided in the National Education Information System and the Higher Education Quality Agency's E-platform.

The person responsible for the information available in the State Education information system regarding teachers shall be a senior specialist in Personnel and records managements sector, but for students and educational programmes – a methodologist of the Education coordination unit. The person responsible for the information included in the E-Platform of the quality Agency for higher Education shall be the Deputy director of the College, chief of the Education coordination unit.

## 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 procedure for financing of the College shall be determined by the Cabinet of Ministers Regulation of 27 June 2023 No.354 "Regulations on Financing of Colleges of the System of the Ministry of the Interior".

The College's financial resources consist of (see Table 2.3):

- a state budget grant from general revenue,
- income from services provided by the College and other own income;
- foreign financial assistance for certain activities
- transfers to implement certain measures
- donations and gifts

Table 2.3

<b>Revenue performance 2015-2023</b>			
Reporting period (year)	Revenue - total, <i>euro</i>	including:	
		Revenue from service charges and other own revenue, <i>euro</i>	Grant from general revenue, <i>EUR</i>
2023	1 828 029	11 360	1 816 669
2022	1 592 372	5 445	1 586 927
2021	1 710 338	5 619	1 704 719
2020	1 732 988	4 779	1 728 209



2019	1 691 193	12 614	1 678 579
2018	1 516 325	7 715	1 508 610
2017	1 546 651	12 723	1 533 928
2016	1 341 011	22 423	1 318 588
2015	1 196 257	18 773	1 177 484

The majority of the College's funding goes to remuneration (see Table 2.4).

Table 2.4

<b>Implementation of expenditure 2015-2023</b>							
Reporting period (year)	Total expenditure, <i>euro</i>	including:					
		Remuneration, <i>EUR</i>	Goods and services, <i>euro</i>	Transfers, transfers for maintenance expenditure, own resources payments, international cooperation, <i>euro</i>	Fixed capital formation, <i>euro</i>		
					including:		
					Library stocks, <i>euro</i>	Transport-assets, <i>euro</i>	Household appliances and sports equipment, <i>euro</i>
2023	1 827 912	1 784 778	41 977	550	607		
2022	1 592 438	1 536 124	55 082	616	616		
2021	1 710 283	1 654 682	54 433	550	110		508
2020	1 732 977	1 682 444	49 396		47		1 090
2019	1 691 193	1 637 634	52 892			667	
2018	1 516 325	1 461 595	54 730				
2017	1 546 651	1 493 241	52 687				723
2016	1 341 011	1 275 349	65 662				
2015	1 196 257	1 145 418	50 150				689

The funds allocated to the library will be used to purchase 9 books in 2021 and 45 books in 2022.

The college is funded by the state budget. Students sign a study contract.

Studiju virziena un attiecīgi studiju programmas attīstībai tiek piesaistīts ES politiku instrumentu un ārējās ārvalstu finanšu palīdzības līdzfinansēto projektu un pasākumu īstenošanai piešķirtais finansējums, norādīts 3.3.3.apakšpunktā.

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

The College provides the necessary study facilities for the implementation of the study field. The College owns and lists the fixed assets and has the necessary material and technical equipment to be able to implement the study programs in the field of study.

The study process takes place in Riga, Kengaraga street 3/1.

The study facilities include a study building with classrooms (8 classrooms with 25 seats, 3 of which are computer classrooms, 1 specialized dispatcher classroom), modern equipment, a library, a meeting room (100 people), a small meeting room (30 people), a canteen, a fire testing laboratory, a gym. The College has a number of buildings (smoke chamber for training in unsuitable environments for breathing and rescue work, training tower for training at heights and with fire-fighting equipment, etc.) and equipment (obstacle course, roof-cutting stand, etc.) on its premises, which are used for the implementation of the study program and for the acquisition of vocational skills.

The Fire Testing Laboratory has been assessed by an accreditation certificate, which certifies the laboratory's competence to perform testing in accordance with the requirements of EN ISO 17025:2017 "General requirements for the competence of testing and calibration laboratories (ISO/IEC 17025:2017)" standard. The Fire Testing Laboratory is used for physical testing of liquid and solid substances, fabrics, fire hazard characteristics of construction products, fire extinguishing agents and firefighting agents and for training students in these processes.

Students have access to a dormitory, which is managed by the State Security Agency. The dormitory is equipped with household appliances. The student shall conclude a rental contract with the State Security Agency for the use of the dormitory.

At the beginning of each year, the College carries out procurement planning. Heads of Unit gather information on necessary acquisitions. The meeting decides on procurement priorities depending on the budget allocated to the college. For the purpose of the study process, the College shall submit a list to the State Fire and Rescue Service by 15 July each year, which shall ensure the purchase of special equipment and machinery.

College teaching staff and students have access to the college's material and technical base in full.

The EU program project includes the design and construction of the first phase of a new college building (Krustpils street 10 and Jāņavārtu street 20, Riga) (main building: classrooms, laboratory, library, conference hall, canteen, staff offices) by the first half of 2027 (design work is planned until 2025, construction work is planned to start in 2025). After that, the construction of the second phase is planned: gym and weight room, "warm zone" rooms: changing rooms, protective clothing washing room, drying room, storage room for spare uniforms and other equipment), and the third phase includes renovation works of the adjacent depot building (the fire station (College Practical Training Department) is to be kept on the ground floor, the 2nd floor is to be used for duty rooms and part of the dormitory rooms, the 3rd floor is for dormitory rooms).

**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.**

The College has a well-equipped library. The library has been accredited and granted the status of a library of local importance, accreditation certificate No.28B issued by the Ministry of Culture on 22.10.2019.

The library serves the students and staff of the college, as well as the staff of the State Fire and Rescue Service.

The library is open every weekday from 8:00 to 16:30, with a lunch break from 12:10-12:40. The library's opening hours are adapted as much as possible to users' wishes. The library has a floor area of 106<sup>m<sup>2</sup></sup>. In the last two years, the library has acquired new furniture (blackboard, tables, shelves, bookcase).

The library has an open-access collection. The library also has 11 reader workstations and 3 stationary computers, and is available for photocopying, printing, laminating and binding. The library also has wireless internet access.

The College's library collection is developed in accordance with the College's study and further education study programs, research works in fire safety, firefighting, rescue, civil protection, and occupational safety, as well as sectoral literature (psychology, pedagogy, sports, history, medicine, etc.). The collection also includes reference books, dictionaries and various encyclopedias. There is also a small collection of fiction. The library subscribes to both Latvian and foreign publications. The reading room has access to 7 journals "iTiesības", "iFinances", "Būvinženieris", "Latvijas Būvniecība", "Ilustrētā zinātne", e-journal "Technical rescue" (e-journal is available for reading after linking).

The library offers a total of 2043 information resources, including 1039 books and journals and 1004 unpublished materials.

The library collection is built up in cooperation with the teaching staff of the College (following their recommendations, requests and reports), according to the needs of the educational programs. Lecturers, lecturers, assistant lecturers and guest lecturers submit lists and quantities of required books to the College Library. Updating and deaccessioning of the collection is also done in cooperation with the College management. SBA (Interlibrary Loan) services are available to library users. The library has online subscriptions (Latvian Standard).

The library collection is enriched on the basis of the proposals made by lecturers as well as students to ensure the study process.

From 2021, the library has introduced the library information system School Alice, where users can order, reserve and extend the period of use of the required publications and literature.

The library provides consultations on the use of the electronic catalogue, thematic and bibliographical references. Users can contact the library by phone or e-mail. The Library section of the College's website contains information about the library's opening hours, rules and services.

Students obtain information about their studies and information necessary for the performance of official duties on the following websites: SFRS website [www.vugd.gov.lv](http://www.vugd.gov.lv) , SFRS intranet <https://intra.vugd.gov.lv> , college website [www.ucak.vugd.gov.lv](http://www.ucak.vugd.gov.lv) , in the Moodle system of the college <https://estudijas.vugd.gov.lv> .

To acquire knowledge about research activities, students use the following websites: <https://www.sciencedirect.com> ; <https://www.springeropen.com> ; <https://routledgeopenresearch.org/browse> ; <https://www.scirp.org> ; <https://www.oapen.org> ; <https://eric.ed.gov> ; <https://doaj.org> ; <https://www.jstor.org> etc. databases.

College students are provided with online access to Latvian and international standards on the website [www.lvs.lv](http://www.lvs.lv), the available standards group "Environment. Health protection. "Safety" fully corresponds to the field of study, where various standards are available for study purposes, for example: Fire detection and alarm systems, Fire classification, Fire extinguishers, Fire safety - Terms and definitions, Personal protective equipment, Fire extinguishing systems, Fire equipment, etc.

In the college's e-learning platform Moodle (<https://estudijas.vugd.gov.lv> ), students have access to course information and various materials. In addition, the "Information" section contains various study-related information, such as: Lists and times of classes, Regulatory acts, Procedures for developing and defending qualification papers, etc. information.

The College's website (<https://www.ucak.vugd.gov.lv>) summarizes the most important regulatory acts regulating the educational process in the College.

Taking into account that all the above-mentioned websites are also used by other college students, employees and SFRS employees, it is impossible to determine the usage statistics of individual college students.

**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.**

All classrooms at the college are equipped with a computer and projector, and internet access for teaching staff. There are three computer labs equipped with computers and internet access. One classroom has an interactive whiteboard.

The College's e-learning system (Moodle) is improved every year. From September 2024, a more modern Moodle e-learning system is planned to be introduced, which will be unified for all institutions of the Ministry of the Interior. Crucially, the system also makes it possible to deliver learning remotely and to make the process individual and independent of exceptional circumstances. Students in the Moodle e-learning system will have access to study course descriptions, currently the system has lesson lists available and other up-to-date information related to their studies. Teachers offer students course content outlines, quizzes, forums (chats) in the e-learning system. The e-learning system also allows students to take semester and/or final

examinations for several courses. Each course of study has a responsible teacher who monitors the fulfilment of the course requirements. The lecturer of the course of study provides development of his/her course of study in the e-learning system, advisory support to students.

**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.**

The requirements for academic positions of the College, the procedure for their election are determined by the College Regulation No.14 of 17 December 2007 "Regulations on Academic and Administrative Positions of the Fire Safety and Civil Protection College " (see: <https://www.ucak.vugd.gov.lv/lv/koledzas-normative-akti> (latvian only)).

If the position of assistant professor or lecturer has become vacant at the College, the College Council shall propose an open competition for a full-time academic position to be published in the official publication "Latvijas Vēstnesis". The responsible person in the College's Personnel and Records Management Sector prepares information on the available vacancy (requirements for the candidate, duties, courses to be taught, remuneration, application procedure and documents to be submitted) and sends it for publication to the official publisher of the Republic of Latvia "Latvijas Vēstnesis". Details of the documents to be submitted are published on the College's website: <http://ucak.vugd.gov.lv>.

After receiving the applications, the Principal of the College shall present the list of applicants to the College Council. Applicants for an academic post are invited in writing to a meeting of the Board. No later than two months from the date of the call for applications, the College Council shall elect, by secret ballot, an Assistant Lecturer for a period of six years. If no complaint is received within ten days, the applicant shall be appointed. If there are complaints about irregularities in the election procedure, the candidate or another person shall submit the complaint to the State Fire and Rescue Service (hereinafter referred to as the State Fire and Rescue Service) within ten working days after the announcement of the election results. The complaint is examined by a committee set up by the SFRS. If the decision of the Board is favorable to the applicant, the SFRS shall, within five working days, issue an order appointing the elected applicant.

If a teaching post is vacant at the College, the College Council may not open a competition, but may recruit an assistant professor or lecturer for a period of up to two years with almost the same rights and obligations as elected academic staff.

Attracting guest speakers. In cases where the college does not have a teaching staff member in the relevant specialization, the college invites guest lecturers - specialists in the field - to deliver the education program.

The responsible person in the HR and Records Management Sector of the College prepares information about the available vacancy (requirements for the candidate, duties, courses to be taught, pay rate and documents to be submitted) and sends the information to the State Employment Agency for posting on the vacancy portal, the vacancy is also posted on the websites and social sites of the SFRS and the College.

After receiving the applications from the applicants, the College evaluates the submitted documents and invites the applicants for an interview, after which it decides whether the applicant meets the College's requirements. The successful tenderer is awarded a fixed-term contract. For

certain courses or topics, specialists from the SFRS, who are practitioners in the field, are also invited and contracted by the company.

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

The academic staff of the College consists of qualified teaching staff who are specialists in the field of fire safety and firefighting, who have obtained a Master's or Bachelor's degree. The course is taught by staff who regularly develop their knowledge and skills.

The College provides opportunities and encourages professional development for its staff, as the goal is a competent and development-oriented workforce. Teachers have the opportunity to attend paid professional development events twice a year, including training courses, development programs, seminars, webinars, conferences and experience exchange events. Information on teachers' education and professional qualifications is entered into the National Education Information System (VIIS) and RVS HORIZON by the staff member responsible.

Until the end of the term of election, the College teacher shall complete 160 academic hours (including at least 60 contact hours) of professional development programs on innovation in the higher education system, university didactics or educational management. Professional development may include appropriate international mobility, as well as participation in conferences and seminars, as documented by the teacher.

Teaching staff participate in scientific conferences, improve their knowledge of foreign languages, broaden their horizons by travelling abroad, which generally contributes to the quality of the study process.

Academic staff undergoes performance appraisal in accordance with the Cabinet of Ministers Regulation of 20 December 2016 No.845 "Procedure for Performance and Results Evaluation of the Ministry of the Interior System Institutions and Prison Administration Officers with Special Service Degrees", where the performance of teaching staff (officers with special service degrees) and performance-oriented tasks of the officer are evaluated. The evaluation determines the training and development needs of the post-holder and the opportunities for professional development.

To ensure a modern learning environment, the College organizes seminars to develop the use of innovative teaching methods among teaching staff. The College organizes seminars for both academic staff and affiliated lecturers, for example on the development of qualification papers, the preparation of scientific articles, the use of MOODLE e-learning environment. As of 2018, teachers receive regular training on information technology and cyber security, on the different uses of digital devices and content, and on personal data and privacy protection techniques in the digital environment, through monthly training sessions.

Teaching staff increase their professional qualification also by performing service duties at the Riga Regional Administration of the State Fire Service, improving their skills and abilities in the field of

firefighting and rescue work in order to ensure more effective study process of students.

A college teacher in Finland improved his competences in the field of rescue work at height, learning the skills and abilities to work with climber's equipment in an urban environment, then including the acquired knowledge in the study course "Rescue work" using triple blocks for moving rescuers in horizontal and vertical directions.

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

The College's academic staff implement the short-cycle vocational higher education program: assistant professors, lecturers, and guest lecturers. The number of teaching staff involved during the reporting period is shown in Table 2.5.

Table 2.5

#### Number of teaching staff involved in the implementation of the short-cycle vocational higher education program during the reference period

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
docents	6	6	5	5	7	7	7	7	8	8
lecturers	8	8	8	9	8	8	8	8	6	6
quest lecturers	10	7	10	16	16	18	21	9	8	8
quest lecturers from SFRS	6	5	6	7	5	10	3	3	3	3
<b>In total:</b>	<b>30</b>	<b>26</b>	<b>29</b>	<b>37</b>	<b>36</b>	<b>43</b>	<b>39</b>	<b>27</b>	<b>25</b>	<b>25</b>

In the reporting period, there have been slight changes in the number of teaching staff involved in the implementation of the field of study, with an increase in the number of assistant professors, a decrease in the number of lecturers and a decrease in the number of guest lecturers.

At the beginning of the academic year 2022, the College had eight assistant professors and six lecturers to implement the short-cycle vocational higher education study program. 6 assistant professors - with Master's degree and 2 - with higher education and practical work experience in the SFRS (19-22 years). 6 lecturers had higher education and practical work experience in the SFRS (19-31 years).

The success of the study program required the involvement of guest lecturers. In 2022, the College signed Enterprise Agreements with 8 guest lecturers. Of these, 3 were PhDs and 4 were Masters.

At the beginning of the academic year 2023, the College had eight assistant professors and seven lecturers to implement the short-cycle vocational higher education study program. 6 assistant professors - with Master's degree and 2- with higher education and practical work experience in the SFRS (20-22 years). 6 Lecturers had higher education and practical work experience in the SFRS (19-30 years)

In order to successfully implement the study program, it was necessary to attract guest lecturers. In 2023, the College signed Enterprise Agreements with eight guest lecturers. Of these, 5 were PhDs and 3 Master's degrees.

4 employees of the State Fire Service were also involved in the implementation of the study courses, with whom the College concluded company contracts for the delivery of individual study courses. The employees of the SFRS had higher education and practical experience in the SFRS (17-26 years).

The workload of the College's academic staff consists of study work, methodological work, research work and other types of work, e.g. work for the entrance examination board, taking physical fitness tests for officials.

An analysis of the College's academic staff workload (including distribution of academic and administrative workload) is attached in Annex 11.

The academic workload of teaching staff (study work, methodological work, research work) accounts for 68-95 % of the total workload, and the administrative workload accounts for 6-32 % of the total workload, respectively.

The major part of the workload of the academic staff of the College is study (teaching) work, which includes conducting contact classes, taking examinations, working in qualification thesis evaluation committees, working in internship evaluation committees, conducting coursework and qualification theses, and consulting. The workload of the College's academic staff is consistent from one academic year to the next, with larger variations due to staff sickness. If a member of staff has less study (teaching) work, more methodological work or other types of work are planned. The College's academic staff also carries out methodological work, including the preparation of methodological materials, information materials and vocational training topics required by the SFRS.

See Annex 8 for background information on the teaching staff, and Annex 9 for biographies 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.).**

The College provides various types of support for full-time and part-time students - study, psychological and medical support.



Students of the College are officers with a special rank and wear a uniform issued at the expense of the state budget. The SFRS provides students with personal protective equipment for practical classes and internships.

Students can get information on the college website, Moodle e-learning system, bulletin board, from the course tutor.

Students have access to tutorials.

Students have the opportunity to get involved and represent their interests, as well as to participate in decision-making in the Student Council of the College. The College shall provide opportunities for student representatives from the Student Council to participate in decision-making in the College Council.

The College has appropriate procedures in place to deal with student complaints or grievances. The College complies with the Whistleblowing Act and has a designated whistleblowing contact person. Information is published on the College's website. There is a mailbox in the College for suggestions and proposals, including complaints. Complaints can be made in writing, electronically or by providing a contact person to reply. You can also complain anonymously.

The student, like other service officials with special ranks, is provided with remuneration, social guarantees and holidays. Students can access a range of paid health services and psychological support provided by the Psychological Support Unit of the Health and Sports Centre of the Ministry of the Interior.

## **2.4. Scientific Research and Artistic Creation**

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

The college's academic staff and students participate in various international and local conferences and seminars on fire safety, firefighting and civil protection, and the scope of the taught study course according to the purpose of the study direction and the level of scientific development.

In May 2023, the College organized the first scientific and practical conference "Fire Safety and Fire Fighting" via the videoconferencing tool Cisco Webex, providing an opportunity for a wide range of stakeholders to participate in the conference and for College lecturers to share their professional experience.

College students learn the basics of research work during the development of qualification papers. All topics of qualification papers are coordinated with SFRS (employer).

**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.**

The applied research of academic staff, which is mostly carried out in the context of students' qualification theses, is related to the taught study courses.

The management of students' qualification works leads to the development of various material and technical tools, which are currently used by the college in the study process, thus improving students' practical skills:

- a training stand for food explosion demonstrations (manager N.Saharovs, 2020);
- training stand - stationary automatic fire sprinkler system for demonstration of fire detection, alarm signalization function and principles of operation, testing of efficiency (manager N.Saharovs, 2020);
- simulator for roof cutting, door, bonnet and boot opening (manager Ē.Stankēvičs, 2019.);
- Vertical and horizontal ventilation in a fire (manager R.Jarnihs, 2019);
- car extinguishing stand - simulator (manager Ē.Stankēvičs, 2018.);
- "Labyrinth" simulator for improving the skills of firefighters in rescue operations (manager A.Molotans, 2017.);
- multifunctional obstacle course for firefighters' skills development (manager M.Veigurs, 2014).

The created stands and simulators are used in the practical lessons of study courses.

**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.**

College students participated in the CESPI/IEM/050/04 project: European Union Civil Protection Modular Training in Moldova. College lecturers and students participated in a full-scale field training EURO-MED-REACT (FSX) in Moldova.

The College has a good cooperation with RTU lecturers. Teachers participate in the development of RTU scientific theses and supervise the development of students' diploma theses.

College staff and students took part in international events:

- Student Council representatives go on an exchange visit to Tartu Health College and Tartu University;
- XII International Scientific and Practical Conference for Young Scientists: students "Ensuring Life Safety: Problems and Prospects", at the Institute of Civil Protection, Ministry of Emergency Situations of the Republic of Belarus, Minsk (Belarus);
- Chemical Accident Training Course at the Joint Chemical, Biological, Radiological and Nuclear Defence Centre of Excellence (JCBRN Defence Centre of Excellence), Viskov (Czech Republic);
- Training organized by MSA AUER in Raszyn (Poland);
- XV International Rescue Services Seminar "Fenix" organized by the General School of the Polish Fire Service in Warsaw (Poland). Conference and General Assembly organized by the USFCA and the

Portuguese National Firefighters' School in Portugal (Lisbon); - Practical training at the Estonian Academy of Safety Sciences Rescue School in Vaikemäe (Estonia); - International conference on "Civil protection now and in the future, firefighter training and industrial safety in Europe" organized by the Hungarian Emergency Management Training Centre, Budapest (Hungary); - International Scientific and Practical Conference "Emergency Risk Reduction Strategy for the Republic of Belarus 2019", organized by the Institute of Civil Protection, Ministry of Emergency Situations of the Republic of Belarus.-Meeting organized by the Dive SMART-Baltic project in Karlskrona, Sweden; - EFSCA Steering Group Meeting organized by EFSCA and the Estonian Academy of Safety Sciences College of Rescue Work in Tallinn, Estonia.

In connection with international cooperation in scientific/applied research, it is planned to cooperate with colleagues from the Slovenian and German fire services to conduct research on the concentration of smoke and gases in confined spaces in the event of fires, using the innovative smoke and gas container created and purchased at the college in 2023.

The participation of teaching staff and students in projects affects the study process indirectly, because the acquired knowledge, skills and abilities are integrated into the course of the study process in practical lessons and professional qualification improvement.

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

The College's academic staff supervise many students' qualification work. The number of qualifying assignments supervised during the period under review is shown in Table 2.6.

Table 2.6

Number of qualification projects supervised by College academic staff									
2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
17	15	10	9	8	13	18	27	12	17

According to the relevance of research work and the financial possibilities of the college, funding is allocated for the research of lecturers.

As far as possible, teachers prepare publications and participate in conferences, for example, a college assistant professor and his co-authors prepared a publication "Improvement of the methodology for the use of hazardous substances" - 2022 S. Latnikov, J. Malahova, V. Jemeljanovs. "Improvement of the methodology for the use of hazardous substances". Riga: 2020-2022. RTU IVF DCAI DCAK Scientific article, published online in "Baltic Journal of Real Estate Economics and Construction Management" 03.11.2022.

In order to promote the involvement of teaching staff in research, the college organized the first scientific research conference "Fire safety and fire fighting" in 2023 and plans to hold conferences in its field once a year.

In the [internal regulations of the college dated June 19, 2020 No. 22/3-1.1.-19/3 "Procedures for determining the workload of teachers, its accounting, control and determination of salary"](#) it is stipulated that the docent must participate in at least one scientific conference on a Latvian scale during the study year and at no less than two international scientific conferences during the term of election; the lecturer must participate in no less than one Latvian-wide scientific conference during the study year and no less than one international scientific conference during the term of election.

**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.**

College students are involved in research through the development of qualification theses. The topics of the qualification papers are developed in line with current developments in the sector, and all topics are coordinated with the SFRS. Most of the qualifications are practical. Examples are given in 2.4.2.

**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.**

The study process focuses on innovative solutions within the framework of innovation, various technical improvements are made, and the material and technical base is improved (library resources, projectors, etc.).

To improve students' understanding of the flue gas exchange processes, a new flue gas container was built at the college, equipped with sensors to detect O<sub>2</sub>, CO<sub>2</sub> and pressure during the combustion process.

To improve students' knowledge, skills and abilities for working on pitched roofs, a pitched roof structure for fire-fighting and rescue work was created.

A special oil burning container was set up to work with the firefighting foam at the scene and to help students understand the specifics of the firefighting foam.

The impact of innovations on the study process is significant, because the study process is improved and the practical lessons are more varied and closer to the real conditions of the event.

Since 2020, the library has subscribed to Technical Rescue, and academic staff have found and shared these publications while researching online resources: "Wilderness SAR", "Park Ranger" and "[Access & rescue](#)". The publications are hosted in the Moodle e-learning system and serve as a

source of innovation and updates for academic staff and students.

## **2.5. Cooperation and Internationalisation**

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

Cooperation between students and the SFRS is essential to prepare young professionals for the SFRS. The VFRS provides internships for college students, which helps to ensure the coherence of education and internships and enables students to quickly engage in their future careers.

SFRS specialists are also involved in delivering various lectures to college students, ensuring that the SFRS is up-to-date.

After graduating from the study program, SFRS provides service (work) places.

Without the involvement of SFRS in providing practice, examining the thesis of qualification works, it would not be possible to achieve the goal of the study program and study results.

The College also cooperates with other colleges of the Ministry of the Interior: National Police College and National Border Guard College. Within the framework of the cooperation, staff experience exchange meetings are organized, and joint tactical training for academic staff and students of the Home Affairs College is organized annually. Joint tactical exercises have been organized since 2015. During the training, by simulating different scenarios, the participants have the opportunity to learn about the competences of the State Police, State Border Guard and State Fire and Rescue Service, to raise awareness of inter-institutional cooperation in the performance of the duties of the services and to promote the strengthening of this cooperation.

The cooperation partners are selected on the basis of the acquisition of competences required by the occupational qualification standard to be obtained, as well as for the practical learning of current developments in the sector, which ensures the comprehensive and high-quality achievement of the goals of the studio's direction and the achievable results.

The College is a member of the Association of Latvian Colleges. The Association contributes to the development of short-cycle vocational higher education study programs and to the efficiency of activities.

The choice of partners is made according to the following criteria: improvement of the quality of study program goals and achievable results within the framework of regulatory acts, improvement of students' knowledge and competencies.

**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.**

Cooperation with foreign institutions provides lecturers and students with the opportunity to gain and develop professional experience and personal development in an international environment.

The College is a member of the European Fire Service Colleges Association (EFSCA).

The activities of these associations contribute to the development of short-cycle vocational higher education programs and to their effectiveness.

A delegated representative of the College regularly attends EFSCA conferences. International experience has been gained by organizing Association conferences and General Assemblies in various EU countries, as well as by raising the profile of Latvia and the College in Europe. International cooperation and exchange of experience on educational issues has taken place with the Central School of the Fire Service of the Republic of Poland, the Fire School of the Republic of Lithuania, the Hamburg Fire Service Academy, the Estonian Academy of Safety Sciences College of Rescue Work.

Cooperation partners are selected according to geographical and geopolitical criteria, as well as within the framework of projects co-financed by European Union policy instruments and other foreign financial assistance.

Cooperation with foreign partners promotes the professional competence of teaching staff and students for work in the field of fire safety, firefighting, rescue and civil protection according to the achievable results of the study program.

**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.**

During the reporting period, there was no recruitment of foreign lecturers, no outgoing and incoming mobility of students.

## **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 College's study program "Fire Protection and Fire Fighting" (code 41861) is considered sustainable by the experts of the evaluation procedure. A report on the implementation of the recommendations received in the previous evaluation procedure is attached as Annex 14.

As the participation of teaching staff in research increases the knowledge and competence of teaching staff in the field of research and as research is related to the study direction and study programme, it can be concluded that research also contributes to improving the quality of studies. Various types of equipment have been improved and a practical training site will soon be built, the range of literature available in the library has been expanded, thus the expert recommendations are to be evaluated positively, which contributes to the quality of implementation of the study direction and study programme. Modern technical equipment motivates teachers and students to learn more creatively and variously the content of studies, thus increasing the quality of studies. International experience contributed to a broader view of fire safety and firefighting. For example, the use of effective methods for extinguishing burning chimneys. Equipping the auditory with computers makes it possible to ensure the interactive conduct of the study process, which promotes the creativity of teachers and students in the study process.

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

***(Not applicable)***

# 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	Annex 1 List of the College's main internal laws and regulations.docx	1piel_normativo-aktu-saraksts24-05.docx
The management structure of the higher education institution/ college	Annex Governance structure.docx	piel_koledzas_parvaldibas_struktura.docx
II - Description of the Study Field - 2.1. Management of the Study Field		
Plan for the development of the study field (if applicable)	Annex 2 Development plan for the study field of the Fire Safety and Civil Protection College.docx	2piel_studiju_virziena_attistibas_plans24-05.docx
The management structure of the study field	Annex 3 Study program governance structure.docx	3piel_stud_virziena_parvaldibas_struktura.docx
A document certifying that the higher education institution or college will provide students with opportunities to continue their education in another study programme or another higher education institution/ college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.	Annex 4 COOPERATION AGREEMENT.docx	4piel_ligums_rtu.edoc
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.	Annex 5 Proof of loss.docx	5piel_apliecinajums_zaudejuma_kompensacijai_studentiem.edoc
Standard sample of study agreement	Annex 6 Agreement for full-time on-site studies.docx	6piel_studiju_liguma-vienosanas_paraugs.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	Annex 7 Analysis of student, alumni and employer survey results.docx	7piel_aptauju_rezultatu_analize.docx
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	Annex 8 Basic information of the teaching staff involved in the study programme.xlsx	8piel_macibspeku_pamatinformacija24-05.xlsx
Biographies of the teaching staff members (Curriculum Vitae in Europass format)	Annex 9 Europasses.zip	9piel_macibspeku_cv.zip
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.	Annex 10 CERTIFICATE.docx	10piel_apliecinajums_macibspeku_valsts_valodu.edoc
A statement of the higher education institution/ college on the respective foreign language skills of the teaching staff involved in the implementation of the study programme at least at B2 level according to the European Language Proficiency Assessment levels (level distribution is available on the website www.europass.lv, if the study programme or part thereof is implemented)		
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.	Annex Quantity data scientific research.xlsx	piel_kvant_dati_zinatniska_petnieciba.xlsx
List of the publications, patents, and artistic creations of the teaching staff over the reporting period.	Annex 12 Scientific or applied research activities of the College's academic staff.xlsx	12piel_akad-pers-zinatn-letisk-aktivitates.xlsx
II - Description of the Study Field - 2.5. Cooperation and Internationalisation		
List of cooperation agreements, including the agreements for providing internship	Annex 13 List of cooperation agreements.docx	13piel_sadarbibas_ligumu_saraksts-t.docx
Statistical data on the teaching staff and the students from abroad	Annex Foreign mobility.docx	pielikums_arvalstu_mobilitate.docx
Statistical data on the incoming and outgoing mobility of students (by specifying the study programmes)	Annex Foreign mobility.docx	pielikums_arvalstu_mobilitate.docx
Statistical data on the incoming and outgoing mobility of the teaching staff	Annex Foreign mobility.docx	pielikums_arvalstu_mobilitate.docx
II - Description of the Study Field - 2.6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Report on the implementation of the recommendations received both in the previous accreditation and in the licensing and/ or change assessment procedures and/ or the procedures for the inclusion of the study programme on the accreditation form of the study field.	Annex 14 Fire safety and fire fighting Recommendation follow-up report (specify type and date of assessment procedure).docx	14piel_rekomendaciju_lzpilde24-05.docx
An application for the evaluation of the study field signed with a secure electronic signature	application_UCAK_23.05.2024.docx	iesniegums-precizets_studiju_virziena_novertesana.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
11piel_slodzu_analize.xlsx	11piel_slodzu_analize.xlsx
Annex 11 Analysis of academic staff workloads in the academic years 20202021 and 20212022.xlsx	Annex 11 Analysis of academic staff workloads in the academic years 20202021 and 20212022.xlsx
Amata_apraksts_Docents_paraugs.docx	Amata_apraksts_Docents_paraugs.docx
Amata_apraksts_Lektors_paraugs.docx	Amata_apraksts_Lektors_paraugs.docx
15_diploms.zip	15_diploms.zip
20_studiju-plans.zip	20_studiju-plans.zip
aip_saskanojumi_uznems.zip	aip_saskanojumi_uznems.zip
kp_pareja.zip	kp_pareja.zip
Pielikumu pavadvēstule.docx	Pielikumu pavadvēstule.docx
cooperation_agreement_vpk.docx	cooperation_agreement_vpk.docx
sadarbibas_ligums_vpk_ucak.edoc	sadarbibas_ligums_vpk_ucak.edoc
1_quality policy.docx	1_quality policy.docx
2_Quality Assurance Handbook for Studies_infograph.docx	2_Quality Assurance Handbook for Studies_infograph.docx
3_MC_82_regulations_FSCPC_machine-translated.pdf	3_MC_82_regulations_FSCPC_machine-translated.pdf
4_admission_rulles_full-time_studies-machine-translated.docx	4_admission_rulles_full-time_studies-machine-translated.docx
5_admission_rulles_part-time_studies-machine-translated.docx	5_admission_rulles_part-time_studies-machine-translated.docx
6_Rules on the recognition of competencies acquired outside of formal education orafi_un_iepr_izgl_stud_rezult_atzisanu-1-1 (1).pdf	6_Rules on the recognition of competencies acquired outside of formal education orafi_un_iepr_izgl_stud_rezult_atzisanu-1-1 (1).pdf
7_fscpc_study_regulation_machine-translated.docx	7_fscpc_study_regulation_machine-translated.docx
8_fscpc_procedure_developing_defending_qualification_thesis_machine-translated.pdf	8_fscpc_procedure_developing_defending_qualification_thesis_machine-translated.pdf
9_Code of Ethics of the fscpc.pdf	9_Code of Ethics of the fscpc.pdf
10_Code of Ethics of the State Fire and Rescue Service.pdf	10_Code of Ethics of the State Fire and Rescue Service.pdf
11_developping Updating study program.docx	11_developping Updating study program.docx
12_student_self-government_regulations.docx	12_student_self-government_regulations.docx
14_Whistleblowing information published on the college.docx	14_Whistleblowing information published on the college.docx
15_Regulation_of_academic_and_administrative_positions_.docx	15_Regulation_of_academic_and_administrative_positions_.docx
16_procedure_for_determining_wokload_of_teachers_its_accouning_conrol.pdf	16_procedure_for_determining_wokload_of_teachers_its_accouning_conrol.pdf
17_technician_professional standart.pdf	17_technician_professional standart.pdf
18_MC_regulations_state_standard_professional_higher_education.pdf	18_MC_regulations_state_standard_professional_higher_education.pdf
19_MC_regulations_Latvian_education_classification_291524_12.11.2021.pdf	19_MC_regulations_Latvian_education_classification_291524_12.11.2021.pdf
Andris_Molotnovs_CV.pdf	Andris_Molotnovs_CV.pdf
Andris_Molotnovs_CV_eng.pdf	Andris_Molotnovs_CV_eng.pdf
Artis_Lunts_CV.pdf	Artis_Lunts_CV.pdf
Artis_Lunts_CV_eng.pdf	Artis_Lunts_CV_eng.pdf
Job_description_docent.docx	Job_description_docent.docx
Job_description_lecturer.docx	Job_description_lecturer.docx
Requests before the Assessment visit latest.doc	Requests before the Assessment visit latest.doc
Requests before the Assessment visit.docx	Requests before the Assessment visit.docx
Annex SP specific regulation.docx	Annex SP specific regulation.docx
piel_SP_atbilstiba_nozares_specifiskajam_normativajam_regulejumam.docx	piel_SP_atbilstiba_nozares_specifiskajam_normativajam_regulejumam.docx
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# Fire Safety and Fire-Fighting (41861)

Study field	<i>Internal Security and Civil Protection</i>
ProcedureStudyProgram.Name	<i>Fire Safety and Fire-Fighting</i>
Education classification code	<i>41861</i>
Type of the study programme	<i>First level professional higher education study programme</i>
Name of the study programme director	<i>Elga</i>
Surname of the study programme director	<i>Ballaha</i>
E-mail of the study programme director	<i>elga.ballaha@ucak.vugd.gov.lv</i>
Title of the study programme director	<i>izglītības zinātņu bakalaura grāds pedagoģijā</i>
Phone of the study programme director	<i>67803503</i>
Goal of the study programme	<i>The aim of the study programme is to develop students' professional competence to work in the field of fire safety, firefighting, rescue and civil protection in accordance with the professional standard "Fire Safety and Civil Protection Technician".</i>
Tasks of the study programme	<i>Tasks of study program:</i> <ul style="list-style-type: none"> <li><i>- provide education in accordance with the professional standard in the field of fire safety, firefighting, rescue and civil protection;</i></li> <li><i>- create an opportunity for students to obtain qualifications in close connection with the State Fire and Rescue Service;</i></li> <li><i>- promote interest in further education and improvement, addition of academic and professional knowledge;</i></li> <li><i>- develop skills in formulating professional problems and solving related tasks;</i></li> <li><i>- to stimulate the student's development into a positive, modern, responsible and capable personality who knows how to act independently and make decisions independently; stimulate students' interest in the processes taking place in society.</i></li> </ul>
Results of the study programme	<i>Graduates:</i> <ul style="list-style-type: none"> <li><i>- be able to monitor compliance with fire safety and civil protection requirements laid down in laws and regulations;</i></li> <li><i>- be able to carry out and manage fire-fighting and rescue operations;</i></li> <li><i>- be able to plan and organise work, use different methods, technologies, techniques and equipment, devices, tools and materials to carry out tasks;</i></li> <li><i>- be able to evaluate and improve own and others' performance, work in cooperation with others, plan and organise work to perform specific tasks in accordance with the occupational standard</i></li> </ul>
Final examination upon the completion of the study programme	<i>Completion of the study program ends by the qualification work.</i>

## Study programme forms

### Full time studies - 3 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>3</i>

Duration in month	0
Language	latvian
Amount (CP)	180
Admission requirements (in English)	<i>secondary** Requirements determined when starting the study program: The college admits persons with secondary education for full-time face-to-face studies who meet the requirements of Articles 4 and 7 of the Law on the Conduct of Service for officials of the Ministry of the Interior's system institutions and Prisons Administration officials with special service ranks. The applicant takes the following entrance tests: physical fitness test in accordance with Cabinet of Ministers regulations No. 288 of 28 May 2013 "Physical fitness requirements for officials of the institutions of the Ministry of Internal Affairs and Prisons Administration with special service ranks", swimming skill test - swimming 100 meters in a swimming pool (swimming type - breaststroke or crawl) without stopping and time control, professional suitability test and discussion with the admission committee. In the discussions, the suitability of the applicant for college studies and service in the State Fire and Rescue Service is assessed, taking into account the understanding of the chosen profession.</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>fire safety and civil protection technician</i>

### Places of implementation

Place name	City	Address
Fire Safety and Civil Defence College	RĪGA	KENGARAGA IELA 3 k-1, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1063

### Part time extramural studies - 3 years, 5 months - latvian

Study type and form	<i>Part time extramural studies</i>
Duration in full years	3
Duration in month	5
Language	latvian
Amount (CP)	180

Admission requirements (in English)	<i>secondary* * Requirements determined when starting the study program: Officials of the State Fire and Rescue Service (hereinafter - institution) and college officials with special service ranks (hereinafter - official) who are not older than 42 years on December 31 of the current enrolment year are admitted to the college for part-time correspondence studies. Admission to studies takes place on a competitive basis, taking into account the established criteria in priority order: 1) higher position held; 2) higher number of points in the educational document for secondary education, summing up: - the points obtained for the assessment of mandatory centralized exams (Latvian language, foreign language, mathematics) for applicants who obtained secondary education after 2004; - the obtained points for the year or exam grade in the educational document for secondary education in mathematics, foreign language and Latvian for applicants who, according to the law, may not take the centralized exams, for applicants who obtained secondary education before 2004 or in foreign countries; - the average (arithmetic) evaluation of the results of the document on secondary education; 3) service necessity, if applicants receive the same number of points for the evaluations mentioned in subsection 10.2 of these regulations.</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>fire safety and civil protection technician</i>

### Places of implementation

Place name	City	Address
Fire Safety and Civil Defence College	RĪGA	ĶENGARAGA IELA 3 k-1, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1063

## 3.1. Indicators Describing the Study Programme

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

Since the previous accreditation of the field of study, the program's objectives and achievable results have been clarified, defining the acquired knowledge, skills and competences in accordance with the updated professional standard. In accordance with the updated [Fire Safety and Civil Protection Technician profession standard](#) (agreed at the December 14, 2022 session of the Tripartite Cooperation Sub-Council of Professional Education and Employment, Protocol No. 7), a second foreign language - professional German - has been introduced, the study course "Technical Graphics" has been deleted, and the required knowledge and skills have been integrated into the study course "Fire Safety Supervision". A new course on "Receiving and handling 112 calls" and "Physical fitness". In accordance with [the Cabinet of Ministers Regulation No.305 of 13 June 2023 "Regulations on the State Standard for Professional Higher Education"](#), optional study courses "History of Firefighting" (2 credits (2 ECTS)) and "Emotional Intelligence and Leadership" (2 credits (2 ECTS)) have been established.

In accordance with [the legal acts of the Cabinet of Ministers Regulation No. 238 of April 19, 2016 "Fire Safety Regulations"](#) terminology prescribed by the legislation, the title of the study course "Fire Protection Systems" has been changed to "Engineering systems essential for fire safety".

Based on expert recommendations to optimize the study courses by providing more credits and the same outcomes, the following study courses were merged:

- "Foundations of Pedagogy" and "Foundations of Management Studies", merged into one study course "Foundations of Management Studies";
- "Occupational Safety" and "Environmental Protection", merged into the study course "Occupational and Environmental Protection";
- "Firefighting and rescue techniques and equipment", "Firefighting training and physical training", creating the course "Working with firefighting and rescue techniques and equipment".

The college has fulfilled the requirements of Article 93 of the Transfer Regulations of the University Law and determined the amount of credit points in the study program in accordance with Article 1, Clause 8 of the University Law, namely 1 credit point is 26 hours of study work, of which: in full-time face-to-face studies there are 16 contact hours and 10 independent work hours; part-time correspondence studies have 8 contact hours and 18 hours of independent work. Taking into account that the results of surveys on the implementation of the study program do not indicate the need to increase the number of contact hours to ensure the achievable study results, the college, when calculating the credit point, divided the contact hours of the previous credit point by the coefficient 1.5, which until now has been the basis for calculating ECTS credit points, respectively  $1\text{KP} = 40\text{ hours}$ , of which 24 contact hours:  $1.5 = 16\text{ contact hours}$ .

In accordance with the updated short-cycle professional higher education study program, students have started their studies in the 1st year in the 2023/2024 academic year.

The students of the 2nd year of full-time on-site studies and the 2nd and 3rd year of part-time part-time studies of the 2023/2024 study year will study the previous study program for which the amount of credit points are provided in accordance with Article 1, Clause 8 of the University Law.

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

The short cycle professional higher education study program "Fire Safety and Fire Fighting" is developed in accordance with [the Law on Professional Education](#), [the Cabinet of Ministers Regulation of 13 June 2023 No.305 "Regulations on the State Standard of Professional Higher Education"](#), [Fire safety and civil protection technician professional standart](#) and the [internal regulations of the College No. 25 of October 20, 2011 "Development and updating of the study program at the College of Fire Safety and Civil Defense"](#). The admission rules, objectives and expected results are defined in accordance with the Latvian Qualifications Framework, which is linked to the European Qualifications Framework. The purpose, tasks and achievable results of the study program are interconnected, they are specified in the "Program parameters" section of the E-platform.

The code of the short-cycle professional higher education study program "Fire safety and firefighting" is 41,861, which corresponds to [the Cabinet of Ministers' regulations of June 13, 2017 No. 322 "Regulations on Latvian education classification"](#). The first two digits (41) correspond to short-cycle professional higher education (fifth-level professional qualification), which can be implemented after general or professional secondary education; duration of studies in full-time studies is three years. The remaining three digits of the code (861) identify the corresponding educational thematic group (Services) and thematic area (Civil and military protection) educational program group (Protection of persons and property).

The content of the study program corresponds to the study direction "Internal security and civil protection".

Graduates of the short-cycle vocational higher education study program obtain the qualification of fire safety and civil protection technician.

The study program is implemented in full time (180 CP (180 ECTS), 3 years) and part time extramural (180 CP (180 ECTS), 3 years and 5 months) studies. Full time studies are intended for persons who have completed secondary education and who meet the requirements of Articles 4 and 7 of the Law on the Conduct of Service for officials of the Ministry of the Interior's system and officials with special service ranks. A person is accepted into the service as a college cadet upon commencing full time studies. On the other hand, part time extramural studies are intended only for officials of the State Fire and Rescue Service with special service ranks, in order to have the opportunity to obtain professional higher education without interrupting the course of service.

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

The College prepares specialists for the SFRS in accordance with the SFRS commissioned education and development plan, which is approved annually by order of the SFRS. The number of additional students to be admitted for five years is approved in the development planning document "Vocational Education Development Action Plan for Officials with Special Service Degrees of the Ministry of the Interior System" (Ministry of the Interior Order No.1-2/1450 of 28 October 2022 "On the Vocational Education Development Action Plan for 2022-2025" added in the "Other attachments" section of the E-platform).

All graduates are guaranteed a place in the service after graduation.

According to the Fire Safety and Civil Protection Technician standard, with the acquired profession and qualification, graduates can work not only at SFRS, but also in state or local government institutions or companies.

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

The changes in the number of students can be seen in Annex 16.

Analyzing the data, it can be concluded that the number of students is variable and in recent years the total number of students has decreased by 28%, which can be attributed to both the low wages in the industry and unsatisfactory working conditions.

Analyzing the data on student dropout, it can be seen that the largest student dropout in full-time face-to-face studies is in the first year, 47%, which can be linked to the specifics of the profession, while in part-time part-time studies, the largest number of dropped students, 47%, is in the 3rd and 4th years due to student debts. . Reasons for stopping studies are voluntary (personal reasons), study debts and retirement from service.

### **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.**

The analysis of study courses is specified in subsection 3.1.

The study program includes study courses: general knowledge acquisition study courses, branch study courses and freely optional study courses according to the study plan (attached in Annex 20). The information included in the study courses (name, person in charge, scope, requirements for starting the study course, purpose, planned study results, content, calendar, organization and tasks of independent work, evaluation criteria and literature) is interconnected with the goals of the study courses and the achievable study results, which are related to the purpose of the study program and the achievable results. The content of each study course is designed to achieve the goal of the study course and the achievable study results.

The interrelationship between the study courses and the objectives of the study program can be seen in the course mapping (Annex 19).

Descriptions of study courses are updated in accordance with the development trends of the labor market (SFRS), changes in regulatory acts, as well as based on the SFRS proposal for necessary amendments and changes in the content of the study program. Changes in the study program are coordinated with the customer/employer - SFRS.

**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.**



Study courses are implemented in the form of theoretical classes, practical classes and independent lessons according to the course descriptions.

The choice of teaching methods is determined by the learning outcomes of the course. To ensure the acquisition of professional knowledge and the ability to apply this knowledge in practice, particular emphasis is placed on the integration of theory and practice in the study process. Most of the courses are delivered in practical sessions, with simulations and role-plays of different situations, as close to real life as possible.

Lectures have an introductory, advisory, summative and evaluative function. During lectures, students answer questions that encourage them to engage more actively in the study process, developing analytical, critical and creative thinking. Lecturers initiate active student engagement (reflective insights, reasoned opinion). Lectures are usually delivered using visuals to help learners grasp and remember the content, and lecture materials are also provided. Methods are used to promote interaction between students and lecturers - group/individual work, discussions, presentations, situational analyses, role-plays, practical demonstrations of competence.

During independent lessons, students mainly work with various reference sources, study the legal acts in the field, and develop independent works on assigned topics. The sessions promote the exchange of information, ideas and experiences. The lecturer plays the role of a consultant, expert or organizer. By presenting their work, students develop their national language skills, speech culture, presentation skills, reasoning skills and the ability to defend their opinions.

In practical lessons, applied games are used and situations are created as close to real life as possible, and students carry out event solving and analysis. For example, rescue work in a smoke-filled environment, organized in a smoke chamber where a maze is set up and the victims to be rescued are placed. Rescue work after a road accident, cutting a car with hydraulic tools, etc. Thus, developing students' understanding of real service situations.

**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).**

Given that all students are officers with special ranks, internships are provided to all students and take place in VUGD units. The internship in VUGD units is a work-based learning component that enables students to quickly integrate into the service after graduation. The internship is organized in accordance with the College's Internal Regulation No.22/3-1.1.-18/7 of 29 November 2023 "Regulations on Internships". The Internship Regulations are available on the College's website: <https://www.ucak.vugd.gov.lv/lv/koledzas-normativie-akti> (latvian only).

The outcomes of the Internship are set out in the Internship Regulations. The total amount of the Internship is 29 credits (29 ECTS). In full-time on-site studies, the first internship of 3 credits (3 ECTS) takes place at the end of the 1st year and the second internship of 3 credits (3 ECTS) takes place at the end of the 2nd year; the internship part of 8 credits (8 ECTS) and 15 credits (15 ECTS)

takes place in the 3rd year of studies before the development of the qualification work. For part-time extramural students, given that they are already serving officers with special ranks, the full amount of practical training is organized at the end of their studies before the qualification theses are written: 24 credits (24 ECTS) in the 3rd year and 5 credits (5 ECTS) in the 4th year.

Students are assigned a placement supervisor from the college and a placement supervisor from the placement site.

During each internship, the student prepares an internship diary and an internship report. After the internship, the student defends the internship, which is accepted by the internship evaluation committee.

### 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 selected topics of qualification theses are agreed with the SFRS([internal regulation of the College No.22/3-1.1.-19/1 of 18 February 2015 "Procedure for development and defence of qualification theses at the Fire Safety and Civil Protection College "](#) (latvian only)).

The Qualification Thesis Defence Board is composed of competent representatives of the SFRS, including the Deputy Chief of the SFRS as the Chairperson and the Chiefs of the SFRS Independent Units as the members.

In order to ensure the relevance of the qualification thesisin the SFRS (labor market), all the thesisoof the qualification works are coordinated with the SFRS. For example, the qualification work "Using the geospatial information system to perform SFRS functions" is relevant and necessary for SFRS needs, creating mapping of water intake sites, modeling forest fire extinguishing and hazardous substance leakage scenarios, ensuring more efficient performance of SFRS functions.

Table 3.1

**Assessment of students' final work**

Year	Score in points						
	4 (almost average)	5 (mediocre)	6 (almost right)	7 (good)	8 (very good)	9 (excellent)	10 (outstanding)
2014.	4	9	10	8	5	0	0
2015.	2	10	7	9	4	0	0

2016.	14	11	14	5	2	0	0
2017.	4	11	10	5	4	1	0
2018.	10	8	7	4	4	1	0
2019.	1	7	11	4	10	6	2
2020.	0	3	8	10	7	2	1
2021.	4	7	8	16	9	5	0
2022.	1	2	6	9	6	4	0
2023.	2	5	6	11	11	2	0

According to the statistics, the grades for defending qualification papers have improved over the last five years, with 62% of students defending their qualification papers with a score of good, very good, excellent or outstanding.

### 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 general facilities and provision for the delivery of the study program are indicated in the Self-Evaluation Report under 2.3.2 and 2.3.3.

Overall, the resources and facilities of the study program are in line with the program outcomes. Each year, the material and technical base is expanded to improve the achievement of study results.

See Annex 24 for a list of special equipment for the program.

To improve the quality of studies, within the framework of the Internal Security Fund project (SFRS in cooperation with the State Agency for Assurance), a training ground is being constructed and the purchase of equipment for the training ground has started (project period until the end of May 2024) in order to improve CBRNE and man-made disaster management processes and reduce risks by improving professional skills and preparedness for disaster response. The training ground will have grounds maintenance equipment (multifunctional tractor with interchangeable implements and equipment), an obstacle course (different types of obstacles to be overcome by students), flood barriers, a three-store tactical house for CBRN, fire-fighting and rescue training (with a process control room and instrumentation for prevention and control of physical processes), dividing barriers for different apartment layouts, a tree sawing stand with variable loads (torsion, bending,

wire), collapsible swimming pools, industrial shelving, a decontamination trailer with equipment, a weather station and thermal camera, a hydraulic tool kit and battery-powered tools. The second phase of the project (project period until the end of 2024) will include the purchase of training simulators and equipment: a training truck, a truck, portable equipment (e.g. microscope, vibraphone), a hydraulic tool kit, a public transport evacuation simulator, laboratory equipment, and the relocation of the railway tanker purchased in 2022 to the training ground and the relocation of the tactical house to the training ground.

**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 sources of funding for the College and their implementation are set out in 2.3.1.

The funding allocated for the implementation of projects and measures co-financed by EU policy instruments and other foreign financial aid is used for the development of the study program, for example:

- 70.00.00 "Implementation of projects and measures of other European Union policy instruments"/subprogramme 70.23.00 "Expenditures for the implementation of projects and measures of other European Union policy instruments"/project "Creation of comprehensive civil protection and disaster management training for state institutions, municipal civil protection commissions" , universities, SFRS College of Fire Safety and Civil Protection, as well as the creation of safety advice for the public", ECHO/SUB/2022/TRACK1/884396.
- 00.00 "Implementation of projects and measures of other policy instruments of the European Union"/ subprogramme;
- 70.18.00 "Implementation of projects and measures of the Internal Security and Asylum, Migration and Integration Funds (2014-2020)"/project "Carrying out preparation measures for CBRNE and creation of a training ground for rescue operations of man-made disasters", CESPI/IEM/18.

The cost of a study place consists of: for full-time full-time studies - the calculation of the basic cost of a study place made by the Ministry of Education and Science (costs per student are determined according to the annual letter received from the Ministry of Education and Science), for part-time extramural studies - the calculation of the basic cost of a study place made by the Ministry of Education and Science with a coefficient of 0.75 in accordance with Sub-paragraph 14.2 of the Cabinet of Ministers Regulation of 29 August 2023 No.496 "Regulations on the Procedure for

Sending Law Enforcement Officers for Education, as well as the Procedure for Payment and Reimbursement of Education Expenses" (see Table 3.2).The minimum number of students in the study program to ensure profitability is not calculated, because a state budget grant is allocated for the implementation of the study program.

Table 3.2

### Study place costs

	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>full time studies</b>	1333.36	1333.36	1333.36	1393.33	1458.51	1518.98	1518.98	1630.11	1630.11
<b>part time extramural studies</b>	1000.02	1000.02	1000.02	1045.00	1093.88	1139.24	1139.24	1222.58	1222.58
	<b>to 31.08.2023.</b>	<b>from 01.09.2023.</b>							
<b>full time studies</b>	1630.11	1746.14							
<b>part time extramural studies</b>	1222.5825	1309.605							

## 3.4. Teaching Staff

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

The qualifications of the teaching staff involved in the implementation of the study program comply with the requirements of the regulatory enactments.

23 teaching staff, 14 academic staff and 9 guest lecturers, currently implement the program. 5 lecturers with doctoral degree, 11 lecturers with master's degree and 7 lecturers with bachelor's degree or higher education and with a certain length of experience in the SFRS (including lecturers with higher education, qualification - fire safety and civil protection engineer) participate in the implementation of the study program.

The qualifications acquired by teaching staff play a key role in enabling students to acquire a broad knowledge and versatile skills and to develop professional competences under the guidance of teaching staff. All academic staff of the College are professionals who have specialized for several years in the relevant professional field of the SFRS, thus ensuring the quality of the study results.

#### **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.**

During the reporting period, there have been no significant changes in the teaching staff affecting the quality of studies. For example, in 2015, the teaching staff for the study course "Fire Safety Monitoring" changed, in 2017, the teaching staff for the "Civil Defense" study course changed, and in 2021, the teaching staff for the "Rescue Operations" study course changed for topics related to rescue work on water.

#### **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).**

The College has established a mechanism of cooperation between the teaching staff in the short-cycle vocational higher education program "Fire Safety and Fire Fighting", where the content of the subjects is inclusive. This means, for example, that the study course "Rescue work" can be studied using the knowledge and skills acquired in the study course "Firefighting and rescue tactics". Without knowledge and understanding of fire safety, students cannot fully learn firefighting and vice versa, which is why faculty collaboration is very important for the College.

In order to ensure mutual cooperation between teaching staff and the linking of study courses, departmental meetings are organized, where current issues regarding the implementation of study courses are discussed and at the same time one teaching staff is involved in the implementation of several study courses, thus ensuring the mutual linking of study courses.

The ratio of the number of teaching staff and students within the study program (at the time of submitting the self-evaluation report) is 1 to 5.

# 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	Annex 15 DIPLOMA.pdf	15piel_diploma_paraugs24-05.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	Annex 16 Statistics on students during the reporting period.xlsx	16piel_statistikas-dati_studejosie24-05.xlsx
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	Annex 17 Compliance of the study programme Fire Safety and Fire Fighting with the national education standard.docx	17piel_atbilstiba_valsts-izglibas-standartam24-05.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)	Annex 18 Relevance of the study programme to the professional standard.xlsx	18piel_atbilstiba_profesijas_standartam24-05.xlsx
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	Annex 19 Study programme in Fire Safety and Fire Fighting.docx	19piel_studiju_kursu_kartejums.docx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	Annex 20 Plan of the study programme Fire Safety and Fire Fighting.docx	20piel_studiju_plans24-05.docx
Descriptions of the study courses/ modules	Annex 21 Course description.docx	21piel_studiju_kursu_apraksti24-05.docx
Description of the organisation of the internship of the students (if applicable)	Annex 22 Internship Regulations.docx	22piel_prakses_nolikums_.docx
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		