

APPLICATION

Study field "Translation" for assessment

Study field	<i>Translation</i>
Title of the higher education institution	<i>Sociālās integrācijas valsts aģentūra</i>
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Self-evaluation report

Study field "Translation"

State Agency for Social Integration College

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1. Information on the Higher Education Institution/College

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

The Social Integration State Agency (hereinafter – the Agency) is a state administration institution under the supervision of the Minister of Welfare, which implements state policy in the field of social integration of persons with disabilities and persons with functional limitations and implements programmes of basic vocational education, vocational secondary education, short cycle vocational higher education, continuing vocational education and professional development, preparing specialists in professions necessary for social protection measures for persons with disabilities[1].

The Agency was founded in 1992, when the Republic Rehabilitation Centre started its work. In 1994, the first educational programmes were accredited and the first Republic Rehabilitation Centre graduated its students. In 2002, the name of the Republic Rehabilitation Centre was changed to "RRC College". In 2003, the Higher Education Council granted accreditation to "RRC College" and its first study programmes. In 2004, the State Agency "Social Integration Centre" was created by reorganising two state companies - the State Health Centre "Jaundubulti" and a non-profit organisation, the State Limited Liability Company "RRC College", which changed its name in 2008 and is now the Social Integration State Agency.

The Agency's College (hereinafter – the College) is a structural unit of the Agency providing vocational rehabilitation services[2] at the state budget expenses - providing short-cycle vocational higher education programmes for persons with disabilities, foreseeable disabilities or persons with functional limitations of working age in three fields of study and psychosocial support. The Agency also implements a study programme "Sign Language Interpreter" in the study field "Translation", which provides social protection measures for persons with disabilities, i.e. prepares specialists who can provide the necessary support to persons with hearing impairments.

The Agency provides a vocational aptitude assessment service for persons with a disability, a foreseeable disability or a functional limitation before providing a vocational rehabilitation service.[3]

The College is a vocational higher education institution adapted to the needs of people with disabilities.

The College implements five study programmes in three study fields as part of the Vocational Rehabilitation Services:

1. study field "Management, Administration and Management of Real Estate:
 - study programme "Human Resource Management", qualification – Personell Specialist;
 - study programme "Accounting and Taxes", qualification – Accountant;
 - study programme "Business organisation", qualification – Business organisation specialist;
2. study field "Hotel and Restaurant Service, Tourism and Recreation Organisation":
 - study programme "Hotel Service Management", qualification – Hotel service manager;
3. study field "Translation":
 - study programme "Sign Language Interpreter", qualification – Sign Language Interpreter.

The diversity of study fields and study programmes is justified by the target group of the vocational rehabilitation service – persons with disabilities and foreseeable disabilities , in order to facilitate their integration into society and employment. The average age of students is 35+

Highly qualified academic teaching staff provide individual attention to students during their studies, thus producing qualified professionals with comprehensive theoretical knowledge and practical skills.

The administrative staff of the College includes the Deputy Head of the College, an office administrator and career support experts. The necessary psychosocial support is provided by specialists from the Vocational Rehabilitation Support Unit (social workers, social pedagogues, psychologists, social carers, occupational therapists, physiotherapists, doctors, etc.). Other support functions (IT support, accounting, HR, business support) are centralised in the Agency.

Each study programme has a programme manager. College academic staff: 2 elected assistant professors, 12 elected lecturers, 2 visiting assistant professors, 24 guest lecturers.

The College has an average of 175 students per academic year[4].

From 2017 to 2023, the number of students is characterised by dynamics showing the number of enrolled students, undergraduates, matriculated students and graduates. The dynamics of students enrolled at the College for 2017–2023 is presented in Table 1.1.

Table 1.1.

SIVA College student dynamics 2017–2023

Study year	Number of students	Number of students enrolled	Number of graduates	Number of matriculated students
2022/2023	136	64	14	51
2021/2022	138	56	27	55
2020/2021	158	50	18	54
2019/2020	189	73	34	27
2018/2019	190	68	35	84
2017/2018	238	119	47	62

The Agency's strategic development directions for the College are The College's Development and Investment Strategy 2021–2027. (Annex No. 1)

[1] Law on Social Services and Social Assistance, Saeima of the Republic of Latvia, Adopted 31.10.2002, entered into force 01.01.2003. Latvijas vēstnesis (Latvian only)

[2] **Vocational rehabilitation** — a set of measures which, following an individualised assessment of functional impairments and a determination of vocational suitability, enables persons of working

age to acquire or re-acquire new occupations, vocational knowledge or skills, including vocational training programmes at primary and secondary levels and multidisciplinary services for integration into the labour market.

[3] Vocational aptitude assessment — a measure that assesses a person's interest in vocational fields and specific occupations, willingness and motivation to learn, previous knowledge and experience, and the suitability of their health, intellectual abilities and personal characteristics for their chosen occupation.

[4] Agency results and performance indicators 2017–2023

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 Agency is led by a Director^[1]. The Agency's Director is appointed and dismissed by the Minister of Welfare upon approval of the candidate's candidature by the Cabinet of Ministers.

Agency's Director shall:

- recruit and dismiss the Agency's general and academic staff;
- be responsible for the rational use of the Agency's resources;
- organise and supervise the execution of Agency's functions;
- organise academic staff elections;
- submit to the College Council and the Ministry of Welfare an annual report on the Agency's operations and make it available to staff, and post it on the Agency's website;
- approve the documents governing the Agency's internal procedures;
- perform other tasks provided for in laws and regulations.

The Agency has an Advisory Council. The Advisory Council is a consultative and advisory body that promotes cooperation and participation of state and local authorities, non-governmental organisations, international partners, persons with disabilities and other involved representatives in the performance of the tasks assigned to the Agency in the field of social rehabilitation and vocational rehabilitation.

The Council was established to bring together policy makers, policy implementers and representatives of society to find effective, innovative and sustainable solutions to issues within the Agency's area of competence.

The composition and duties of the Advisory Council are laid down in the Agency's Internal Regulations No. 1-6N/01 of 8 March 2023 "Regulations of the Advisory Council of the Social Integration State Agency" (Annex No. 2)

The College has a collegial advisory body, the Convention, which aims to promote the development

of vocational education in line with labour market requirements.

The Convention is composed of:

Agency's Director;

Agency's Deputy Director for Vocational Rehabilitation;

Head of the Agency's College;

Representative of the Jurmala State City Administration Education Department;

Representative of the Ministry of Welfare Department of Social Services;

Representative of the Employers' Confederation of Latvia.

The Convention operates in accordance with the Vocational Education Law[2].

The College is managed by the Head of College, who reports directly to the Deputy Director for Vocational Rehabilitation. The purpose of the post of Head of College is to ensure the implementation of its accredited study programmes and the development of new programmes in accordance with the Agency's objectives, strategy and functions. Key tasks:

- plan, manage and organise the work of the College;
- ensure quality implementation of study programmes and supervision of the study process;
- ensure quality monitoring of the work of the College;
- participate in the work of the College Council;
- ensure the licensing and accreditation of study programmes;
- cooperate with and support the student self-government in organising the work of the self-government, and promote its legal functioning;
- participate in the management of students' everyday life outside the study process, including the organisation of quality leisure activities.

The College has a College Council, which is a collegial management and decision-making body of the Agency's staff representatives responsible for the development of study (education) programmes and their compliance with internationally recognised quality standards[3].

The College Council is composed of 16 members: the Agency's Deputy Director for Education, the Head of College, the Deputy Head of College, eight academic staff representatives; one general staff representative; four student representatives.

The College Council operates in accordance with the Vocational Education Law[4].

The College also has a Research and Methodological Council (hereinafter – RMC), the composition and tasks of which are defined in the internal rules of the Agency "Regulations of the Research and Methodological Council of the Social Integration State Agency" (Annex No. 3).

The student self-government is an elected, independent body representing the rights and interests of students and operates in accordance with the Law on Higher Education Institutions and the Regulations of the Student Self-Government of the College.[5](Annex No. 4)

Each study programme of the College has a programme manager who provides support for the

implementation of a quality study process, and the Deputy Head of the College ensures the quality implementation of the study process.

The percentage of the College administration is 2.42%, academic staff – 6.76%, teaching staff (guest lecturers, guest assistant professors) – 12.56%, College Council – 7.73%, Research and Methodological Council – 4.83%, students – 65.7%.

The College has an average of 136 students per academic year[6].

The College cooperates directly with other departments of the Agency – Vocational Suitability Determination Department, Vocational Rehabilitation Support Department, Jūrmala Vocational Secondary School and other departments. Support functions (accounting, personnel, economic support) are centralised in the Agency. The Agency's governance structure is illustrated in the structure chart (Annex No. 5).

Agencies, incl. The activities of the College are regulated by the Cabinet of Ministers Regulations No. 914[7] and No. 682[8] and the following main internal laws and regulations of the Agency: College Regulations (Annex No. 6), Regulations of the Social Integration State Agency (Annex No. 7), Regulations on Administrative and Academic Positions at the College of the Social Integration State Agency, based on the State Administration Structure Law, the Law on Higher Education Institutions and the Vocational Education Law (Annex No. 8).

The internal regulations governing the activities of the College shall be drafted by the Head of the College and approved by the College Council. Internal draft regulations defining the rights and obligations of students shall be coordinated with the Ministry of Welfare.

The tasks, work organisation, decision-making procedures and competences of the College staff are defined in the internal regulations of the Agency – "College Regulations" (Annex No. 6), as well as "College Study Regulations of the Social Integration State Agency" (Annex No. 9).

[1] Cabinet Regulation No. 914 of 18 December 2012 "Statute of the Social Integration State Agency"

[2] Vocational Education Law, Section 17².

<https://likumi.lv/ta/en/en/id/20244-vocational-education-law>(Latvian only)

[3] Vocational Education Law, Section 17².

<https://likumi.lv/ta/en/en/id/20244-vocational-education-law>(Latvian only)

[4] Vocational Education Law, Section 17².

<https://likumi.lv/ta/en/en/id/20244-vocational-education-law>(Latvian only)

[5] Internal Regulations No. 1-6/22 of the Agency of 17 October 2018 "Regulations of the Student Self-Government of the College of the Social Integration State Agency"

[6] Agency results and performance indicators 2017-2023

[7] Cabinet Regulation No. 914 of 18 December 2012 "Statute of the Social Integration State Agency"

[8] Cabinet of Ministers Regulation No. 682 of 2 November 2022 "Procedures for receiving state-funded vocational rehabilitation services and a vocational aptitude assessment services". Published in the official gazette "Latvijas Vēstnesis", 7.11.2022, No. 216(Latvian only)

<https://www.vestnesis.lv/op/2022/216.4>

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.

The Agency's task is to maintain a quality management system that is established and maintained in accordance with the requirements of the European Standard ISO 9001:2015 Quality Management System, the Guiding Principles and the requirements set out in the Agency's Customer Service Manual.

The Quality Management System Manual for each of the Agency's operational processes and sub-processes sets out and keeps up-to-date process implementation and monitoring schemes, identifies the staff responsible for implementing, maintaining and monitoring the process (process owners) and those responsible for monitoring the implementation of the process (process managers). The Agency's operational processes and the staff responsible for the processes shall be approved by an Agency Order.

The Agency's Director approves the annual Quality Management System (hereinafter – QMS) audit plan. QMS audits are carried out by the Agency's process management expert, in cooperation with the process owner, and prepare Non-Conformity Reports. The reports shall include the non-conformities found and identify corrective measures to address them. QMS audits include an assessment of the functioning of the internal control system for processes and the identification of risks in operational processes.

In order to ensure the quality of the services provided by the Agency, including the quality of the study process, the achievement of the objectives of the study field and the implementation of the tasks, by the order of the Agency the quality checks of the implementation process of the study programmes of the College have been established and regularly carried out and the persons responsible for carrying out the inspections have been identified, as well as a customer satisfaction survey on the received vocational rehabilitation service has been carried out, the results of the customer surveys have been collected, analysed and presented and actions to promote the customer satisfaction have been identified. (Annex No. 11).

The Agency has established and implemented a system of internal control. The compliance of the Agency's processes with the external and internal regulatory framework and with the national disability policy is also regularly monitored by the Internal Audit Department of the Ministry of Welfare.

The college's quality management system manual is available on the Agency's internal website, which is not publicly available.

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.	QMS process P02 Implementation of Short cycle vocational higher education programmes (sub-processes P02.1–P02.5) P02.1 Developing and updating study programmes P02.2 Planning the study process P02.3 Admission and matriculation of students P02.4 Study process P02.5 Development and defence of qualification theses, award of diplomas Process owner is Head of College
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.	P02.1 Development and updating study programmes (sub-process scheme) 06.12.2019 Internal Regulations No. 1-6/23 "Procedure for Updating Study Programmes and Developing New Study Programmes at the College" (Annex No. 12) 17.10.2018 No. 1-6/23 "Regulations of the Research and Methodological Council of the College of the Social Integration State Agency" (Annex No. 3)
3.	The criteria, conditions, and procedures for the evaluation of students' results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and made public.	20.07.2022 Order No. 1-4/73 "On monitoring the service quality" Annex 2; 30.03.2023 Internal Regulations No. 1-6/10 "Admission Rules for the Academic Year 2023/2024" (Annex No. 13); 10.03.2017 Internal Regulations No. 1-6/9 "Procedure for Testing and Evaluating Students' Knowledge at the Social Integration State Agency College" (Annex No. 14); 06.12.2019 Internal Regulations No. 1-6/25 "Regulations of the Admissions Committee" (Annex No. 15); 17.10.2018 Internal Regulations No. 1-4/24 "Procedure for Organising Internships at the Social Integration State Agency" (Annex No. 16); 30.03.2020 Internal Regulations No. 1-6/08 "Methodological Guidelines for the Preparation and Defence of the College Internship Report" (Annex No. 17); 19.04.2021 Internal Regulations No. 1-6/01 "Procedure for the Development and Defence of Qualification Theses of the Agency College" (Annex No. 18);
4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	15.09.2015 Internal Regulations No. 1-6/01 "Regulations on Administrative and Academic Positions at the Social Integration State Agency College"(Annex No. 8) Annex 4 06.07.2017. No. 1-6/16 "Amendments to SIVA Internal Regulations No. 1-6/23 of 15.09.2015 "Regulations on Administrative and Academic Positions at the College""

5.	The higher education institution/ college ensures the collection and analysis of the information on the study achievements of the students, employment of the graduates, satisfaction of the students with the study programme, efficiency of the work of the academic staff, the study funds available, and the disbursements thereof, as well as the key performance indicators of the higher education institution/ college.	08.02.2023 Internal Regulations No. 1-6/01 "Regulations of the Vocational Rehabilitation Support Commission"; 17.10.2018 No. 1-6/23 "Regulations of the Research and Methodological Council of the Social Integration State Agency College" (Annex No. 3); 27.09.2022 Order No. 1-4/104 "On the amendment of 07.08.2020 Order No. 1-4/64 "On monitoring the quality of social rehabilitation service"" Annex 2; 15.09.2015 Internal Regulations No. 1-6/23 "Regulations on Administrative and Academic Positions at the Social Integration State Agency College" (Annex No. 8); The annual work plan of the Social Integration State Agency sets a performance indicator on the share of College graduates who have found a job. Monitoring of internship locations during the internship. Student survey on the quality of the study programme and the study process.
6.	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing their quality assurance systems.	Development and Investment Strategy of the Social Integration State Agency for 2021–2027 (Annex No. 1); 10.08.2018. Order No. 1-4/106 "On monitoring the service quality" Annex 2; QMS process audits according to annual plan; Updating internal regulations, orders and QMS process schemas.

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 specific purpose of the College is to provide persons with disabilities, foreseeable disabilities, or functional impairments with secondary education enabling them to complete short-cycle professional higher education and to train professional qualification level 5 specialists, in line with the demand of the job market.

The Sign Language Interpreter study programme was developed within the ESF project 'Development and implementation of the Sign Language Interpreter study programme as part of the Social Integration Centre', based on the need to increase the inclusion in the overall education system of deaf and hearing-impaired young people at risk of social exclusion.

The purpose of the Translation study field is to train professional translators by providing them with the necessary knowledge, skills, and competences to effectively perform translations in accordance with the professional standard and job market demand. This goal is implemented in the College study program "Sign Language interpreter", which is the only study program in this direction.

In order to achieve the objectives of the study field, the objectives are to

- provide competitive short-cycle higher vocational education and prepare students for practical work;
- develop students' scientific research skills and abilities, using the acquired knowledge in accordance with the set objectives;
- prepare the students professionally to enable them to perform translations;
- foster the students' acquiring such knowledge, skills, and competences (including self-guided learning) that lead to the attainment of level-5 professional qualifications and contribute to their competitiveness in a changing socio-economic environment;
- support the students' employment efforts, and promote their competitiveness in the job market;
- achieve the goals and objectives set out in the College's investment and development strategy (Annex 1).

The Ministry of the Economic's medium- and long-term labour market forecasts[1] states "Citizens are increasingly aware of the importance of education for labour market. The share of the economically active population with higher education continues to increase gradually — in 2021, 2/5 of the economically active population had higher education."

The Latvian Sign Language has been identified as one of the important aspects of the Official Language Policy Guidelines for 2021-2027[2]. This document recognises the need to continue supporting the development of the Latvian Sign Language. The issues most important for the management of Latvian language policy in the next seven years were identified based on data analysis, one of these is the underdevelopment and lack of access to the Latvian Sign Language. The guidelines mention that integration measures are closely associated with language, which is particularly important for certain groups such as the hearing impaired. In order to support the use of the Latvian language, it is planned to provide sign-language interpreting, subtitling, and digital solutions to enable people with hearing impairments to participate in the society, to receive education and up-to-date information. The development of the Latvian Sign Language and the training of sign language interpreters must be ensured.

Sign language interpreters are needed to ensure the inclusion of deaf and hard of hearing young people at risk of exclusion in the general education system, which supports the necessity for the Sign Language Interpreter study programme. Deaf and hearing-impaired young people are a group of people who are simultaneously subjected to multiple risks of social exclusion in terms of access to education and inclusion in society. The College of the agency has the academic staff and the infrastructure necessary for the teaching of the Sign Language Interpreter study programme.

[1] Ministry of Economics, 2022, Informative report on medium- and long-term labour market forecasts, Online :<https://www.em.gov.lv/lv/media/14720/download?attachment>, Accessed on: 08.11.2023.

[2] Cabinet Order 601 'On the National Language Policy 2021-2027 guidelines' of 25 August 2021.

2.1.2. SWOT analysis of the study field with regard to the set aims by providing explanations on how the higher education institution/ college expects to eliminate/ improve weaknesses, prevent threats, and avail themselves of the given opportunities, etc. The assessment of the plan for the development of the study field for the next six years and the procedure of the elaboration thereof. In case there is no development plan elaborated or the aims/ objectives are set for a shorter period of time, information on the elaboration of the plan for the development of the study field for the next assessment period shall be provided.

The completion of the tasks of the Sign Language Interpreter programme in the Translation field of study is monitored through surveys of students, graduates, employers, guest instructors, results of final tests and exams, and the assessment of the work done. The expected learning outcomes are defined on the basis of the short-cycle professional higher education standard and the standard for the profession.

The College aims to offer short-cycle vocational higher education programmes. The SWOT analysis of the study field is shown in Table No. 1.4.

Table 1.4.

SWOT analysis

Strengths

Weaknesses

- | | |
|---|--|
| <ul style="list-style-type: none"> · The only sign language interpreting study programme in Latvia · Involvement of industry experts (practitioners) in the study process · Career support measures during the studies · Regular study programme content updates · Developed infrastructure and information systems · Provision of modern technologies (tablets, video lectures, etc.) · Providing feedback in the E-environment · Accessibility for people with reduced mobility · Possibility to organise both online and hybrid lectures · Individual approach to students, taking into account their capabilities · Competence of support staff for working with people with disabilities · Mutual support between students · The Agency is a member of the European Platform for Rehabilitation (EPR) · The College is a member of the Association of Latvian Colleges | <ul style="list-style-type: none"> · Insufficient involvement of international guest lecturers in the study process · Different student backgrounds · Students have different computer and foreign language skills · Working students are not always able to participate fully in the study process · Insufficient research work by lecturers · Relatively high drop-out rate in the 2nd academic year |
|---|--|

Opportunities

-
- Establishing contacts with international cooperation partners, including increased cooperation with EPR member countries and organisations
- Cooperation with other universities and colleges in the mobility of academic staff and students
- Involvement in scientific research (creative) work, research and creative projects
- Improve the study programme in line with industry requirements
- Involvement in ERASMUS+ activities

Threats

- Decreasing number of students
 - Economic situation that affects the number of people who want to study, and student activity
- Insufficient student interest in research

The development plan of the study field is prepared in accordance with the Agency's College Investment and Development Strategy 2021–2027 (Appendix 1), as well as based on the SWOT analysis of the study field.

Taking into account the SWOT analysis, it is planned to:

1. Expand cooperation with foreign higher education institutions by concluding cooperation

agreements, organizing international seminars and conferences to attract foreign guest lecturers.

2. To offer students additional preparatory courses and consultations in order to level the students' knowledge level and to offer online courses and materials.

3. Promote lecturers' involvement in research by supporting and financing research projects, organize seminars and trainings on research methods and creating publications.

4. Adjust the study schedule to provide more flexible opportunities for working students, for example by offering evening and weekend classes.

5. Put more focus on the support system that helps students overcome the challenges of the second year of study by offering advice, mentoring and additional academic support.

6. In order to mitigate the threats identified in the SWOT analysis, the College expands marketing activities, offers study programs in demand on the labor market, cooperates with secondary schools, and organizes informational campaigns.

7. In order to promote students' interest in research activities, it is planned to include more research projects and creative works in the content of study courses.

8. Use the opportunities of ERASMUS+ programs to promote the mobility of academic staff and students and the exchange of experience.

The SIVA College Strategy for 2021-2027 states that one of the College's priorities is the development of educational programmes in accordance with the labour market demand and the criteria of modern quality education, as well as the expansion of a diverse lifelong learning offer for new target groups and attracting funding.

Study field development plan

No.	Planned	Deadline
1.	Integrating sustainability into the content of study subjects	Academic year 2024/2025
2.	Incorporating aspects of the Green Deal into the content of study subjects	Academic year 2024/2025
3.	Development of learning tools, including the Moodle environment	Continuous
4.	Involvement of students and lecturers in ERASMUS+ activities	Starting from 2023
5.	Student involvement in scientific research and in the College's student research conferences	Continuous
6.	Continue and increase cooperation with industry organisations	Continuous
7.	Cooperation agreements with at least two European higher-education institutions training sign language interpreters	December 2024

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.

There is one study programme Sign Language Interpreter in the Translation field of study, managed by a head of the study programme.

Main tasks of the programme manager:

- Manage the Sign Language Interpreter study programme;
- Draft self-assessment reports;
- Participate in the preparation of the study programme for approval, licensing and accreditation;
- Develop and update the study plan;
- Make proposals for improvements to the didactic, methodological materials and equipment of the Sign Language Interpreter study programme;
- Develop the Moodle continuing education platform in collaboration with academic staff;
- Participate in study planning, selection of academic staff;
- Work with industry organisations;
- Inform students about the aims, content and career opportunities of the study programme after graduation;
- Cooperate with the student self-government.

The study programme manager ensures cooperation with other study fields and programme managers by organising meetings and exchanging experience in the development and improvement of the study process, as well as initiates ideas for the implementation of new development directions and measures to improve the study process.

The governance structure of the Translation field of study is presented in Annex No 19. The programme manager reports to the Head of College and the day-to-day work is organised through staff cooperation and information exchange between the parties and partners involved. The cooperation can be assessed as adequate to achieve the objectives of the study programme.

The direct responsibility of the management of the study field is mainly related not only to academic staff, but also to administrative, support and technical staff. The study programme manager cooperates with the Agency's Information Technology Department, Vocational Rehabilitation Support Department, Vocational Suitability Determination Department, Human Resources and Document Management Department. The programme manager works directly with social workers, librarians, administrators and career support experts to make the study process more efficient.

Each year, or as required, academic staff evaluate, update and improve their study courses, ensuring their relevance to current educational and labour market trends. In 2023, the content of the existing Sign Language Interpreter study programme was audited and the content of the study programme and courses was updated. The aim of updating the study course content is to ensure the quality, relevance and compliance of studies with labour market requirements. Tasks for

updating study courses: reviewing the aims, objectives, number of credits, outcomes, assessment requirements, course design and content, as well as updating literature and other sources of information to meet the knowledge, skills, abilities and competences to be acquired in the professional standard.

The study programme manager, the Head of the College, the Deputy Head of the College, other study programme managers, academic staff, employers and industry experts are involved in updating and updating the study programme courses.

The study programme courses are updated based on feedback and recommendations from students and graduates, employers, as well as the latest trends in the labour market and innovations in the field.

Other Agency departments also provide support for the realisation of study programmes:

- IT department, which provides development of the Moodle environment and other information systems, hardware installation and maintenance, software installation and technical support;
- The Agency's management, the Agency's Advisory Council, which sets strategic directions and supports major decision-making.

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.

Every Latvian citizen and non-citizen, as well as foreigner,^[1] who has completed secondary, vocational secondary or higher education have the right to study at the College. Persons who have not acquired general secondary education or vocational secondary education in general education institutions or vocational secondary education institutions of the Republic of Latvia may apply for studies by submitting documents in accordance with the requirements of Section 11.1 of the Education Law "Recognition in Latvia of Education Documents Issued Abroad".

Any person has the right to study at the College, regardless of gender, social or financial status, race and nationality, political opinions and religious beliefs, occupation and place of residence.

The full-time study programme Sign Language Interpreter is funded via the state budget.

Students are matriculated in accordance with the "Admission Rules for Studies at the Social Integration State Agency College" (Annex No. 13)^[2].

During the study period, students from study programmes accredited by other educational institutions may be matriculated in the study programme. The College has internal regulations "Procedure for starting studies at later stages" (Annex No. 23)^[3] and "Procedures for the recognition of competences acquired outside formal education or in professional experience and learning outcomes achieved in previous education" (Annex No. 8).

If the education was obtained abroad, it is necessary to submit documents in accordance with the requirements of the Amendments to the Education Law Section 11.¹ "Recognition in Latvia of

Education Documents Issued Abroad"[4].

The admission process at the College is organised and ensured by the College Admissions Committee. Other admission criteria and the organisation of the process are reflected in the Admission Rules attached (Annex No. 13).

Students can start their studies at later stages by transferring from another educational institution, resuming their studies after a break, or continuing their studies after obtaining another qualification. The College Research and Methodological Board (hereinafter referred to as the "RMB"), after receiving the application and the attached documents, approves the comparison of the previously studied subjects and their scope with the relevant part of the College study programme and indicates in which study courses from the previously studied courses credit points can be equated and in which additional examinations must be taken. The RMB shall equate credits in the case where the amount of credits is the same in the two study programmes being compared or the number of credits is higher in the relevant course taken previously. So far, there have been no submissions regarding the recognition of non-formal education within the field of study.

[1] Law on Higher Education Institutions, Section 45. <https://likumi.lv/ta/id/37967#p45> (Latvian only)

[2] 15.11.2023. No. 1-6/18 "Admission Rules for Studies at the Agency College for the academic year 2024/2025" (Annex No 13)

[3] Social Integration State Agency College, 2014. Procedures for Commencement of Studies at the Social Integration State Agency College at Later Stages of Studies (Annex No 23).

[4] Saeima of the Republic of Latvia, Adopted on 11.05.2000, Entered into force on 06.06.2000, Amendments to the Education Law, Available on: <https://likumi.lv/doc.php?id=6694>, (Latvian only) Accessed: 23.10.2019

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

Students' achievements and study outcomes are assessed as follows: Cabinet of Ministers Regulation No. 305 of 13 June 2023 "Regulations on the State Standard for Vocational Higher Education[1]", "Internal Regulations" , "Procedure for the assessment of the students' proficiency test of the Social Integration State Agency" (Annex No. 14), "Procedure for organising the internship at the Social Integration State Agency College" (Annex No. 16) and "Procedure for elaborating and defending the qualification thesis" (Annex No. 18).

During the study programme, the College sets the following examinations for students, for which different assessment methods are applied:

- mid-term examinations (control task, independent work, practical work, laboratory work, report, project, test, other type of work according to the specifics of the study course), according to the number and type specified in the description of the study course;
- defence of course theses or final thesis projects, the procedure for the defence specified in

- the College's regulations;
- the defence of an internship, the procedure for the defence is laid down in the College's regulations;
- the final examination (exam or test) of the study course;
- development and assessment of the qualification thesis in accordance with the College's regulations;

At the end of studies, the students take a qualification exam, which consists of an independently prepared research paper in the form of a qualification thesis and its public defence, with a practical translation to the Latvian Sign Language.

To be eligible to take an examination or a test, the student must complete the workload specified in the course description with a passing grade. Attendance requirements may also be set according to the specific nature of the course. The final grade for a study course is based on the examination or test grade, taking into account the grades of the previous semesters, course papers and independent work.

The following is used for assessment at different stages of the study process and according to the purpose of the assessment:

- **Formative assessment** or assessing students' performance on a daily basis. It provides continuous feedback so that the student can adjust his/her study process if necessary.
- **Summative assessment** or assessment of student performance. Student learning outcomes are assessed and documented against expected outcomes
- **Self-assessment.** The student assesses his/her own work or achievements according to criteria proposed by the lecturer and/or set by the student.

The College uses the following forms of assessment:

- a written examination in which the lecturer assesses a written assignment completed by the student in-person or in an e-environment;
- an oral examination, assessing the student's oral answers and explanations;
- a combined examination, assessing both oral answers and written assignments;
- students who have fulfilled the requirements for a given study course and the corresponding obligations set out in the study agreement are allowed to take examinations and tests.

The student's achievements according to the criteria given in the study course programme are assessed on a 10 grade system. The first successful evaluation is 4. The grades are entered in the e-class register.

The forms and methods of assessment implemented in the study programme correspond to the study course programme and the specifics of the study courses. Evaluation is systematic, simple and clear. Each study course lecturer chooses the evaluation method according to the purpose of his study course and the results to be achieved.

Students can find the criteria and conditions for the assessment of students' achievements in the College's Moodle environment and e-class.

[1] Cabinet of Ministers, Adopted on 13.06.2023., Entered into force on 21.06.2023., Cabinet of Ministers Regulation No. 305. Regulations on the State Standard for Vocational Higher Education, Available on:
<https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitibas-standartu>
 (Latvian only)

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.

Students are taught throughout their studies to respect the basic principles of scientific research, where integrity is one of the important principles. Students are informed about the internal rules of the Agency "Rules on Academic Integrity at the Social Integration State Agency College" (Annex No 24), which include the ethical aspects of the research and the consequences of non-compliance. Students are provided with basic guidelines for writing scientific papers, so that they are innovative, original and compliant, as well as the nature and manifestations of plagiarism.

Students are required to acknowledge the authors and sources used in their papers. Referencing is described in the "Procedure for the Development and Defence of College Qualification Theses of the Social Integration State Agency", adopted in 2021. Students are provided with the document as part of the course "Introduction to Studies", which is available in the College's Moodle environment. In all courses, the requirements for referencing the sources used in the assessment of students' written work are respected. Some teaching staff have included compliance with this requirement as one of the criteria for assessing written papers.

Students are educated in detail about ethics and plagiarism in research during the course paper development process, and course papers are analysed during the development process and plagiarism and ethical violations are already identified. In these situations, the student shall revise the thesis and address the risks of plagiarism or other ethical breaches. It is the task of the supervisor to identify the above risks early in the development of the qualification thesis and, in cooperation with the student, to address them in a timely manner.

The College's regulations "Procedure for Examination and Assessment of Students' Knowledge" state: "if the teaching staff member finds and justifies that the student's independent work, course thesis or qualification thesis or 30% of it is plagiarised, then the student must revise the independent work, course thesis or qualification thesis and retake the examination for a fee in accordance with the Agency's Fee Guide". However, a student who has plagiarised is not allowed to defend the course paper or qualification thesis and is expelled.

Since 2017, the College has been implementing pre-defence of qualification theses, which has significantly reduced the risk of non-compliance and plagiarism.

The College subscribes to the University of Latvia's unified computer-based plagiarism control system, which is used by teaching staff to check students' papers. The Plagiarism Control System provides an extensive database of final theses from major Latvian universities and higher education institutions over 15 years.

Students can also check their work on plug.lv, which offers the possibility to quickly check and correct their documents, avoid third-party access, download a corrected document online with the original layout, formatting and style, and save all documents online.

No plagiarism has been detected in the study field so far. This has been achieved through a number of measures — pre-defence of the qualification thesis, prudential monitoring of the work by the supervisor. If the student is unable to complete the thesis or to produce it in accordance with

the guidelines, he/she shall not be allowed to take the qualification examination.

It is difficult to establish the fact of purchase or other acquisition of a study paper, as this is not defined as outright plagiarism. Therefore, in the assessment of the qualification thesis, a reviewer is involved, as well as an examination committee that assesses the content of the thesis, its compliance with the methodological guidelines, including ethical and plagiarism violations, and questions are asked during the thesis defence to find out how well the student is familiar with the research problem and the thesis and to make sure that the student has developed the thesis on his/her own.

Lately, the recognition of works created with the help of artificial intelligence has been a challenge. The establishment of these facts is currently limited to the oral defence of written work, where the student is required to justify the conclusions expressed in the work both by reference to the work of specific authors and by objective facts based on practice.

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 Agency's internal quality assurance system is implemented in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

The internal quality system of the College is described in the report, Chapter I, subsections 1.3, 1.4.

The College constantly monitors the current quality requirements and innovations in the education system in Latvia and in the world, analyses and evaluates the opportunities to implement the latest developments in the study process of the College, for example, the Agency works in the EPR platform and regularly exchanges experience with similar institutions in Europe. In seminars and work groups, platform members share best practices on student motivation, career support systems, job search, competences development, etc.

In order to ensure the high quality of the study process and study programmes and to meet the labour market requirements, as well as to characterise the functioning of the internal quality mechanism of the study field "Translating", the following criteria are set:

- quality of study process;
- quality of study programme;
- quality of academic staff;
- quality of the support department's work.

These criteria are controlled by external and internal regulations and by those involved in the quality assessment process.

The following data are indicators of the quality of the study field:

- results of student surveys, where on average 80% of students are satisfied with their studies at the College;

- results of graduate surveys, where more than 90% of respondents indicate that the quality of the study programme and employment prospects are positive;
- employer surveys indicate that most graduates have the knowledge, skills and competences to perform well in their chosen profession;
- no students failed to pass the qualification theses defence, the assessments of the qualification theses are successful;
- results of lecture monitoring;
- regular analysis of statistical data and internal processes;
- analysis of funding.

The Agency has established and maintained an internal control system. In accordance with the Agency's quality management system, the College implements measures to ensure the achievement of the aims and objectives of the study field.

In order to verify the quality of the College's study programme execution process, the following key processes or indicators have been identified and are reflected in the Quality Management System:

- approval of the College's internal regulations;
- student admissions and matriculation;
- implementation of the study process;
- granting scholarships;
- managing tuition fees;
- support for the organisation of student self-government;
- support from experts in career support;
- handling student applications;
- monitoring the quality of the study process.

Each process has a defined performer, type of control activity, scope of control and responsible person according to the main processes, as described in the Quality Management System Policy.

The College regularly publishes information about its activities, including the offered programmes, on the Agency's website and Facebook page. The Agency cooperates with the State Employment Agency, social services, customer service centres of the Ministry of Environmental Protection and Regional Development, educational institutions to ensure the availability of information about the services offered by the Agency and opportunities for people with disabilities to study in the College study programmes at the state budget funds.

The College continuously monitors and annually reviews and updates study programmes to ensure continuous improvement. The development and updating processes involve the Head of the College, the Deputy Head of the College, programme managers, teaching staff, the Research and Methodology Council, the College Council, as well as employers and professionals in the field, to ensure that the objectives are being met and that they meet the needs of students and society, making changes to the programmes where necessary.

To maintain and promote quality, the College and the Agency regularly conduct surveys of staff, students and employers.

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).

No new study programmes were created within the College's study field during the reporting period. Section 10, Paragraph One of the Law on Higher Education Institutions sets out the procedure for colleges to establish new study programmes. The College has developed internal regulations "Procedure for updating study programmes and developing new study programmes", which describe the steps and criteria for introducing new study programmes (Annex No. 12).

Agency Order No. 1-4/73 of 20 July 2022 "Quality Monitoring of the College's Programme Delivery Process" , Annex 2 to the process "Implementation of the study process" provides for updating study programmes, development of new study programmes, where the responsible person is the Head of the College, and the implementation is ensured by the Research and Methodological Council and study programme managers.

The Agency assesses the relevance of new study programmes in close cooperation with policy makers in the Ministry of Welfare.

The relevance of establishing new study programmes shall be assessed according to the following criteria: labour market demand, specificity of the target group, student potential and/or demand, and other economic and quality criteria (including availability of teaching staff and resources to implement new study programmes).

The study programme manager is responsible for ensuring that the study programme meets the professional standards, labour market requirements and trends. The review and updating of the study programme is carried out annually by the programme manager; the Research and Methodological Council, which is composed of study programme faculty members, is also involved in this process and assesses the need for changes and evaluates the draft study programme plan. Teaching staff, in cooperation with study programme managers, develop the content of the study courses included in the study plan.

Feedback on the study programme quality is provided by annual surveys of students, graduates and employers.

Considering that policy makers, employers, students and graduates are involved in the process of developing and updating new programmes, the systems and processes for the development and review of the study field can be assessed as effective.

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

The Agency has a service quality monitoring system, which is governed by the Order "On Service

Quality Monitoring^[1]". Staff receive periodic customer service training.

Students have the right to submit suggestions and complaints orally or in writing to the Head of the College, the Deputy Director for Vocational Rehabilitation of the Agency or the Agency Director. Applications shall be considered in accordance with the Law "Procedure for Consideration of Applications, Complaints and Suggestions in State and Local Government Institutions" and the internal regulations of the Agency "Regulations on Academic Integrity at the Social Integration State Agency College" (Annex No 24). The College periodically organises general student meetings to examine and discuss issues in order to reach common solutions. In recent years, there have been no student complaints or suggestions about the programme.

Students shall, upon starting their studies at the College, sign a Study Agreement, which shall specify the conditions for resolving conflicts and disputes, as well as the obligations and rights of students. Students are informed about the internal regulations and work safety rules.

The College has a Student Council, which collects students' suggestions, complaints and submits proposals to the College management. Students may submit their suggestions and complaints in writing in the designated area (suggestion box), electronically by e-mail or in writing to the College Office Administrator or to the Agency's Registry.

To ensure successful communication and conflict prevention, the College administration provides students with information and resources (e.g. phone, electronic or face-to-face communication with faculty, professionals, administration).

In case of disagreements, discussions are conducted with the parties involved in the conflict, seeking a positive, mutually agreed solution, involving, if necessary, representatives of the administration or other specialists — social worker, psychologist, doctor, legal adviser. A Vocational Rehabilitation Support Committee has been established to deal with student applications and/or conflicts arising during the study process, providing the necessary support to both students and College staff.

The Agency has an Ethics Committee. The Ethics Committee was established with the goal of strengthening professional ethical standards in accordance with the goals and tasks of the Agency and to support the activities of the Agency's officials and employees in accordance with the requirements of the Agency's Code of Ethics.

The composition of the Ethics Committee shall be determined by order of the Agency's Director.

Overall, the College provides a supportive environment where students have the right to be involved in both promoting and improving the quality of service delivery and support processes.

^[1] "On Service Quality Monitoring" 14.11.2023. Agency Order No. 1-4/73, 20.07.2022.

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 aggregates statistical data in the Vocational Rehabilitation Information System (PRIS).

PRIS contains basic information about students (personal data, disability, photo, etc.), information about the eligibility assessment, information about the study process (orders, decisions, etc.), information provided by specialists involved in the provision of vocational rehabilitation services (doctor, psychologist, career support expert, social worker, etc.). PRIS aggregates statistical data by study group, age group, disability and place of residence. PRIS provides the possibility to produce statistical reports to analyse data. PRIS shall be regularly developed within the funding available to the Agency. The PRIS environment does not provide interfaces with the IS of other institutions. For example, to obtain data on employment, the College conducts a survey of graduates or requests data from the State Revenue Service and the State Employment Agency

In accordance with external regulations, all necessary information is managed in the National Education Information System (VIIS).

The College prepares statistical data for submission on request to the Ministry of Welfare, the Ministry of Education and Science and the Central Statistical Bureau — University, College report at the beginning of the academic year.

The Agency uses the statistics to plan performance indicators for future periods, and the College uses them to plan enrolments and programme implementation periods. Students' progress is assessed by the Head of College and the Vocational Rehabilitation Support Committee, which decides on any support or other action needed.

The College uses the E-class, which records and accumulates information on students' grades and attendance, the content of courses and classes, as well as summaries of grades and absences. With 2024/2025 study year, the College plans to switch to one learning e-environment - Moodle (the transition process is currently underway).

Since 2022, the College has been using the Future Internship (www.edy365.com (Latvian only)) platform to organise internships, where information on the progress and results of students' internships is entered and collected — the assessment of students' skills and employers' assessment of the relevance of students' theoretical and practical knowledge to the requirements of the labour market. During the internship, the College's career support experts visit the internship sites to get feedback from students and employers regarding the internship, the student's preparation and to provide advice to the employer.

The Vocational Rehabilitation Support Committee of the College meets on a monthly basis to analyse the fulfilment of the set performance indicators and the flow of students as well as the number of students. After the establishment of the Vocational Rehabilitation Support Commission in 2018, it can be seen that the self-discipline of students has been promoted, which is manifested in an improvement in student performance and a significant reduction in the number of study debts.

In order to assess the satisfaction of the College graduates and employers with the content and results of the study programme, the quality of the organisation of the study process and to receive suggestions for programme improvement, a survey of employers (Annex No 25) and College graduates (Annex No 26) is conducted once per academic year.

In addition to the employer and graduate surveys, a College student survey (Annex 27) is conducted after the completion of each study course. Students are asked to complete a survey in the College's Moodle environment, where students evaluate the acquired knowledge, teaching methods, resources, feedback and connections to other courses. After the results of the surveys have been compiled, an assessment of the course is carried out.

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 does not have an independent website as it is a unit of the Agency, so it uses the Agency's website www.siva.gov.lv, the College section is available at <http://www.siva.gov.lv/koledza.html>, the e-environment is available at <http://koledza.siva.gov.lv/moodle/> (Latvian only) The Head of the College and the Public Relations Officer are responsible for the information on the College's section of the website, while the Agency's Information Technology Department is responsible for the technical solutions.

Person responsible for entering information into the National Education Information System (VIIS): vocational education expert.

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.

Given that the College is a unit of a government body, the College's budget is part of the Agency's budget and is 100% funded by the state budget. The College's expenses are planned as follows: remuneration 59.9%, goods and services 37.8%, capital expenditures 1.6%, and social benefits (scholarships for sign language interpreters, student honours scholarships) 0.7%.

Financial resources are planned and monitored by the Agency's Finance Department in accordance with the planned number of budget places in the College. The College's budget is planned for the medium term, i.e. three years, in accordance with the Law on Budget and Financial Management and the planned performance indicators. 1/200th of the college budget to support the activities of the student council.

Funding for 'Vocational rehabilitation through the acquisition of vocational qualifications, including the determination of vocational aptitude'. The planned budget subsidy for 2024 is EUR 2,747,055.

The College's budget includes funding for the student council.

The costs of the study programmes of the Agency College include cost items such as remuneration of academic and administrative staff, premises and material and technical support, indirect costs, which in total represent the costs of implementing one study programme per academic year, as shown in Table II 2.3.1.

2.3.1. Table

Cost of the Agency College study programmes from 01.01.2023

for 1 student group (10 people)

Name of study programme	Form of study	Remuneration (EUR)	Premises, materials (EUR)	Administration costs (EUR)	Indirect costs (EUR)	Amount per year (EUR)
Sign Language Interpreter study programme	Full-time studies	16856.91	1298.66	455.14	4628.41	23239.12

According to the data of Order No 1-4/7 'On sets of services' of 24 January 2023, the full-time study costs of the Sign Language Interpreter study programme amount to EUR 23,239.12. The cost per full-time student per year is EUR 2232.91.

The full-time Sign Language Interpreter study programme has the following study costs, expressed as percentages: 20% are indirect costs, 2% administration costs, 5% costs of the premises and materials, 72% remuneration. Overall, when analysing the study programme costs, it can be concluded that on average 77% of the costs are directly related to supporting the teaching process, and on average 23% are indirect and administrative costs.

If the cost per student is assessed, the cost has increased by an average of 10% compared to the cost starting from 1 January 2023.

Starting from the end of 2023, the Agency College has been granted funding for scientific and research activities. Within the allocated funds, it is planned to allocate EUR 6267.00 in 2024 for the improvement of the qualifications of the College's teaching staff, for scientific publications of the teaching staff and for the replenishment of the material and technical base of the College.

The funding of the College is within the Agency's funding, which is in line with the law and regulations.

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 uses modern classrooms equipped with computers and projectors to support the study process. Office software Microsoft Office 2019 (and later versions) is available in all classrooms, and specialised software (Adobe Photoshop) in some classrooms.

The classrooms have several computers with specialised *Assistive technology or adaptive technology* programmes and input/output devices for teaching visually impaired or blind people: a screen-reading programme: NVDA, hardware (Braille data input/output device), Braille printer (embosser), Braille display.

The College subscribes to the accounting programme "Tildes Jumis" cloud service from the beginning of 2023. With distance learning options, students can also study the accounting programme remotely from home.

Internet access is available in the Agency's premises and in the dormitory. The use of the premises corresponds to the specifics of each subject to be studied and is provided with the necessary teaching and learning materials. The material and technical base is regularly updated to support the study programme. In 2020, the purchase of computer equipment for classrooms was carried out. The College provides a laptop for studying remotely upon request.

The total area of the Agency's premises, where the College's study programmes are implemented, is 5976 m², the area of the study and scientific work premises is 1572 m², the area of the dormitories is 1416 m², the area of the other premises — 2988 m². Occupancy: 10 classrooms available. The average number of student work stations in classrooms is 18. To ensure an effective learning process and to match the subject matter, lectures are held in rooms equipped with the necessary technology — computers, webcams, audio systems, projectors and other technical aids.

Teaching staff have their own workspace with six work stations equipped with computers and a printer.

The technical and material resources are fully sufficient to fully acquire the programme.

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 Agency's library is equipped with learning resources for the programme. Every year the library's collection is updated with the latest available literature in Latvian, English and German. As of 1 November 2023, the library has 12987 books, including 10751 in Latvian, 1263 in English and 540 in German. The library has 6 computers with internet access, and you can copy the necessary teaching and reference materials. Books are also issued to students to take home.

As of 9 September 2019, the EBSCO database is available for use by the College's students, faculty and staff, both in person and remotely. EBSCO is a multidisciplinary database of e-journals and other e-resources, consisting of several full-text and review databases. Students use it to study the course and to develop their course and research work. Between 1 January 2023 and 31 December 2023, the College's EBSCO database access has been accessed by 2989 searches in 595 sessions.

In the study process, students acquire the skills to work with literature resources available in the digital environment, electronic libraries such as Google Scholar, etc.

Library working hours are adapted to allow students with various leisure time possibilities to access

library resources. Library working hours: Monday, Wednesday 11:00–17:30, Friday 10:00–17:00. The library is closed on Saturdays, Sundays and public holidays. The library has 135 m² of floor space, allowing students to use the reading room and computer facilities in the library.

The library offers up-to-date periodicals that can be used for the implementation of study programmes and for the success of students in their studies. In 2023, the library has the following publications: 'Dienas bizness', Bilance, 'Balances juridiskie padomi', etc., and subscriptions are planned for periodicals in 2024.

The College works with the Latvian Association of the Deaf ('LAD'), as a result of which the students of the College have access to digital and printed sign-language teaching materials developed by LAD in the College library and online.

The library has 130 books for the Sign Language Interpreter programme. Every year, the library's collection is updated with the latest literature. The library's book resources are renewed based on the faculty's demand for the latest literature within the available funding for the study course. The quality management system includes the process diagram 'Enabling the work of the Jūrmala Vocational Secondary School and College library', that represent the replenishment of the library's collections required for the teaching of the study programmes. (Annex No 29)

The student council has purchased a multifunctional device for the use of all students in the study process.

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

The College uses a *Moodle* environment, which contains materials that provide students with the opportunity to learn course content according to their individual abilities.

Moodle publishes materials relevant to the content of each study course programme:

- description of the study course;
- list of literature and information sources to be used for each study course;
- study materials, lecture materials, additional information;
- presentations on relevant topics;
- tasks and practical work;
- guidelines for writing internship and qualification theses;
- plan of the study programme;
- information about the activities of the College's student council and events organised at the College.

Published materials are available to registered users — College students and academic staff.

The College also uses an e-class where students can access a list of lectures, topics and assignments.

Academic staff communicate with students in the e-environment (*Moodle* and e-class), providing both information and advisory support. The College assesses each student's individual capabilities to ensure a personalised approach.

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 principles of personnel recruitment are in accordance with the principles of good administration, as set out in the laws and regulations of the Republic of Latvia and the Internal Regulations of the Social Integration State Agency of 15.09.2015 No. 1-6/16 "Regulations on Administrative and Academic Positions at the Social Integration State Agency College" (Annex No 8).

When a vacancy opens, whether for support or academic staff on a temporary or permanent basis, and for vacancies where elections are held, a call for recruitment tenders will be issued. Vacancies are published on the Agency's website, on social media and in the Latvijas Vēstnesis.

The recruitment and evaluation process is organised by the Agency's Personnel and Document Management Unit. The Head of College is involved in the recruitment and evaluation process. An Academic Position Selection Committee is established for the recruitment and election of academic staff, which evaluates the documents submitted by applicants and their compliance with the requirements set out in the Law on Higher Education Institutions and the regulations of the Agency. After evaluating the candidates, the committee submits its opinion to the College Council, which organises the election of lecturers and/or assistant professors. Candidates who meet the requirements and criteria are invited to the elections. Applicants present their competences in person and demonstrate their suitability for the position. The candidate shall be elected to the post of lecturer or assistant professor for a period of six years by a majority vote of the members of the College Council. Non-elected guest lecturers shall have a fixed-term contract of up to two years [1].

[1]<https://www.siva.gov.lv/lv/par-izglitiba-procesu-koledza>. (Latvian only)

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.

Academic staff regularly improve their competences according to the scope and specificity of their activities. To improve the quality of their work, academic and administrative staff participate in seminars, projects and conferences organised by the Agency and other institutions. Teaching staff regularly receive information on professional development seminars, courses and training organised by the Agency, as well as on opportunities offered by other institutions.

Academic staff are involved in training, seminars, courses, projects and conferences organised by the Agency and the College's cooperation partners. Employers are invited to participate in conferences and informative events organised by the Agency, thus providing feedback on labour

market demand and trends, requirements for the relevant qualifications, which enables improvement of the study programme content and methods (additional information in Section 2.5).

The College's academic staff includes industry professionals whose professional activity motivates both students and teaching staff for career development and ensures that the study process is closely linked to the working environment, as well as adding high value to the quality of the study process. Internal Regulations No 1-6/23 'Regulations on Administrative and Academic Positions at the Social Integration State Agency College' (Annex No 8) were developed and updated in 2017, setting the requirements for the qualification and professional development of teaching staff. In order to assess the professionalism and motivation of the teaching staff, we start working relationships as visiting lecturers. Having made sure of the quality of the work, we consider moving to permanent employment relations - the election of the academic staff.

Taking into account the target group of the Agency's College — persons with disabilities, foreseeable disabilities or persons with functional impairments of working age (average age 35+), the training of academic staff in vocational rehabilitation and work with persons with disabilities is also provided. The academic and support staff of the College regularly participate in internal trainings and briefings, which are mandatory for all staff members and are conducted in accordance with the Agency's health and safety regulations.

The staff is motivated and actively uses the professional training opportunities offered by the Agency to improve their qualifications and ensure the quality of their education.

The academic staff involved in the study direction are informed about the courses offered by cooperating higher education institutions or organizations. Academic staff undergo mandatory training and annual briefings in occupational safety, fire safety, and IT security aspects.

The College organises various seminars and courses run by the Agency's staff, such as professional development seminars on working with people with disabilities, educational seminars on how to work with different risk groups, including people with various psychoneurological diseases, etc. Educational seminars for academic staff are recommended but not compulsory. They improve their knowledge to enhance their teaching and communication with the College's students.

The college participates in Erasmus+ mobility projects, where academic staff have the opportunity to participate in training, gaining international experience. For example, in May 2024, seven College lecturers went to Portugal, where they participated in the "4C - Creativity, Communication, Collaboration and Critical thinking" training. The participation of the college's academic staff in projects, courses and seminars is reflected in the attached CVs.

Faculty members are invited to apply voluntarily for seminars and projects. In seminars or projects in which the number of participants is limited, the College announces the application and the evaluation commission of the participants' for the project evaluates the applications according to the developed criteria.

Overall, there is sufficient support for the development of academic staff, but it is a challenge to encourage academic staff to continuously develop their professional competences and skills, research competences and competences for working with persons with disabilities, which is a complex, complicated and ever-changing process.

In order to assess the competence and knowledge of the academic staff in the study process management innovation, lecture observation is conducted throughout the academic year by the study programme manager in cooperation with the academic staff according to an agreed schedule and criteria. After the observation of the lectures, the academic staff is presented with an assessment of the observation, suggestions are made for improving the work and positive aspects

are highlighted.

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.

Both lecturers elected by the College 6 docents and 11 guest docents are involved in the teaching of the study field. Three of the lecturers have a doctoral degree, the others have master degrees or experience in the field. 94% of academic staff work part-time. The qualifications of the academic staff, as shown in the CVs of the docents, guest docents, lecturers, and guest lecturers matches the necessities of the teaching of the study programme's courses in accordance with MK regulations No. 569[1] and the Agency's internal regulations(Annex no 8).

The workload of the academic staff is reflected in the tariff sheet, which is created according to the study plan. The planning and tariff sheet of the college study process is carried out by the College education methodologist, who monitors the workload of teaching staff. If during the planning process possible overloading of the teaching staff is detected, then another lecturer of the relevant study course is recruited according to the possibilities.

Academic staff are involved in organising students' research work, which involves supervising students' qualification theses.

In addition to their direct duties related to the organisation and management of the study process, lecturers conduct research work: prepare publications, present papers at conferences. The academic staff keep abreast of current developments and innovations in the field of sign language and continuously improve their experience and the methodology and study materials used in the study process.

Overall, the academic staff involved in the teaching of the study field are provided with proper resources, and they are professionals in the field. In order to provide the students with natural sign language training and a better understanding of the culture, communication, and worldview of people with hearing impairments, several study courses in the field are taught by the College's academic staff members with hearing impairments who are native speakers of the Latvian Sign Language. This provides students with the necessary professional competences and skills.

Annex No. 30 provides basic information about the academic staff involved in the study field.

Annex No. 30.1. contains the CVs of the teaching staff.

[1]

<https://likumi.lv/ta/id/301572-noteikumi-par-pedagogiem-nepieciesamo-izglitiba-un-profesionalo-kvalifikaciju-un-pedagogu-profesionalas-kompetences-pilnveides-...> (Latvian only)

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 is characterised by its professional competence in working with people with different types of disabilities. The Agency's team provides maximum support to every vocational rehabilitation client and to every student of the Sign Language Interpreter study programme on an individual basis, according to their abilities, needs, and learning pace, preparing an individual study plan, if necessary. The students can study in the study programme according to an individual plan, which is regulated by the internal regulations^[1] (Annex No 31).

As the main target group of the College is persons of working age with disabilities (average age 35+), the Agency's specialists provide a multiprofessional (psychologist, career support expert, social worker, etc.) and mutually integrated approach to the study process to ensure the social integration of the students and their full participation in the job market.

The College has a diverse support staff:

- College Office Administrator — manages the College's records, informs students about the College's activities and studies;
- social workers — provide support in solving social problems, monitor students' progress and attendance;
- career support expert — provides support in organising internships and career development, organising qualification theses, and career support for up to 6 months after graduation;
- psychologist — provides psychological support, group and individual counselling, motivation programme;
- librarian — ensures access to library resources;
- computer and network administrators — maintain and administer the College's computer networks and computer systems;

College students can use dormitories located in 68 Slokas Street and 59 Dubultu Avenue, Jūrmala. Students are accommodated in dormitories taking into account their state of health and functional impairments. For students with mobility difficulties, there is a dormitory at 68 Slokas Street, which is close to the study premises and is specially adapted for people with reduced mobility (functional beds, 24/7 care). Other students are offered a dormitory at 59 Dubultu Avenue, from which they can also reach their place of study at 61 Slokas Street by transport provided by the Agency. The dormitories are well-equipped and each has internet access.

Students have a wide range of options for leisure time: a gym, wheelchair volleyball, swimming pool, novuss, table tennis and board games. The college has a vocal group *Spārni* and creative workshops. Various events are organised for students: concerts, poetry evenings, dance evenings, events on healthy eating and lifestyle, career development opportunities.

Students of the College can learn the required course content online when studying outside premises of the College, which is described in more detail in Section 3. Students have access to a library where they can find the books, journals and fiction they need for their studies. The College subscribes to EBSCO databases, which students can use in library and remotely.

The College has a student council, which represents students' interests and organises various leisure activities.

Overall, the support available to the students is considered to be appropriate, as indicated in student satisfaction surveys.

[1] [1] 04.04.2014. Internal Regulations "Procedure for the Organisation of College Studies according to Individual Study Plans" (Annex No 31)

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).

To promote the students' research skills and competences, as well as to develop their participation in discussions on current social, economic and political processes, the Agency organises annual College research conferences involving academic staff, students, professionals and experts in the field, as well as policy makers.

On 1st December 2023, the 14th International Scientific Conference of SIVA College was held, the theme of which was "Communication and Information Exchange. Human and technologies." It was attended by 176 participants. To raise the public understanding of building an inclusive society, sign language interpreting is provided at every Agency conference or seminar.

2.4.1. Table

Agency College Scientific Conferences 2018-2023 (Latvian only)

Year	Name
2023.	14th Scientific Conference "Communication and Information Exchange. Human and technologies."
2022.	13th Scientific Conference "Competences. Support. Integration"
2021.	12th Scientific Conference "Education. Support. Cooperation."
2019.	11th Scientific Conference "Development of Vocational Rehabilitation Services in Last 20 Years and Future Challenges"
2018.	10th Scientific Conference "Opportunities, Growth and Independence for People with Disabilities Nowadays"

Academic staff participate in scientific conferences both in Latvia and abroad, as well as prepare

scientific publications, which contribute to professional development, thus also increasing the quality of the study process.

The Agency College is a member of the Latvian Association of Colleges (hereinafter — LAC) and every year participates in the scientific conferences organised by LAC, where both the academic staff of the Agency College and students and graduates present their reports.

The Agency is a member of the European Platform for Rehabilitation (hereinafter — EPR), therefore the academic staff of the College is involved in international conferences, seminars, webinars, workshops to improve the quality of vocational rehabilitation services, the study process, to promote the exchange of experience and to promote professional development.

As the only higher education institution in Latvia that trains sign language interpreters, the Agency's College brings together the most knowledgeable professionals in the field, who initiated the development of a new professional standard and participated in its creation in conjunction with other organisations in the field. The lecturers involved in the study field realisation carry out scientific activities appropriate to their field and scientific qualification by participating in conferences, seminars, webinars, as well as by conducting research. Academic staff integrate the results of their research activities into the content of their courses wherever possible.

Overall, the College's research activities are assessed as making a significant contribution to the development of the College and the vocational rehabilitation service, providing opportunities for the development of both the students and the academic staff, as well as the development of rehabilitation services and education at the national level.

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 main scientific work in the study field is conducted in cooperation between academic staff and students in the process of developing qualification theses and implementing qualification internship. The qualification theses are prepared based on current issues in the company or official body where the students underwent their qualification internship. During the internship, the students carry out practical research to investigate a problem faced by sign language interpreters and to make suggestions for improvement. The qualification internship focuses on applied research, where the data and research results can be used by the organisation in practice. For example, the scope of the students' qualification theses reflects current job market trends, taken into account in the development of the content of the study programmes. The quality of the qualification theses produced makes it possible to improve the methodology for the preparation of the theses. All qualification theses are available in the library and electronically.

Given that the College is the only higher education institution in Latvia that trains sign language interpreters, the qualification theses of the College's students make a significant contribution to the development of the field, identifying problems, solutions, and innovations in the everyday work of sign language interpreters and in the development of the Latvian Sign Language.

Students are advised to consult previous student qualification theses before working on their own qualification thesis. The pre-defence and defence of qualification theses is a public event attended

by final-year students to increase their knowledge. Given that the College is a short-cycle vocational higher education institution, the main emphasis is on public practical research. However, the College supports student and academic staff initiatives. The main focus of the study process is on the development of research and cognitive competences. However, when organising scientific conferences, the College always finds an opportunity to integrate topical issues of education, vocational rehabilitation and entrepreneurship into the conference content, which simultaneously develops scientific and research competence of students, academic staff, as well as provides an opportunity for service development.

To motivate students to choose relevant, work-based qualification theses topics, the College offers students a list of qualification theses topics from 2020, giving them a choice of topics to better reflect the theoretical and practical knowledge acquired during the study programme. This enables students to broaden their horizons and research opportunities, while at the same time giving them the freedom to choose a qualification thesis topic that is relevant to the labour market and their research interests.

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.

The Agency's management, students and academic staff are involved in international cooperation and scientific and practical research.

As of 1 July 2015, the Agency is a member of the European Platform for Rehabilitation (EPR).

The EPR is an international organisation of social service providers with the aim of helping its members to achieve continuous professional development, best practice and sustainable development in the provision of social services to people with disabilities. The EPR encourages its members — service providers — to get involved in the development of European social policy and legislation, promotes their participation in international projects and facilitates their access to European Union (hereinafter — EU) project funding.

Participation in the single EPR network enables the Agency to benefit from the experience and good-practice examples of other EPR member organisations in vocational and social rehabilitation, which is important for the Agency in starting new EU fund projects, including getting familiarised with new and innovative methods.

For example, in 2018, SIVA College students took part in a workshop organised by the EPR within the Erasmus+ project, which in turn took place within the framework of the EPR conference.

In 2020, together with the Latvian Career Development Support Association, participated in the Erasmus+ Key Action 2nd project "Motivating Low-Skilled Adults in Accessing Upskilling Pathways" (Motiv-Action) Nr. 2020-1-SE01-KA204-077884.

Objective: increase adults' opportunities to enter the labour market and provide additional opportunities to acquire the basic skills they need to improve their quality of life.

Short description: Within the project, an interactive platform has been developed to learn various career-related skills on your own or with the help of a career support specialist. Agency College

specialists participated in the development process of the platform by preparing materials and video lectures, Agency College students participated in the pilot phase of the project by completing tasks and providing feedback on practical use, functionality and content. The platform was developed in collaboration with 10 organisations from 9 European countries: IGITEGO (Sweden), ROMA CAPITALE (Italy), FACEPA (Spain), LKAAA (Latvia), EPATV (Portugal), FBO (Bulgaria), INSUP (France), IT-WORLD.BG (Bulgaria), OAED (Greece), EAEA (Belgium).

In 2021, the Agency College participated in the EPR organised study "Ensuring service provision to people with disabilities under emergency situations: resilience, creativity and co-production during COVID-19", describing its experience on effective service provision and co-operation during the COVID-19 pandemic. A total of 5 EPR member organisations took part in the study and contributed their experiences: Cedar Foundation (Northern Ireland), Fundación ONCE-Inserta Empleo (Spain), GTB vzw (Belgium), Rehab Group (Ireland) and the Agency (Latvia). The study can be found here: <https://www.epr.eu/wp-content/uploads/EPRSTU2.pdf>

In 2023, the College participated in the EPR study "Ensuring rights-based services for people with a disability: EPR members challenges and success stories". The aim of the study is to compile examples of good practice in human rights-based services, approaches and projects. Together with the Agency, 6 other EPR member organisations described their experiences and services: LADAPT (France), Fundación Rey Ardid (Spain), GTB vzw (Belgium), Fundación ONCE (Spain), Rehab Group (Ireland), Valakupiai Rehabilitation Centre (Lithuania). The summary of the study will be published on the EPR website at the end of 2023.

In 2023, the European Commission invited to participate in a study on best practices on "Promoting hiring perspectives through affirmative action and combating stereotypes". The Agency described 2 services that it implements on a daily basis: employer visits by career support specialists to provide meaningful career support, find internships for students and promote cooperation with employers; and "Brunch with Employers" as an educational and stereotype-reducing networking event for employers, developing a more inclusive labour market. The study is published on the European Commission's website[1].

The cooperation has resulted in experience on the use of the latest technologies in study programmes, as well as plans to increase the use of video lectures and webinars to improve and develop study programmes and expand cooperation.

In order to gain experience and improve the quality of their studies, the academic staff of the study programme cooperate with other European and global higher education institutions that train sign language interpreters, with educational institutions that provide training for people with hearing impairments, and with organisations representing the deaf, such as Gallaudet University in the USA, Tallinn Helen's School in Estonia, Iceland Communication Centre for Deaf and Hard of Hearing, World Association of Sign Language Interpreters, etc.

[1] <https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8570&furtherPubs=yes>

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.

In order to encourage the involvement of academic staff in scientific research, the Agency organises annual scientific or scientific-practical conferences for the College, which are attended by the College staff and experts working on research of relevance to people with disabilities. The College regularly participates in conferences organised by other institutions, an attendee and as an expert, as the Agency has accumulated a wealth of experience working with people with disabilities and functional impairments. .

Students of the Sign Language Interpreter programme are often involved in research, as the Agency is the only institution in Latvia that trains sign language interpreters.

The College recommends and motivates the teaching staff of the Sign Language Interpreter study programme to participate in research projects with the College's partner organisations. The study programme's teaching staff members have participated in the development or approval of a number of sign language methodological materials, and have been involved in research projects.

Annex No 32 lists publications in scientific journals or other activities related to specific scientific achievements — patents, monographs, etc.

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.

The College promotes students' research skills and abilities by involving them in various research projects and conferences. One of the most important ways in which students are involved is through the development of qualification theses, which address topical problems in organisations and through practical research to provide proposals and solutions to improve problems or develop new processes.

Every year, the College's students and graduates are invited and motivated to present their papers at scientific conferences organised by the LAC. Taking into account the specific features of the field, the reports prepared by the students of the College cover unique topics not explored in detail in Latvia, such as sign language research, inclusion of people with hearing impairments in society and other topical issues.

For example, on March 15, 2024, a student of the relevant study field participated in the applied research conference organized by the Association of Latvian Colleges with the report "The use of verbal and non-verbal elements in the work of a sign language interpreter". As well as the student of the relevant study direction, presented report "Sign language and sign translation - the impact of visual information on the process of information transfer" at SIVA College's 14th international scientific conference "Communication and information exchange. People and technologies" on December 1, 2023.

In addition, students have the opportunity to participate in international cooperation projects (Erasmus+) and conferences, which allow them to gain international experience and engage in the professional field not only locally, but also in a global context. Such involvement contributes to both improving the quality of the study process and expanding students' professional development

opportunities.

The College offers students the opportunity to choose qualification thesis topics that are related to the labour market and the interests of their study field, as well as encourages students' motivation and allows them to develop their research interests. Overall, the students' involvement in fundamental and applied research is integrated and systemically encouraged, ensuring their active participation and involvement in professional and academic work.

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 innovations applied in the Agency College's activities include several forms that contribute to the improvement and development of the study process. Here is a brief description and evaluation, giving examples and assessing their impact on the study process:

- International cooperation: The College is an active member of international cooperation, for example as a member of the European Platform for Rehabilitation (EPR). Such cooperation allows for new ideas and good practices from other countries to be integrated into study programmes, thus enriching the study content and offering students an international experience.
- Research projects and conferences: The College organises annual scientific conferences and participates in international projects and conferences. Such initiatives contribute to the versatility and development of the study process by giving students the opportunity to present their research results and get feedback from the professional community.
- Every year, the Agency College organises informative and practical seminars for employers ("Brunch with added value", "Thinking workshop by the sea"), where students of the College and experts in the field are invited to share their experience in employing persons with disabilities, which promotes the well-being and effective cooperation of both employers and employees. Although this is not directly related to the study process, it does influence changes in the content and approach of the study process in the following ways:
- Developing professional competences: The event emphasised the key skills and competences that employers expect from workers, including a positive attitude, communication skills, initiative and flexibility. Such skills are essential not only in the workplace, but also during the study process.
- Creating an inclusive environment: The event addresses the need to create an inclusive working environment, both in business and in society. Such approaches have implications not only for the working environment, but also for the adaptation and inclusion of the learning environment.
- Expanding internship and job opportunities: At the end of the event, employers are invited to participate in skills masterclasses and workshops developed by the College's students. These collaborations and opportunities provide new internship and job opportunities for students.
- Tea evenings with a career counsellor: Every week, the Agency College offers its students a valuable opportunity to develop their competences and further their career development outside the classroom in a more informal environment. The main objective of this activity is to improve students' skills and promote their growth opportunities and socialisation by developing their motivation.

This activity brings multiple benefits to the study process:

- Skills development: promotes a variety of skills and qualities such as initiative, perseverance, time management, motivation, respect for peers, cooperation with team members, discussion and analytical thinking, and presentation skills.
- Taking responsibility: Students are involved in the process of taking responsibility, which is an important skill not only for their career, but also for their studies and life in general.
- Communication and social skills: Activities take place in groups, thus promoting social interaction and communication, as well as listening skills and respect for others.
- Self-confidence and awareness of competences: The play method allows students to discover their inner blockages and competences, helping them to better understand their strengths and weaknesses.
- Promotes a positive environment and motivation: This activity promotes positive attitudes and motivation, which are essential in the study process in order to successfully achieve goals and results.
- Overall, this leisure activity contributes to the personal and professional development aspects of students and trainees, which has a positive impact on the study process, leading to a better learning experience and preparing them for a successful career in the future.

Overall, these types of innovation contribute to improving the quality of the study process, providing students with more opportunities for practical activities, international experience to achieve excellence in both academic and professional fields.

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.

In order to achieve the goals of the Agency, the College, and the field of study, the College works with various Latvian and foreign institutions

Cooperation partners corresponding to the field of study and the study program are selected according to the field of Latvian sign language translation. Since our students are from all over Latvia, potential cooperation partners are approached and attracted in all of Latvia in order to ensure the availability of internships and potential jobs as close as possible to the student's place of residence.

Cooperation partners are attracted to exchange experience, improve the study program according to the current affairs of the industry and the professional competence of the teaching staff. When evaluating cooperation, the reputation of the company or institution is taken into account.

The college implements one program in the field of study "Translation", the study program "Sign Language interpreter", which is specific and represents a narrow sector, accordingly, the opportunities for cooperation are limited. The college cooperates with all organizations in Latvia that employ interpreters and represent the interests of people with hearing impairments. The college has established long-term cooperation with the main representative and advocate of deaf people - the Latvian Association of the Deaf, under whose authority is Ltd. "LNS Rehabilitācijas centrs", which is the leading employer of sign language interpreters in Latvia with branches in several regions of Latvia, which ensures the involvement of both internship sites and industry representatives in the events organized by the College and participation in the defense of qualification theses.

Cooperation with the Deaf Union of Latvia has been established since the beginning of the study program "Sign Language interpreter". The experts of the Latvian Association of the Deaf were involved in the creation of the study program, and also conduct lectures for the students of the relevant study program, and are members of the commission for the evaluation of qualification theses.

Close cooperation has also been established with educational institutions where students with hearing impairments study. School teachers conduct lectures in the relevant College study program, and students are provided with internships.

The College is a member of the Latvian Association of Colleges, which ensures close communication and cooperation with other colleges, as well as the exchange of information on current developments in higher education.

The College cooperates with other educational institutions to promote exchanges of experience for both students and staff. Cooperation agreements with higher education institutions: Riga Technical University, College of Administration, College of Business Administration, College of Law, Riga Technical College, ISMA Information Systems Management Institute, and the University of Latvia.

Key directions for cooperation:

- information exchange to support the development of the study process and scientific research activities;
- joint organisation of seminars, conferences, cooperation days and other events;
- joint development of academic, research and other projects;
- student, academic and staff mobility support;
- publishing jointly produced scientific or scientific methodological work (articles and presentations) and joint projects;
- organising internships;
- organising study trip.

The College works with employers in the industry for the provision of internships:

- SIA 'LNS Rehabilitācijas centrs';
- Latvian Association of the Deaf;
- LAD Rītausma culture centre;
- Riga Rainis Secondary School;
- Riga Ebelmuiža Primary School;
- Valmiera Gauja Bank Secondary School development centre.

Every year, employers from the industry are included in the qualification thesis defence commissions.

The Agency, including the College, cooperates with NGOs (non-governmental organisations),

associations (the Latvian Association of the Deaf (LAD), the Latvian Society of the Deaf (LSD), the Apeirons Association of People with Disabilities and their Friends, the Latvian Cooperation Organisation for People with Special Needs SUSTENTO), to ensure and improve the study process and environment of people with visual, hearing and other functioning disabilities.

The Head of College is a member of the Collaborative Council for the Career Development Support System (hereinafter — CDAAS). Membership of the CDAAS Council enables the College to be involved and informed about current developments in the field of career development, to promote cooperation with other institutions and organisations, and to participate in policy-making.

The Agency is a member of the Latvian Career Development Support Association (hereinafter — LKAA), which provides the College with access to professional support and advice in the field of career development. Collaboration provides additional resources and knowledge that can be useful to students and College staff. It is an opportunity to get advice on career choices, professional development or career education programmes from members of the association.

The study field is staffed by docents and guest docents who are experts in sign language and sign language interpreting and who have already established cooperation with important organisations in the field. The cooperation of the College's teaching staff with industry organisations creates internship and job opportunities for the students, enabling an up-to-date study programme that meets industry requirements, opportunities for research and development, as well as professional development for teaching staff. This leads to innovations both for the College and for the students in accordance with the needs of the industry.

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 various foreign institutions, employers and non-governmental organisations is essential to ensure the achievement of the study programme's objectives and study results. Such cooperation gives students and staff the opportunity to gain international experience, develop their skills and knowledge, and broaden their horizons and professional opportunities.

Several criteria are taken into account to select the right foreign partners for the study field and programmes:

- Expertise and specialisation: Partners are selected on the basis of their expertise and specialisation in a particular field, which is important for the relevance of the objectives and content of the study field.
- International reputation: The reputation and international visibility of partners are important to ensure high quality cooperation and the opportunity to benefit from partnerships.
- Previous cooperation and experience: Taking into account previous cooperation or experience with potential partners, the effectiveness of the cooperation and the way in which it could impact on study results is assessed.

Cooperation with foreign institutions and organisations can take many forms:

- Student mobility: Students have the opportunity to take part in international exchange programmes, which allow them to study different courses and gain international experience.
- Internship opportunities: Cooperation with employers and organisations provides students with internships and work experience abroad that complement theoretical knowledge with practical skills.
- Implementing joint projects: Foreign institutions and organisations are offered the opportunity to participate in joint research or education projects that promote knowledge exchange and innovation.

Different mechanisms are used to organise forms of cooperation and engagement of partners:

- Web platforms and portals: Websites and platforms are used to provide information on cooperation opportunities and to facilitate partner engagement.
- International seminars and conferences: International events are organised to bring potential partners together to discuss cooperation opportunities and projects.
- Legislative compliance: For engagement and cooperation, analysis of legislation and regulations is conducted to ensure compliance with both national and international rules and standards.

Cooperation with various foreign institutions and organisations using these criteria and forms of cooperation ensures the achievement of the study field's objectives and study results by promoting international experience and knowledge exchange.

The Agency is a member of the European Platform for Rehabilitation (EPR), which provides the opportunity to participate in seminars, work groups, conferences, webinars, to cooperate with representatives of EPR member states in the field of social and professional rehabilitation, thus improving the study process of the College and developing the professional experience and competences of academic staff.

The College is currently running two Erasmus+ projects for students and staff who work with people with disabilities or health issues.

Erasmus+ project for students and staff:

In this project, SIVA organises short-term learning mobility for students and staff. The host organisations such as Astangu Kutserehabilitatsioon Keskus (Estonia), Mariaberg e.V. (Germany), Fondazione don Carlo Gnocchi (Italy) that specialises in providing health, support, education and employment support services for people with disabilities or health issues. Continues the close collaboration with existing partner organisations and by using the resources of the European Platform for Rehabilitation (EPR) to build new collaborations with other organisations. The aim is to improve the competitiveness of students in the labour market by promoting international experience and providing internship opportunities, as well as to develop the professional competences of teaching and support staff. Mobility activities implemented within the project ensure practical exchange of experience, improvement of professional competences and transfer of good practice to other specialists and students.

Erasmus+ project for teaching staff:

In this project, SIVA plans to collaborate with the host organisation Magic Sinderella Lda, which organises training courses for faculty and staff in several areas such as green education, technologies and innovations, personal development skills and equal opportunities. The aim is to introduce creative teaching methods to ensure an effective educational process, as well as to manage educational processes with quality. Within the project, training courses will be organised

for teaching staff to promote creativity, communication, cooperation and critical thinking, as well as leadership skills in an educational environment. The plan is to evaluate the study results, as well as to give recognition for participation in the learning mobility programme and make proposals for improving the educational process.

The Agency aims to improve the education and rehabilitation process by promoting the development of competences of both students and staff, as well as international experience and cooperation with other organisations in Europe.

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.

Given the specific nature of the study programme "Sign Language Interpreter" and the qualifications to be awarded, the students acquire the knowledge, skills, and competences necessary for Latvian Sign Language interpreting that cannot be fully gained as part of sharing experience with other education institutions abroad, the mobility of students has not taken place.

Foreign lecturers are invited to speak on a voluntary basis, as no additional funding has been allocated to attract foreign lecturers so far.

Since 2023, the Agency College has been granted funding for scientific and research activities. Within the allocated funding, it is planned to recruit foreign lecturers for guest lectures in 2024. As part of cooperation with EPR and other higher education institutions, it is planned to recruit international teaching staff to improve the quality of the study field.

In 2023, the College joined the ERASMUS+ mobility programme, which enables both students and staff to participate in the programme's mobility.

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.

No.	Recommendation	Implementation
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1.	All the academic staff should participate in research.	All study programme faculty members are involved in research as research advisors for qualification theses, and by participating in conferences. The College's teaching staff members are involved in major research projects in the field and in the development of new methodological materials (Annex No 32).
2.	International cooperation with educational institutions running similar study programmes must be developed.	<p>The head of the study programme and some of the programme's instructors are members of LAD, which ensures continuous cooperation with foreign organisations and educational institutions implementing similar study programmes in the implementation of joint experience exchange projects.</p> <p>Since 2023, the College is actively involved in ERASMUS+ activities. The College is in the process of establishing cooperation and negotiations with institutions in Lithuania and Iceland.</p>

The previous accreditation of the study direction took place in 2011-2012. The recommendations specified in the report were received on January 24, 2012.

Taking into account the fact that the College implements one study program in the respective field of study, the implementation of the recommendations of the accreditation commission cannot be separated for the field of study and the program, the recommendations apply to the field and the program as a whole.

The recommendations allow to identify the weaknesses of the direction and the program, as a result of which they provide an insight into the directions of development that the College has also implemented and continues to develop.

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	10 Main Internal Laws and Regulations of the College.docx	10 Galvenie iekšējie normatīvie akti un regulējumi.docx
The management structure of the higher education institution/ college	5 SISA structure.docx	5 SIVA struktūra.docx
II - Description of the Study Field - 2.1. Management of the Study Field		
Plan for the development of the study field (if applicable)	1 SIVA College strategy 2021-2027.docx	1 SIVA Koledža stratēģija 2021.-2027..docx
The management structure of the study field	19 Study programm management structure.docx	19 Studiju virzienu un tam atbilstošo studiju programmu vadības struktūra.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.	20 Statement if the study program is not continued ST.docx	20 Apliecinājums ja studiju programmu neturpina īstenot ST.docx
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.	21 Certificate of compensation for damages ST.docx	21 Apliecinājums par zaudējumu kompensāciju ST.docx
Standard sample of study agreement	22 Study agreement ST.docx	22 Studiju līgums ST.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	28 Analysis of survey data academic year 2022.2023 (1).docx	28 Aptaujas datu analīze (8) (1).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	30 Academic staff ST EN.xlsx	30 mācībspēki ST.xlsx
Biographies of the teaching staff members (Curriculum Vitae in Europass format)	ST CV EN.zip	ST CV LV.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.	Knowledge of the national language ST.docx	Apliecinājums par valsts valodas zināšanām ST.pdf
A statement of the higher education institution/ college on the respective foreign language skills of the teaching staff involved in the implementation of the study programme at least at B2 level according to the European Language Proficiency Assessment levels (level distribution is available on the website www.europass.lv, if the study programme or part thereof is implemented)		
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 No. 32.1. Summary of quantitative data ST.xlsx	Pielikums Nr. 32.1. Kvantitatīvo datu apkopojums ST.xlsx
List of the publications, patents, and artistic creations of the teaching staff over the reporting period.	32 List of scientific publications ST.docx	32 Mācībspēku zinātniskās publikācijas ST (1).docx
II - Description of the Study Field - 2.5. Cooperation and Internationalisation		
List of cooperation agreements, including the agreements for providing internship	33 List of Collaboration Agreements ST.docx	33 Sadarbības līgumu saraksts ST.docx
Statistical data on the teaching staff and the students from abroad	Mobility.docx	Mobilitāte.docx
Statistical data on the incoming and outgoing mobility of students (by specifying the study programmes)	Mobility.docx	Mobilitāte.docx
Statistical data on the incoming and outgoing mobility of the teaching staff	Statistical data on the incoming and outgoing mobility of teaching staff (1).docx	Mācībspēku mobilitāte (2).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.	34 Recommendations ST.docx	34 Rekomendāciju izpilde.docx
An application for the evaluation of the study field signed with a secure electronic signature	Application AIC ST (1).docx	Iesnaigums AIC ST.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
1 SIVA Koledza strategija 2021.-2027..docx	1 SIVA Koledza strategija 2021.-2027..docx
1 SIVA College strategy 2021-2027.docx	1 SIVA College strategy 2021-2027.docx
10 Galvenie iekšējie normatīvie akti un regulējumi.docx	10 Galvenie iekšējie normatīvie akti un regulējumi.docx
2 Konsultatīvas padomes nolikums.docx	2 Konsultatīvas padomes nolikums.docx
3 SIVA Koledza petījumu un metodiskās padomes nolikums.pdf	3 SIVA Koledza petījumu un metodiskās padomes nolikums.pdf
4 SIVA Koledza studējošo pasparvaldes nolikums.pdf	4 SIVA Koledza studējošo pasparvaldes nolikums.pdf
6 SIVA Koledza REGLAMENTS.pdf	6 SIVA Koledza REGLAMENTS.pdf
7 SIVA nolikums.docx	7 SIVA nolikums.docx
8 SIVA Koledza Nolik par admin un akadēm amatiem.docx	8 SIVA Koledza Nolik par admin un akadēm amatiem.docx
9 SIVA Koledzas Studiju noteikumi.pdf	9 SIVA Koledzas Studiju noteikumi.pdf
9.1.02.04.2024._GROZĪJUMI koledžas noteikumos.docx	9.1.02.04.2024._GROZĪJUMI koledžas noteikumos.docx
10 Main Internal Laws and Regulations of the College.docx	10 Main Internal Laws and Regulations of the College.docx
2 Regulations of the Advisory Council of the Social Integration State Agency.docx	2 Regulations of the Advisory Council of the Social Integration State Agency.docx
3 SISA College Rules of the Research and Methodological Council.docx	3 SISA College Rules of the Research and Methodological Council.docx
4 SISA CollegeThe Rules of the Student's Council.docx	4 SISA CollegeThe Rules of the Student's Council.docx
6 SISA College RULES.docx	6 SISA College RULES.docx
7 SISA Regulations.docx	7 SISA Regulations.docx
8 Regulations on Administrative and Academic Positions at SISA College.docx	8 Regulations on Administrative and Academic Positions at SISA College.docx
9 SISA College Study regulations.docx	9 SISA College Study regulations.docx
9.1 Amendments to Internal Regulation No.1-6-6 of 5 April 2019.docx	9.1 Amendments to Internal Regulation No.1-6-6 of 5 April 2019.docx
11 QMS.pptx	11 QMS.pptx
11. 1 QMS P02_scheme.pptx	11. 1 QMS P02_scheme.pptx
11 KVS A13 Pakalpojumu kvalitātes monitorēšana.pptx	11 KVS A13 Pakalpojumu kvalitātes monitorēšana.pptx
11. 1 KVS P02 Koledža.pptx	11. 1 KVS P02 Koledža.pptx
1 SIVA Koledza strategija 2021.-2027..docx	1 SIVA Koledza strategija 2021.-2027..docx
12 SIVA Koledza studiju programu aktualizēšanas kartība.pdf	12 SIVA Koledza studiju programu aktualizēšanas kartība.pdf
14 SIVA Koledzas studējošo zināšanu pārbaudes un novērtēšanas kartība.pdf	14 SIVA Koledzas studējošo zināšanu pārbaudes un novērtēšanas kartība.pdf
15 SIVA Koledzas uzņemšanas komisijas nolikums.pdf	15 SIVA Koledzas uzņemšanas komisijas nolikums.pdf
16 SIVA Koledzas prakses organizēšanas kartība.pdf	16 SIVA Koledzas prakses organizēšanas kartība.pdf
17 Koledzas prakses izstr. aizst. met. norad.pdf	17 Koledzas prakses izstr. aizst. met. norad.pdf
18 Kvalifikācijas darbu izstrādāšanas un noformēšanas kartība.pdf	18 Kvalifikācijas darbu izstrādāšanas un noformēšanas kartība.pdf
3 SIVA Koledza petījumu un metodiskās padomes nolikums.pdf	3 SIVA Koledza petījumu un metodiskās padomes nolikums.pdf
8 SIVA Koledza Nolik par admin un akadēm amatiem.docx	8 SIVA Koledza Nolik par admin un akadēm amatiem.docx
11 KVS A13 Pakalpojumu kvalitātes monitorēšana.pptx	11 KVS A13 Pakalpojumu kvalitātes monitorēšana.pptx
11. 1 KVS P02 Koledža.pptx	11. 1 KVS P02 Koledža.pptx
13 College Admission Rules_2024_25_en.docx	13 College Admission Rules_2024_25_en.docx
13 Uzņemšanas_not_stud_Koledza_24_25ak_g.pdf	13 Uzņemšanas_not_stud_Koledza_24_25ak_g.pdf
1 SIVA College strategy 2021-2027.docx	1 SIVA College strategy 2021-2027.docx
12 SISA College Updating Study Programs.docx	12 SISA College Updating Study Programs.docx
14 SISA College Student Knowledge Testing and Evaluation Procedures.docx	14 SISA College Student Knowledge Testing and Evaluation Procedures.docx
15 SISA College Regulation of the Admission Commission.docx	15 SISA College Regulation of the Admission Commission.docx
16 SISA College organization of practices.docx	16 SISA College organization of practices.docx
17 Methodological guidelines for the development and defense of college practice.docx	17 Methodological guidelines for the development and defense of college practice.docx
18 Procedures for the Preparation and Defence of Qualification Theses.docx	18 Procedures for the Preparation and Defence of Qualification Theses.docx
3 SISA College Rules of the Research and Methodological Council.docx	3 SISA College Rules of the Research and Methodological Council.docx
8 Regulations on Administrative and Academic Positions at SISA College.docx	8 Regulations on Administrative and Academic Positions at SISA College.docx
1 SIVA College strategy 2021-2027.docx	1 SIVA College strategy 2021-2027.docx
1 SIVA Koledza strategija 2021.-2027..docx	1 SIVA Koledza strategija 2021.-2027..docx
14 SIVA Koledzas studējošo zināšanu pārbaudes un novērtēšanas kartība.pdf	14 SIVA Koledzas studējošo zināšanu pārbaudes un novērtēšanas kartība.pdf
16 SIVA Koledzas prakses organizēšanas kartība.pdf	16 SIVA Koledzas prakses organizēšanas kartība.pdf
18 Kvalifikācijas darbu izstrādāšanas un noformēšanas kartība.pdf	18 Kvalifikācijas darbu izstrādāšanas un noformēšanas kartība.pdf
14 SISA College Student Knowledge Testing and Evaluation Procedures.docx	14 SISA College Student Knowledge Testing and Evaluation Procedures.docx
16 SISA College organization of practices.docx	16 SISA College organization of practices.docx
18 Procedures for the Preparation and Defence of Qualification Theses.docx	18 Procedures for the Preparation and Defence of Qualification Theses.docx
13 College Admission Rules_2024_25_en.docx	13 College Admission Rules_2024_25_en.docx
23 Starting SISA College Studies in Later Stages.docx	23 Starting SISA College Studies in Later Stages.docx
8 Regulations on Administrative and Academic Positions at SISA College.docx	8 Regulations on Administrative and Academic Positions at SISA College.docx
8 SIVA Koledza Nolik par admin un akadēm amatiem.docx	8 SIVA Koledza Nolik par admin un akadēm amatiem.docx
23 SIVA Koledzas studiju uzsākšanas kartība vēlākos studiju posmos.pdf	23 SIVA Koledzas studiju uzsākšanas kartība vēlākos studiju posmos.pdf
13 Uzņemšanas_not_stud_Koledza_24_25ak_g.pdf	13 Uzņemšanas_not_stud_Koledza_24_25ak_g.pdf
24 Koledžas noteikumi par akadēmisko godīgumu.pdf	24 Koledžas noteikumi par akadēmisko godīgumu.pdf
24 About academic honesty_en.docx	24 About academic honesty_en.docx
12 SIVA Koledza studiju programu aktualizēšanas kartība.pdf	12 SIVA Koledza studiju programu aktualizēšanas kartība.pdf
12 SISA College Updating Study Programs.docx	12 SISA College Updating Study Programs.docx
24 Koledžas noteikumi par akadēmisko godīgumu.pdf	24 Koledžas noteikumi par akadēmisko godīgumu.pdf
24 About academic honesty_en.docx	24 About academic honesty_en.docx
25 Darba devēju aptaujas anketa.docx	25 Darba devēju aptaujas anketa.docx
26 Absolventu anketa.docx	26 Absolventu anketa.docx
27 Studentu aptauja par kursiem.docx	27 Studentu aptauja par kursiem.docx

25 Employer survey questionnaire.docx	25 Employer survey questionnaire.docx
26 Graduate questionnaire.docx	26 Graduate questionnaire.docx
27 Student survey about courses.docx	27 Student survey about courses.docx
29 QMS Provision of library work.docx	29 QMS Provision of library work.docx
29 KVS Koledžas bibliotēkas darba nodrošināšana.pptx	29 KVS Koledžas bibliotēkas darba nodrošināšana.pptx
8 SIVA Koledža Nolik par admin un akadem amatiem.docx	8 SIVA Koledža Nolik par admin un akadem amatiem.docx
8 Regulations on Administrative and Academic Positions at SISA College.docx	8 Regulations on Administrative and Academic Positions at SISA College.docx
8 Regulations on Administrative and Academic Positions at SISA College.docx	8 Regulations on Administrative and Academic Positions at SISA College.docx
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31 SIVA Koledžas studiju organizēšanas kartība pēc individualajiem studiju plāniem.pdf	31 SIVA Koledžas studiju organizēšanas kartība pēc individualajiem studiju plāniem.pdf
31 Arrangements for the organization of studies at SISA College according to individual study plans EN.docx	31 Arrangements for the organization of studies at SISA College according to individual study plans EN.docx
28_Darba devēju_absolventu aptaujas rezultāti_ST.docx	28_Darba devēju_absolventu aptaujas rezultāti_ST.docx
28_Results of the employer_graduate survey_ST.docx	28_Results of the employer_graduate survey_ST.docx
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AIP atzinums (word)	Nr_8_SIVA_uzn_not.doc
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1ST_Neta Kaša_Prakses atskaite aizstāvēšana_LNS RC_2024.pptx	1ST_Neta Kaša_Prakses atskaite aizstāvēšana_LNS RC_2024.pptx
Elina Ozoliņa.pdf	Elina Ozoliņa.pdf
Elza Tauriņa.pdf	Elza Tauriņa.pdf
Kvalifikācijas prakses atskaite par Raiņiem_Elza Tauriņa.pptx	Kvalifikācijas prakses atskaite par Raiņiem_Elza Tauriņa.pptx
M.Bergstrēma, mācību_prakses_atskaite.docx	M.Bergstrēma, mācību_prakses_atskaite.docx
Marta Špundzāne.pdf	Marta Špundzāne.pdf
Prakses atskaite prezentacija_Bergstrema.pptx	Prakses atskaite prezentacija_Bergstrema.pptx
Raiņi-kvalifikācijas prakse_Tauriņa_Elza (1).docx	Raiņi-kvalifikācijas prakse_Tauriņa_Elza (1).docx
SIVA koledžas praktika_Netas Kašas_raksturojums_2024 (1).edoc	SIVA koledžas praktika_Netas Kašas_raksturojums_2024 (1).edoc
Sonora_Ludeka_Kvalifikācijas_Prakses_Atskaite.docx	Sonora_Ludeka_Kvalifikācijas_Prakses_Atskaite.docx
Sonora_Ludeka_Prakses_prezentacija.pptx	Sonora_Ludeka_Prakses_prezentacija.pptx
Info par sadarbību ar Islandi un Liepājas Universitātes projektu.pdf	Info par sadarbību ar Islandi un Liepājas Universitātes projektu.pdf
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Position-Paper-on-the-primacy-of-deaf-people-in-the-development-and-teaching-of-national-sign-languages.pdf	Position-Paper-on-the-primacy-of-deaf-people-in-the-development-and-teaching-of-national-sign-languages.pdf
REQUIREMENTS FOR APPLICANTS FOR LECTURER POSITION.docx	REQUIREMENTS FOR APPLICANTS FOR LECTURER POSITION.docx
PRASĪBAS PRETENDENTIEM UZ LEKTORA AMATU.docx	PRASĪBAS PRETENDENTIEM UZ LEKTORA AMATU.docx
38 Study programme (1) (1) (1).docx	38 Study programme (1) (1) (1).docx
38 Studiju programmas plāns (4).docx	38 Studiju programmas plāns (4).docx

Sign Language Interpreter (41227)

Study field	<i>Translation</i>
ProcedureStudyProgram.Name	<i>Sign Language Interpreter</i>
Education classification code	<i>41227</i>
Type of the study programme	<i>First level professional higher education study programme</i>
Name of the study programme director	<i>Laura</i>
Surname of the study programme director	<i>Zeltiņa</i>
E-mail of the study programme director	<i>laura.zeltina@siva.gov.lv</i>
Title of the study programme director	<i>Mg.oec.</i>
Phone of the study programme director	<i>28475237</i>
Goal of the study programme	<i>To prepare professional sign language interpreters who are able to use their knowledge, skills and competences to promote the inclusion of people with hearing impairments in society.</i>
Tasks of the study programme	<p><i>1. to provide competitive short-cycle higher vocational education in the field of sign language interpreting and prepare students for practical work;</i></p> <p><i>2. to promote the development of students' knowledge, skills and competences according to the specific character of the profession of sign language interpreter and the changing socio-economic conditions, closely linking the theoretical and practical activities of the specialisation;</i></p> <p><i>3. to create awareness of deaf culture and language to ensure accurate translation and promote equal opportunities in individual and public communication;</i></p> <p><i>4. to foster students' research and analytical skills, and to encourage continuous self-improvement and lifelong learning;</i></p> <p><i>5. to ensure and continuously improve the implementation of the study programme in partnership with industry organisations.</i></p>

Results of the study programme	<p>1. Able to plan the interpretation service delivery process according to the interpretation circumstances and situation.</p> <p>2. Able to translate from Latvian sign language into Latvian or English sound language and vice versa, ensuring accuracy of translation, stylistic consistency with the original and adequate use of terminology.</p> <p>3. Has a good knowledge of the types, methods, techniques and specifics of communication with deaf people, using means of expression appropriate to the purpose and addressee of the communication.</p> <p>4. Able to develop their communicative competence, improve their listening, speaking, writing and reading cultures, and to develop himself/herself as a bilingual person.</p> <p>5. Knows how to use information technology in the interpretation process.</p> <p>6. Has a good knowledge of the laws and regulations, requirements of standards and norms of ethics relevant to the field of activity.</p> <p>7. Able to critically evaluate his/her own professional performance and is aware of the importance of lifelong learning in the profession of sign language interpreter.</p>
Final examination upon the completion of the study programme	Qualification thesis, defense of the qualification thesis

Study programme forms

Full time studies - 2 years - latvian

Study type and form	Full time studies
Duration in full years	2
Duration in month	0
Language	latvian
Amount (CP)	120
Admission requirements (in English)	Secondary education and entrance exam
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	.
Qualification to be obtained (in english)	Sign Language interpreter

Places of implementation

Place name	City	Address
State Agency for Social Integration College	JŪRMALA	DUBULTU PROSPEKTS 71, JŪRMALA, LV-2015

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.

In 2023 changes were made in the study programme in order to provide education that meets international standards and to prepare professionals who are competitive in the labour market, in line with At the meeting of the tripartite cooperation sub-council of professional education and employment on October 11, 2023, protocol no. 5 approved occupational standard and the requirements of the short-cycle vocational higher education. The programme outcomes were aligned with the requirements of the professional standard and, in accordance with the European Credit Transfer and Accumulation System, the volume of study programme CP was changed from 80 CP to 120 CP (ECTS equivalent), with 1 CP corresponding to 26 hours of study work instead of the previous 40 hours. The changes will take effect from 1 September 2024. (Annex No 9).

In accordance with the requirements of short-cycle professional higher education, changes have been made to the content of the program:

- An offer of optional courses has been created;
- Business-related study courses in the amount of 10 KP are included.

The parameters of the study program have been changed by changing the amount of the study program from 80 KP to 120 KP, because of the transfer of KP according to ECTS accounting units has been carried out. The scope of the study program, study plan, course descriptions submitted in the accreditation report are indicated in credit points according to ECTS accounting units.

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.

Admitted to full-time studies under the study programme "Sign Language Interpreter" at the expense of the state budget on a competitive basis shall be persons who have submitted all the documents stipulated in the College's Admission Regulations, successfully passed the state centralised examinations in Latvian and foreign language, as well as the College entrance examination, which has been approved by the Research and Methodological Council and corresponds to speciality of sign language interpreter.

Title of the short-cycle vocational higher education study programme is "Sign Language

Interpreter". Qualification to be acquired is the level 5 professional qualification "Sign Language Interpreter". Title of the qualification includes the professional field, which indicates the specialist's field of activity. Objectives and tasks of the study programme are closely related to the objectives and tasks of the profession of sign language interpreter as defined by the professional standard, including the knowledge, skills and competences required for the profession. The assessment of learning outcomes (knowledge, skills, competences) is based on the requirements set out in the professional standard. The examinations (theoretical, practical, internship assignments) are designed in such a way as to give the student both theoretical and practical knowledge, which he/she is able to demonstrate during the examinations.

Scope of the study programme is 120 credits, the programme content includes general education study courses (30 credits), field study courses (54 credits), internship (6 credits) and qualification practice (18 credits), as well as the development of qualification thesis (12 credits) to ensure the skills, knowledge and abilities necessary to perform the tasks of professional activity, as well as to fulfil the objectives of the study programme and achieve the goal. The courses of study within the programme are implemented according to the principles of continuity.

The studies are organised only in the form of full-time studies, taking into account the fact that learning Latvian sign language is a time-consuming process and requires regular practical use of sign language in the study process.

The content and scope of the study programme is relevant to the professional qualification, the objective and tasks of the professional qualification, and provides achievable results, as confirmed by the results of qualification papers, employer surveys and graduate employment rates.

PROFESSIONAL STANDARD "TRANSLATION" PROFESSIONAL QUALIFICATION REQUIREMENTS FOR A "SIGN LANGUAGE INTERPRETER" - Approved on October 11, 2023. (Latvian Only)

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

The study programme "Sign Language Interpreter" prepares specialists in the field of sign language interpreting, which is a profession in high demand in Latvia.

Guidelines for the National Language Policy 2021 -2027^[1] emphasises access to information and education for all groups of society, including people with hearing impairments. Guidelines for the National Language Policy mentions that there are plans to increase the availability of information in sign language, indicating an increase in demand for the profession of sign language interpreter. Currently, Latvia employs around 40 sign language interpreters, which is not enough.

Between 2017 and 2023, 26 students graduated from the programme, of whom 21, or 78%, are currently in employment relations. The statistics show that graduates successfully obtain jobs in the sector, which confirms the programme's effectiveness and relevance to labour market requirements.

^[1] Cabinet Order No. 601 "On the Guidelines for the National Language Policy 2021–2027" of 25 August 2021. <https://likumi.lv/ta/id/325679> (Latvian only)

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.

Dynamics of the number of students is attached in Annex No 36 "Analysis of the dynamics of the number of students of the study programme "Sign Language Interpreter" during the period from 2016 to 2024".

Every year, 12 students are admitted to the study programme. The lowest number of students enrolled was in the 2020/2021 academic year - 6 students, due to the uncertain situation in the country as a result of the Covid-19 epidemic. There is a high drop-out rate within the study programme, with around half of students choosing to take a study break, after which they often discontinue their studies.

During the period between 2018 and 2023, 54 students have been admitted, but 15 students have graduated - less than a third. Despite adjusting the study timetable to the needs of working students, the number of graduates remains constant at an average of three per year. This situation can be explained by the narrow specialisation of the profession - students who have not had previous experience of interacting with people with hearing impairments have gained misconception about the culture, daily life, communication and complexity of learning Latvian sign language before they start their studies.

In order to increase the popularity of the study programme and raise awareness of the deaf community and Latvian sign language in the society, staff of the College participate in conferences, provide information to the mass media etc. about Latvian sign language, deaf culture and the profession of sign language interpreters.

Until 2021, the studies were organised on site two weeks a month, but due to the fact that 90% of the students are employed and it was not possible to combine such a study schedule with work, which was mentioned as the main reason for the drop-out, decision was taken to organise the studies in a hybrid format from 2022 - weekday evenings online via the Zoom platform and Saturdays on site on the premises of the College.

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.

Objectives, tasks and outcomes of the study courses are in line with the objectives set out in the occupational standard for sign language interpreter. Content of the study courses included in the study programme is aligned to the requirements set out in the occupational standard, as well as to the objectives and tasks of the study programme (Annex No. 37).

The content of the study courses has been developed according to the principle of continuity (Annex No. 38). The study program corresponds to the national education standard, including general education study courses in the amount of 30 CP, industry study courses in the amount of 54 CP, practice in the amount of 24 CP, development of qualification theses in the amount of 12 CP. The study program includes optional study courses in the amount of 2 CP.

The content of study courses is reviewed and updated at the beginning of each academic year to include current topics in line with labour market trends and innovations, which the programme leader and lecturers actively follow through self-study and/or courses, seminars and conferences. The list of literature and information sources recommended to students is regularly updated.

The programmes of the study courses are approved at the meeting of the Research and Methodological Board of the College.

Having assessed the study programme's volume, content, distribution by blocks, including the volume of internship, it can be concluded that the study programme provides the set objectives and results.

Content of the study courses of the study programme "Sign Language Interpreter" is up-to-date and relevant to industry trends and labour market needs. The recommendations of the Latvian Association of the Deaf, as well as feedback from internships and employers, were taken into account to update and improve the programme.

In the academic year 2023/2024, the study programme has also been updated in line with the new professional standard "Sign Language Interpreter", labour market trends and demand.

College lecturers are professionals of the sector with extensive experience. The latest scientific research and innovations in the field are taken into account when teaching and developing study materials. Study courses are designed in line with the achievable study programme's outcomes.

Having assessed the study programme's volume, content, distribution by blocks, including the volume of internship, it can be concluded that the study programme provides the set objectives and results. Continuous work is needed to update the study programme, to improve it with new study courses, to attract professionals from the field as teaching staff, to promote the professional development of teaching staff, to ensure the continuous improvement of the study programme.

3.2.2. In the case of master's and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation. In the case of a doctoral study

programme, provide a description of the main research roadmaps and the impact of the study programme on research and other education levels (if applicable).

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

The College's lecturers are professionals with relevant experience and competences. The study process is organised using modern pedagogical methods, technology acquisition in the study process, taking into account the latest scientific research and innovations in the field, as well as providing information on the latest literature and information sources. The study process emphasises mutual dialogue and the practical application of acquired knowledge.

The most common methods offered to students during contact classes are:

- lecture – at the beginning and/or end of a topic, to provide students with background information or to summarise what they have learned and link it to the next topic;
- discussion and learning negotiation - to discuss the information acquired independently by students, solve specific theoretical or practical problems, and see the diversity of opinions;
- communication in Latvian sign language - in order to develop practical skills, professional courses encourage students to communicate in Latvian sign language as well as in voice, and to practice the process of interpreting by providing reciprocal interpretation;
- situational analysis – applying theoretical knowledge to understand, analyse and find solutions to specific situations;
- projects - to boost creativity and innovative thinking.

Common study methods for independent work:

- studying and analysing theoretical sources – to learn and improve your knowledge;
- academic work (reports, essays, coursework, etc.) – to acquire knowledge and develop analytical skills;
- practical works - projects in video format to practice Latvian sign language;
- presentation preparation – to improve presentation skills.

In addition to the methods listed here, lecturers also offer other study methods according to the specifics of a particular course and content.

All social forms of study are used in the study process: individual studies, group work, frontal studies. Combining forms and methods of study allows you to diversify the study process, using the principles of student-centered education. The principles of student-centered education are not only the basis of the College study process, but are implemented within the professional rehabilitation service as a whole, including all support measures (e.g. social, career, psychological, etc.).

The assessment of student achievement is based on the following principles:

- openness and clarity of study requirements – this prevents conflicts over assessment,
- the principle of aggregating positive achievements – students' achievements are highlighted rather than their mistakes, creating self-respecting individuals with high self-esteem,
- different types of tests are used to determine grades – written tests, presentations, group work presentations, tests, examinations,
- the organisation of final examinations according to the summation of percentages of positive results in practical work, which emphasises the interrelationship and sequence of all study work,
- regularity of assessment – to analyse the dynamics of student development,
- compulsory assessment – a positive assessment is required in all assignments in the study programme.

During the study programme, the College sets the following examinations for students, for which different assessment methods are applied:

- Mid-term examinations (control task, independent work, practical work, laboratory work, report, project, test, other type of work according to the specifics of the study course), according to the number and type specified in the description of the study course;
- defence of course theses or final thesis projects, the procedure for the defence specified in the College's regulations;
- the defence of an internship, the procedure for the defence is laid down in the College's regulations;
- the final examination (exam or test) of the study course;
- development and assessment of the qualification thesis in accordance with the College's regulations;

The following principles are followed when evaluating students' knowledge, skills and attitudes:

openness and clarity of requirements – this prevents conflicts over the mark,

the principle of aggregating positive achievements – students' achievements are highlighted rather than their mistakes, creating self-respecting individuals with high self-esteem,

different types of tests are used to determine grades – written tests, presentations, group work presentations, tests, examinations,

principle of regularity of evaluation – to analyse the dynamics of student development,

principle of obligation of evaluation – positive evaluation is required in all assignments included in the study programme.

Overall, methods implemented within the study programme and the evaluation in general should be regarded as flexible, coherent and mutually integrated, ensuring the mastery of study programme subjects and the consolidation of knowledge and skills.

3.2.4. If the study programme envisages an internship, describe the internship opportunities offered to students, provision and work organization, including whether the higher education institution/ college helps students to find an internship place. If the study programme is implemented in a foreign language, provide information on how internship opportunities are provided in a foreign language, including for foreign

students. To provide analysis and evaluation of the connection of the tasks set for students during the internship included in the study programme with the learning outcomes of the study programme (if applicable).

The organisation of the internship is determined by the College's internship organisation procedure which sets out the responsibilities of the College, the career support expert, the internship supervisor at the College and the student. The internship is organised by an expert in career support.

The following are involved in organising and managing the internship:

Career support expert responsible for informing students about the internship period, helping them find the most suitable internship, signing internship contracts with the internship company and maintaining links with the employer at the place and during the internship. Students have the opportunity to search for internships themselves, but if necessary, an expert in the field of career guidance provides support and helps to find an internship, if necessary, provides support to the student during the internship, as well as provides advice to the employer;

The internship supervisor at the College, who is a lecturer of the study programme, is responsible for the implementation of the internship programme, the content of the internship report in accordance with the study programme and methodological regulations. The internship supervisor supports and advises students on the implementation of the internship tasks during the internship and on the preparation of the report;

A supervisor at the internship placement who is responsible for organising the student's practical placement in accordance with the tasks of the internship, as well as the tasks to be performed during the internship in accordance with the successful learning of the profession of HR professional. The internship supervisor also monitors the success of the trainee's placement report and the evaluation of the trainee's work.

The duration and time of the internship is defined in the study plan and linked to the semester study timetable of each study group. Tasks of the internship are defined in the internship programmes of the study programme (Annex No. 39 and No. 40), which are approved by the Research and Methodological Council of the College.

Internships are divided into two parts - training internship (6CP) and qualification internship (18CP).

Objectives and tasks of the training and qualification internship are designed to provide students with the opportunity to consolidate theoretical knowledge and develop professional skills and competences in the professional field of activity of a sign language interpreter. During the internship, work is carried out at the individual internship site and an internship report is prepared which includes a description of the practical experience in the company, conclusions and proposals.

Content of the training and qualification internship is structured around a number of topics, including the characteristics of the enterprise or organisation, its structure, labour safety system, work quality of sign language interpreter and assessment of interpretation process.

Overall, these practical tasks and content provide students with the opportunity to gain real practical experience and understanding of profession of the sign language interpreter. During the internship, students practise in two or three places of internship to gain a more in-depth understanding of the different working environments of sign language interpreters - internship in a educational institution of general education, a primary school for children with hearing impairments

and a sign language interpreting unit.

At the end of the internship, the student submits documents on the course of the internship and its results: internship report, evaluation of the internship supervisor at the internship site, internship diary. From 2022, the internship diary will be created electronically on the internship platform www.Edy365.com.

In addition to submitting the internship documentation, students also organise an internship defence, during which the student presents their work during the internship to the internship assessment committee and evaluates the experience gained during the internship. During the qualification internship, the student's skills in the interpretation of Latvian sign language are also evaluated.

Both training and qualification internships are an essential part of the study programme, which not only allows students to get acquainted with their chosen speciality, develop and acquire the skills and competences necessary for the job, promote motivation, but also allows employers to assess the student's competences and practical application of theoretical knowledge at the internship site. In most cases, College students are offered the opportunity to start working as sign language interpreters in one of the places of internship.

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.

At the end of their studies, students develop and defend a qualification thesis. Students usually choose themes related to their workplace or qualification internship and the issues, specificities and topicality that it presents. When elaborating the qualification theses, the activities of a particular organisation and problems are analysed, and on the basis of theoretical findings and obtained empirical data and facts, problem-solving options are proposed. The qualification thesis addresses problems in the field of sign language interpreting, using the acquired knowledge, skills and competences.

From 2018 to 2023, the qualification theses on the following themes were defended:

Table 3.2.

Qualification thesis topic	Evaluation
"Professional specifics of sign language interpreter when interpreting TV song contests"	7

"Professional specifics of sign language interpreter at live music concerts"	8
"Professional specifics of sign language interpreter in theatre productions"	8
"Professional specifics of sign language interpreter when working with people suffering from hearing and visual impairments"	7
"Sign language interpreting in medical institutions and problems related thereto"	7
Professional specifics of sign language interpreter at the LNS Rehabilitation Centre	8
Professional specifics of sign language interpreter at Riga Maternity House	8
Professional specifics of sign language interpreter in Riga boarding school for children with hearing impairments	6
Professional specifics of sign language interpreter in educational institutions and problems related thereto	9
Professional specifics of sign language interpreter at culture events	8
Communication barriers and ethics in sign language interpreting	6
Professional specifics of sign language interpreter when working with clients at pre-retirement and retirement age	8
Non-verbal communication tools in sign language interpreting and their impact on interpretation quality	9
Using verbal and non-verbal elements in sign language interpreting	10

As shown in Table 3.2, the problems analysed in the qualification theses are diverse and closely related to the specific nature of the work of sign language interpreters. Topics of the qualification theses are approved by the Research and Methodology Council, taking into account the work developed in previous years and encouraging the exploration of new themes. The average mark for qualification theses is 7.4.

3.3. Resources and Provision of the Study Programme

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

The information on the conformity of resources and facilities is provided in Part II, Chapter 3, Criteria 2.3.2 to 2.3.3.

The Agency's library is equipped with learning resources for the programme. Every year the library's collection is updated with the latest available literature in Latvian, English and German. As of 1 November 2023, the library has 12987 books, including 10751 in Latvian, 1263 in English and 540 in German. The library has 6 computers with internet access, and you can copy the necessary teaching and reference materials. Books are also issued to students to take home.

As of 9 September 2019, the EBSCO database is available for use by the College's students, faculty and staff, both in person and remotely. EBSCO is a multidisciplinary database of e-journals and other e-resources, consisting of several full-text and review databases. Students use it to study the course and to develop their course and research work. Between 1 January 2023 and 31 December 2023, the College's EBSCO database access has been accessed by 2989 searches in 595 sessions.

In the study process, students acquire the skills to work with literature resources available in the digital environment, electronic libraries such as Google Scholar, etc.

Library working hours are adapted to allow students with various leisure time possibilities to access library resources. Library working hours: Monday, Wednesday 11:00–17:30, Friday 10:00–17:00. The library is closed on Saturdays, Sundays and public holidays. The library has 135 m² of floor space, allowing students to use the reading room and computer facilities in the library.

The library offers up-to-date periodicals that can be used for the implementation of study programmes and for the success of students in their studies. In 2023, the library has the following publications: 'Dienas bizness', Bilance, 'Balances juridiskie padomi', etc., and subscriptions are planned for periodicals in 2024.

The College works with the Latvian Association of the Deaf ('LAD'), as a result of which the students of the College have access to digital and printed sign-language teaching materials developed by LAD in the College library and online.

The library has 130 books for the Sign Language Interpreter programme. Every year, the library's collection is updated with the latest literature. The library's book resources are renewed based on the faculty's demand for the latest literature within the available funding for the study course. The quality management system includes the process diagram 'Enabling the work of the Jūrmala Vocational Secondary School and College library', that represent the replenishment of the library's collections required for the teaching of the study programmes. (Annex No 29)

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 information on the financing of the study programme is provided in Part II, Chapter 3, Criteria 2.3.2 to 2.3.3, Chapter 2, Criteria 2.3.1.

Given that the College is a unit of a government body, the College's budget is part of the Agency's budget and is a 100% funded by the state budget. The College's expenses are planned as follows: remuneration 59.9%, goods and services 37.8%, capital expenditures 1.6%, and social benefits (scholarships for sign language interpreters, student honours scholarships) 0.7%.

Overall, the College's financial indicators show a stable financial situation. Financial resources are planned and monitored by the Agency's Finance Department in accordance with the planned number of budget places in the College. The College's budget is planned for the medium term, i.e. three years, in accordance with the Law on Budget and Financial Management and the planned performance indicators. When planning admission to the study program, the result indicators and the number of applicants are taken into account, which is an average of 10 people in the group.

1/200th of the college budget to support the activities of the student council.

Funding for 'Vocational rehabilitation through the acquisition of vocational qualifications, including the determination of vocational aptitude'. The planned budget subsidy for 2024 is EUR 2,747,050.

The costs of the study programmes of the Agency College include cost items such as remuneration of academic and administrative staff, premises and material and technical support, indirect costs, which in total represent the costs of implementing one study programme per academic year, as shown in Table II 2.3.1.

2.3.1. Table

Cost of the Agency College study programmes from 01.01.2023 for 1 student group (10 people)

Name of study programme	Form of study	Remuneration (EUR)	Premises, materials (EUR)	Administration costs (EUR)	Indirect costs (EUR)	Amount per year (EUR)
Sign Language Interpreter study programme	Full-time studies	16856.91	1298.66	455.14	4628.41	23239.12

According to the data of Order No 1-4/7 'On sets of services' of 24 January 2023, the full-time study costs of the Sign Language Interpreter study programme amount to EUR 23,239.12. The cost per full-time student per year is EUR 2232.91.

The full-time Sign Language Interpreter study programme has the following study costs, expressed

as percentages: 20% are indirect costs, 2% administration costs, 5% costs of the premises and materials, 72% remuneration. Overall, when analysing the study programme costs, it can be concluded that on average 77% of the costs are directly related to supporting the teaching process, and on average 23% are indirect and administrative costs.

If the cost per student is assessed, the cost has increased by an average of 10% compared to the cost starting from 1 January 2023.

Starting from the end of 2023, the Agency College has been granted funding for scientific and research activities. Within the allocated funds, it is planned to allocate EUR 6267.00 in 2024 for the improvement of the qualifications of the College's teaching staff, for scientific publications of the teaching staff and for the replenishment of the material and technical base of the College.

The funding of the College is within the Agency's funding, which is in line with the law and regulations. The College's budget is separated from the Agency's overall budget, so budget items not described in this chapter are included in the Agency's overall budget.

[1] Saeima of the Republic of Latvia (2019), Cabinet of Ministers Regulations, (online): <https://likumi.lv/ta/id/308245-grozijumi-ministru-kabineta-2013-gada-24-septembra-noteikumos-nr-1002-socialas-integracijas-valsts-agenturas-maksas-pakalpojumu> (Latvian only) (accessed on: 04.12.2023)

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 teaching staff involved in the study program meet the requirements set out in the Law on Universities (Augstskolu likums, Article 26).

Of the 17 lecturers involved in the realization of the study program, two have a doctor's degree, the rest have a master's degree or are industry practitioners.

By participating in various seminars and conferences, teaching staff regularly improve their professional competence, learn new and innovative methods for use in the study process. Meetings with industry professionals provide a mutual exchange of practical experience. The professional development of teaching staff makes a great contribution to achieving high study results.

It is important to introduce the students of the study program "Sign Language Interpreter" to the deaf community and ensure practical communication in Latvian sign language, which is successfully implemented by the lecturers of the relevant program, as professionals in the field, they organize experience exchange trips to events organized by the Latvian Association of the Deaf and other institutions involving sign language users.

The teaching staff of the professional study courses of the study program have participated in the development of the main Latvian Sign Language teaching materials and are members of the Sign Language Commission of the Latvian Association of the Deaf (hereinafter - LNS), as well as members of the LNS Sign Language Interpreters Attestation Commission, which ensures the rapid integration of the most current information and changes in the field into the content of the study program .

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.

Every year, the number of teaching staff involved in the implementation of the study program fluctuates within the number of 16 employees. Evaluating the dynamics of the number of teaching staff, the number varies between 15 and 17 employees. For the majority of guest lecturers, the employment relationship is constantly renewed for the period when the relevant study course is implemented according to the study plan.

In general, employee turnover during the reporting period (2018-2023) fluctuates within the limits of 5% within one study year, which can be considered as minor changes. Every year, the College reviews the composition of the teaching staff and, if necessary, recruits new teaching staff in order to improve the study program with new, qualified specialists. The study program "Sign Language Interpreters" represents a narrow specialty and the College has attracted the best specialists in the field.

Evaluating the study results, the students' satisfaction with the study process and its quality, it can be concluded that the study process is organized at a sufficiently high quality and there are no significant fluctuations. The quality of studies is not affected by changes in teaching staff, as there is a relatively stable provision of teaching staff within the available funding.

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 study programme assesses the sequence and continuity of study courses in the study process, so that the knowledge, skills and competences acquired by students are consolidated and extended. To achieve this goal, teaching staff coordinate the topics included in the content of each study course so that they are not duplicated and so that what is learned in one study course can be successfully applied to the content of another study course.

Cooperation between teaching staff is promoted within the study programme by exchanging experience with teaching staff from other educational institutions and employers, as well as by organising meetings: academic staff meetings, programme managers' meetings, Research and Methodological Board meetings, student and teaching staff meetings, etc. Lecturers are encouraged to host each other's lectures in order to share experiences and gain a better understanding of the need and possibilities for cross-curricular links.

At the end of the course, students are given the opportunity to anonymously evaluate the course content, the methods used and the quality of the teaching staff in the e-environment.

At the time of submission of the self-assessment report, 9 students study in the College study program "Sign Language Interpreter". The college has a working relationship with 17 members of staff involved in the study program "Sign Language interpreter".

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	22_Diploma_ST_ENG.zip	22 Diploms_ST_LV.zip
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
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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	42 Compliance with the national education standard ST (1).docx	42 Atbilstība valsts izglītības standartam ST.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)	37 Compliance of the study program with the professional standard ST.docx	37 Atbilstība profesijas standartam ST.docx
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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)		