

## APPLICATION

### Studiju virziena "Management, Administration and Management of Real Property" for assessment

Study field	<i>Management, Administration and Management of Real Property</i>
Title of the higher education institution	<i>Sociālās integrācijas valsts aģentūra</i>
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## **Self-evaluation report**

Study field "Management, Administration and Management  
of Real Property"

State Agency for Social Integration College

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# I - Information on the Higher Education Institution/College

## 1.1. Basic information on the higher education institution/ college and its strategic development directions, including the following information:

The Social Integration State Agency (hereinafter - the Agency) is an institution founded by the government for the purpose of implementing national policies in the field of social integration of persons with disabilities and persons with disabilities and implementing programs of initial vocational education, vocational secondary education, first-level vocational higher education (college education), continuing vocational training and in-service training disability for social protection[1].

The foundation of the agency dates back to 1992, when the Republican Rehabilitation Centre began its work. In 1994, the first educational programs were accredited and the first graduation of the Republican Rehabilitation Centre was completed. In 2002 the name of the Republic Rehabilitation Centre was changed to "College RRC". In 2003, the College's RRC and first degree programs were accredited by a decision of the Higher Education Council. In 2004, as a result of the reorganization of two state-owned companies, the National Health Centre "Jaundubulti" and the not-for-profit, State Limited Liability Company "College RRC", the National Agency "Social Integration Centre" was established. The Centre for Social Integration changed its name in 2008 and is now the Social Integration State Agency.

The College subordinate to the Agency (hereinafter - the College) is a structural unit of the Agency which provides vocational rehabilitation services[2] at the expense of the state budget - providing first level vocational higher education programs for persons with disabilities or forecasted disabilities in working age in five study directions. The Agency also implements a study program "Translator" in the direction of translation, which provides social protection measures for persons with disabilities, incl. train specialists who are able to provide the necessary support for persons with hearing impairment.

The Agency shall provide a disability-assessment service prior to the award of a vocational rehabilitation service to persons with disabilities or prospective disabilities[3].

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

As part of the College's vocational rehabilitation service, there are seven study programs in five areas of study:

1. field of study "Management, Administration and Real Property Management",
  - study program "Human Resource Management", awarded qualification - personnel expert;
2. field of study "Economics",
  - study program "Accounting and Taxes", awarded qualification - accountant;
  - study program "Marketing and Sales", awarded qualification - marketing and sales expert;
3. field of study "Information Technology, Computer Hardware, Electronics, Telecommunications, Computer Management and Computer Science",
  - study program "Information Technology", awarded qualification - computer system and computer network administration;
  - study program "Business System Software", awarded qualification - programmers;

4. field of study “Hotel and Restaurant Service, Tourism and Leisure Organisation”,
  - study program “Hotel Service Management”, awarded qualification – hotel service provider.
5. field of study “Translation”,
  - study program “Sign Language Interpreter”, awarded qualification – sign language interpreter;

The variety of study directions and study programs is justified by the target group of the vocational rehabilitation service - persons with disabilities and predictable disabilities, whose average age is 35+ years, in order to facilitate their integration into society and employment.

Highly qualified academic staff provides an individual approach to students during their studies, thus preparing qualified professionals with a comprehensive theoretical knowledge and practical skills.

The work of the College is directed by the Head of the College. College administrative staff includes a study process assistant, office administrator, career counsellor. The necessary psychosocial support is provided by specialists of the Vocational Rehabilitation Support Unit (social workers, psychologists, occupational therapist, physiotherapist, doctor, etc.). Other support functions (accounting, personnel management, financial support) are implemented centrally within the Agency.

Each study program has a program manager.

College academic staff: 1 elected assistant professor, 12 elected lecturers, 2 guest lecturers, 18 guest lecturers.

The college has an average of 150 students per academic year[4].

From 2013 to 2019, the number of students is characterized by dynamics, which shows the number of enrolled students, undergraduates, exmatriculated students and graduates. The dynamics of College students in 2013-2019 are shown in Table 1.1.

### **Dynamics of the number of students over the period of 2013 to 2019**

Table 1.1

Student dynamics at the SISA College over the period of 2013 to 2019

<b>Academic year</b>	<b>Number of students</b>	<b>Number of accepted students</b>	<b>Number of graduates</b>	<b>Number of expelled students</b>
2018/2019	150	45	35	84
2017/2018	222	113	47	62
2016/2017	204	82	32	42
2015/2016	263	97	55	57
2014/2015	203	88	50	53

The College's strategic development directions are set out in the Action Strategy of College 2020-2023. (Annex No 1)

[1] Law on Social Services and Social Assistance

[2] **Professional suitability** - an event during which evaluates personal interest in professional areas and specific professions, the desire and motivation to learn, previous knowledge and experience, as well as health, intellectual abilities and personal qualities correspond to the person designated by the profession

[3] **Professional suitability** - an event during which evaluates personal interest in professional areas and specific professions, the desire and motivation to learn, previous knowledge and experience, as well as health, intellectual abilities and personal qualities correspond to the person designated by the profession

[4] Performance of the Agency and its performance indicators for 2017-2021

**1.2. Description of the management 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 managed by its Director[1]. The Director of the Agency is appointed and dismissed by the Minister for Welfare after the applicant has been approved by the Cabinet.

Director of the Agency:

- recruits and dismisses the Agency's general and academic staff;
- is responsible for the rational use of the Agency's resources;
- organize and monitor the performance of the Agency's functions;
- organize elections of the academic staff;
- submit to the College Board and the Ministry of Welfare an annual report on the Agency's activities and make it available to staff, as well as on the Internet;
- approve the Agency's rules of procedure;
- performs other tasks prescribed by regulatory enactments.

The Social Integration State Agency has an advisory board. The Advisory Board is a consultative and advisory body promoting cooperation and participation of governmental and municipal authorities, non-governmental organizations, international partners, persons with disabilities and other relevant representatives in carrying out the tasks assigned to the Agency in the field of social and vocational rehabilitation.

The Council was established to find effective, innovative and sustainable solutions to issues within

the Agency's remit, meeting with policy makers, policy makers and the public.

The aim of the Council is to promote cooperation and concerted action between state and municipal authorities, non-governmental organizations, international partners and other relevant bodies on issues within the competence of the Agency that would contribute to improving the quality of life of persons with disabilities and full integration into the labor market.

The Council consists of:

- Chairman of the Board of Apeirons Association of Disabled People and Their Friends;
- Chairman of the Board of the Riga City "Care Child";
- Chairman of the Board of SUSTENTO, the Latvian Organization of Disabled People's Cooperation;
- Chairman of the Board of the Latvian Association of the Deaf;
- Chairman of the Central Board of the Latvian Blind Society;
- Disabled Sport Representative;
- Representative of the Employers' Confederation of Latvia;
- A representative of the Office of the Minister for Welfare;
- A representative of the Social Services Department of the Ministry of Welfare;
- Deputy Director of the Agency for Social Rehabilitation;
- Deputy Director of Vocational Rehabilitation;
- Director of the Agency.

The Advisory Board has the following main functions:

- identify and define strategic lines of action for the Agency as a body for the provision and coordination of social services;
- make proposals to the Director of the Agency for improving the quality and efficiency of the services provided by the Agency.
- participate in the evaluation of the situation in social rehabilitation, vocational rehabilitation and to make proposals for the development of policy planning documents and legislation on matters falling within the Agency's remit;

The Board have the power to:

- within the scope of its competence, to request, in accordance with the procedure prescribed by regulatory enactments, information necessary for the work from state administration institutions, local government institutions and non-governmental organizations;
- initiate a public consultation within the Agency on social and vocational rehabilitation services and related issues of education and employment of persons with disabilities;
- to delegate a representative for positioning issues within the competence of the Agency in working groups and meetings of policy planning documents and legislation development in the Ministry of Welfare, other institutions, as well as for representation in the Saeima;
- recommend to the Agency the development and implementation of new social and employment services to reduce the social exclusion of persons with disabilities;
- invite officials and experts to attend its meetings and present its proposals to the Agency. Those invited to the meetings of the Council shall have advisory status;
- to submit to the national and international partners of the Agency proposals and opinions on matters within the competence of the Council;
- set up working groups to deal with issues related to the Council's activities;
- participate in international working groups and expert boards as well as events organized by international organizations on issues related to the Agency's competences;

- express the Council's views in the media;
- to consider issues related to the quality of service provided by the Agency and the development of its activities.

The College is managed by a head of College who reports directly to the Deputy Director of Vocational Rehabilitation. The purpose of the post of College Manager is to ensure the implementation of accredited study programs and the development of new programs consistent with the Agency's objectives, strategy and functions. Main tasks:

- plan, direct and organize the work of the College;
- to ensure qualitative implementation of study programs and supervision of the study process;
- ensuring the quality of the College's work;
- participate in the work of the College Board;
- to ensure licensing and accreditation of study programs;
- to cooperate with the student self-government and provide support in the organization of self-government work, to promote its legal activities;
- to participate in solving students' everyday life issues outside the study process, incl. fully-fledged leisure activities.

The College has a College Board, which is a collegial body for the Agency's staff, a governing body and a decision-making body in the field of studies. (Appendix 22)

The College Board consists of 10 members: the Director of the Agency, the Deputy Director of the Agency for Education and three members of the academic staff; one representative of the general staff; two students' self-government representatives; two employers' representatives.

College Board:

- approves study programs and research directions;
- approve admission requirements for study programs;
- approve the regulations governing academic and administrative posts;
- approve the regulations on study and examination procedures;
- adopt the annual activity report (yearbook) submitted by the Director of the Agency;
- supports and promotes students' self-government, as well as approves the regulations of students' self-government;
- approve the rules of procedure of the departments of the Agency in the field of studies;
- consider other issues related to the implementation of the study programs and the operation of the College and issue other internal regulatory enactments regulating the operation of the College.

The study process is governed by regulations approved by the College Council.

The units implementing the study process develop and submit proposals for study programs to the College Board.

The College also has a Research and Methodological Board (CRM), which includes (Annex 19):

- Deputy Director of Vocational Rehabilitation of the Agency;
- Head of College;
- two general subject teachers;
- one representative of the academic staff from each study program.

College CRMs have the following tasks:

- define the broad lines and objectives of the College's research;
- approve the theme of the College's annual conference;

- to coordinate the themes of qualification papers;
- submit proposals to the College Board for:
- improving methodological and research work;
- development of new study programs;
- updating of existing study programs;
- evaluating annual self-evaluation reports and delivering opinions;
- to analyze the results of student surveys;
- evaluate lecture observation findings;
- decide questions based on the student's application on:
- studies according to individual study plan;
- the postponement of the term of the tests;
- commencement of studies at a later stage;
- transfer of the student to another study program or change of study mode / form;
- recognition of learning outcomes achieved in prior education.

The College has an active Students' Council, which is an elected, independent body representing student rights and interests, and operates in accordance with the Law on Higher Education Institutions and the By-Laws[2](Annex 21).

The Students' Council has the right to:

- to request and receive information and explanations from the College's management on all matters affecting students' interests;
- Consider applications from a College student and, if necessary, invite a representative of the Agency's management or faculty members to attend a Self-Management Meeting;
- propose amendments to the College's internal rules;
- participate in the development and updating of the College study programs, study courses and work plans;
- to receive information from the Head of the College on the funding allocated to the Students' Council.

Each College study program has a program manager who provides support in the implementation of a qualitative study process, as well as a qualitative implementation of the study process by an assistant college manager in organizing the study process.

The administrative staff of the College is: manager, assistant in the organization of the study process (academic position), office administrator, career counsellor.

The College's academic staff is: 1 elected assistant professor, 12 elected lecturers, 2 visiting assistants, 18 visiting lecturers.

The purpose, duties, rights and responsibilities of the said employees are defined in the job descriptions.

Percentage of college administration is 1.92%, academic staff 6.25%, teaching staff (visiting lecturers, visiting docents) - 9.62%, College Council - 4.8%, Research and Methodology Council - 5.29%, students - 72, 1%.

The college has an average of 150 students per academic year[3].

Depending on the content of the vocational rehabilitation service and the target group of the service, the necessary psychosocial support is provided to the students by the specialists of the Vocational Rehabilitation Support Unit (social workers, psychologists, occupational therapist, physiotherapist, doctor, etc.).

The College cooperates directly with other units of the Agency - the Unit for Professional Determination, the Unit for Vocational Rehabilitation Support, the Vocational Secondary School in Jurmala and other units. Support functions (accounting, staffing, financial support) are centralized within the Agency. The Agency's organizational chart shows the subordinates (Annex No 3).

Agencies, incl. The activities of the College are governed by Regulations of the Cabinet of Ministers No. 914[4] and the following main internal legal acts of the Agency: College Council By-Laws (Annex 23), College By-Laws (Annex 26), By-Laws for Administrative and Academic Offices of the Social Integration State Agency (Annex No. 2 List of documents regulating the activities of the College.)

The internal regulations governing the operation of the College are drawn up by the Head of the College and approved by the College Council. Draft internal legal acts defining the rights and obligations of students are coordinated with the Ministry of Welfare

The tasks of the College, the organization of its work, the administrative decision-making procedures and the competence of its staff are defined in the College's Rules of Procedure in Annex 23, as well as in the College Study Regulations in Annex 24.

[1] Cabinet Regulation No. 914 of 18 December 2012 "The Social Integration State Agency by-laws"

[2] October 17, 2018 Agency Internal Rules No.1-6 / 22 "College Student Self-Government Regulations of The Social Integration state Agency"

[3] Performance of the Agency and its performance indicators for 2017-2021

[4] Cabinet Regulation No. 914 of 18 December 2012 "The Social Integration State Agency by-laws"

### **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, as well as the stakeholders involved in the development and improvement of the quality assurance system and their role in these processes.**

The Agency's mission[1] is to maintain a quality management system that is designed and maintained in accordance with the requirements of the European Standard ISO 9001: 2015 Quality Management Systems and the requirements set out in the SISA Customer Service Manual.

The Quality Management Manual for each core business process and support process of the Agency has developed and kept up-to-date process implementation and monitoring schemes, identifying the staff responsible for implementation, maintenance and monitoring of the process. The processes and the staff responsible for the process of approving the list of the Agency's director order.

Director of SISA approves the annual QMS operation process plan. The Auditor audits the main activities and supporting processes included in the annual QMS plan and prepares a Statement of Non-Compliances containing any instances of non-compliance and instructions for correctional activities intended to eliminate these non-compliances. The QMS audit involves an assessment of the operation of internal control systems of the audited processes and identification of the risks of operating processes.

In order to provide the service provided by the Agency, incl. quality of the study process,

achievement of study direction goals and implementation of tasks, by the order of Director of the Agency[2], there are identified and regularly performed quality reviews of the College study program implementation process and identified those responsible for conducting such reviews, as well as conducting a customer satisfaction survey on the vocational rehabilitation service, data is collected, analysed, and presented results of customer surveys and certain actions are taken to promote customer satisfaction (Annex No 4 Quality Management System Process, <https://www.siva.gov.lv/normativie-akti.html> - information is available only in Latvian)

The Internal Audit Department of the Ministry of Welfare also regularly monitors the compliance of the Agency's processes with external and internal regulatory frameworks and compliance with national disability policies.

[1] Cabinet Regulation No. 914 of 18 December 2012 "The Social Integration State Agency by-laws"

[2] Order no. 1-4- / 106 "On Quality of Service Supervision" in Annex 2 "Quality Control of College Study Program Implementation Process"

**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 21 of the Law on Institutions of Higher Education 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 evidence for the full compliance, partial compliance or non-compliance.**

1.	The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.	Complies  QMS Process P02 Implementation of First Level Professional Higher Education Programs (P02.1 - P02.5 Subprocess Schemes) P02.1 Development and updating of study programs P02.2 Study process planning P02.3 Student enrolment and matriculation P02.4 Study process P02.5 Development and defence of qualification papers, awarding of diplomas Responsible 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.	Complies  P02.1 Development and updating of study programs (subprocess scheme) 12/6/2019 Internal Regulations No. 1-6 / 23 "Procedure for Updating College Study Programs and Developing New Study Programs" 10/17/2018 No. 1-6 / 23 "Statutes of the College Research and Methodological Board of the Social Integration State Agency"(Annex 19)

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.	<p>Complies</p> <p>8/10/2018 Annex 2 to Order No. 1-4 / 106 On Supervision of Service Quality;  12/6/2019 Internal Regulations No. 1-6 / 24  "Admission Rules for Academic Year 2020/2021" (Annex 6);  3/10/2017 Internal Regulations No.1-6 / 9  "Procedures for Examination and Assessment of Students of the State Agency for Social Integration" (Annex 9);  12/6/2019 Internal Regulations No. 1-6 / 25  "Regulations of the Admission Commission" (Annex 20);  10/17/2018 Internal Regulations No. 1-4 / 24  "Procedure for Organization of the College Practice of the State Agency for Social Integration";(Annex 10)  5/9/2016 internal regulations no. 1-6 / 9  "Methodological Guidelines for the Development and Defence of the College Practice Report of the State Agency for Social Integration";  11/13/2018 Internal Regulations No. 1-6 / 27  "Procedure for the Development and Defence of Qualifications of the State Agency for Social Integration"; (Annex 11)  11/15/2016 Internal Regulations No. 1-6 / 22  "Methodological Guidelines for the Elaboration of Qualification Papers of the Social Integration State Agency".</p>
4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	<p>Complies</p> <p>9/15/2015 Internal Regulations No. 1-6 / 23  "Regulations on Administrative and Academic Positions in the College of the Social Integration State Agency"(Annex 13)</p>

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.	<p>Complies</p> <p>3/9/2019 Internal Regulations No.1-6 / 17 "Regulations of the Vocational Rehabilitation Support Commission";</p> <p>10/17/2018 No. 1-6 / 23 "Statutes of the College Research and Methodological Board of the Social Integration State Agency " (Annex 19);</p> <p>4/16/2018 Annex 2 to Order No. 1-4 / 57 "On Monitoring of Quality of Vocational Rehabilitation Service";</p> <p>9/15/2015 Internal Regulations No. 1-6 / 23 "Regulations on Administrative and Academic Positions in the College of the Social Integration State Agency";</p> <p>Performance Indicator of the College's Graduate Employment Rate as Determined in the National Agency for Social Inclusion Annual Work Plan.</p> <p>Survey of internship places during internship.</p> <p>Student surveys on the quality of the study program and process.</p>
6.	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study direction whilst implementing their quality assurance systems.	<p>Complies</p> <p>College Strategy 2020-2023, the Social Integration State Agency (Annex 1);</p> <p>8/10/2018 Annex 2 to Order No. 1-4 / 106 On Supervision of Service Quality (Annex 28);</p> <p>Audits of QMS processes according to the annual plan;</p> <p>Updating of QMS process diagrams.</p>

## II - Description of the Study Direction (1. Management of the Study Direction)

### 1.1. Economic and/or social grounds for the creation of the study direction and the relevant study programmes, the assessment of the interrelation among the study programmes, as well as the analysis of the significance (singularity) of the study programmes in comparison with other similar study programmes in Latvia and abroad.

The study direction "Management, Administration, and Real Estate Management" has been accredited for 6 years from 19 June 2013 until 18 June 2019 (accreditation form No. 197). According to the amendments to the Law on Institutions of Higher Education, the accreditation is valid until 31 December 2020.

The study programme "Human Resource Management" is implemented within the study direction "Management, Administration, and Real Estate Management". The qualification to be acquired -

personnel specialist, Code – 41345. The duration of the full-time regular studies is 2.5 years, whereas that of part-time correspondence studies – 3 years. The amount of the study programme is 100 CP (credit points).

The study programme “Human Resource Management” was developed within a project, based on the studies of labour market demand. The implementation of this study programme was commenced to promote socio-economic activities in the country and the development of small and medium-sized enterprises, raise the employment rate, create opportunities of professional development and reskilling, and ensure educational provision in line with the demand for professions and specialities on the labour market.

The study programmes implemented by the College are singular due to the target group of the students – persons with disabilities who require additional support to be able to fully acquire the study programme and achieve its aim, which is the employment and social integration. The specialists of the Agency use individual, customer-oriented, multi-professional, and integrated approach to the study process, in order to ensure the growth and development of the students and their integration in both society and on the labour market.

On 31 January 2003, the College was issued the license, which entitled it to implement the first-level professional study programme “Human Resource Management” for the acquisition of the qualification “Personnel Specialist”. On 19 June 2003, the study programme “Human Resource Management” was accredited for the period of six years. On 16 December 2009, the study programme was accredited for another six years until 31 December 2015 (accreditation form No. 078-1766). In 2013, full assessment of the study programme was conducted within the project of the European Social Fund. Accordingly, by the decision of the Accreditation Commission of the Ministry of Education and Science (MoES) of 19 June 2013, the study programme was included in the study direction “Management, Administration, and Real Estate Management”.

The study programme “Human Resource Management” implemented at the College was compared to the study programmes implemented at other higher education institutions of Latvia. In Latvia, the study programme “Human Resource Management” is implemented at the “RISEBA” University of Business, Arts, and Technology, Riga Technical University, the Baltic International Academy, SIVA College, the College of Law, and Latvian Business College. The first-level higher education is provided by Riga Technical University, the College of Law, and Latvian Business College.

The first-level higher education within the study programme is provided by Riga Technical University, Albert College, the College of Law, the Business Management College, and the Management College.

The study programmes implemented at Riga Technical University (RTU) and SIVA College were compared to gain insight into similar study programmes and improve the study programme in the future by introducing new study courses, thus ensuring the development of knowledge, skills, and competences of the students and ability to work as a personnel specialist to the greatest possible degree. The comparison of the study programmes is shown in table 1.1.

Table 1.1

**Comparison of the First-Level Professional Higher Education Study Programme “Human Resource Management” Implemented at Riga Technical University (Hereinafter - RTU) with the Study Programme Implemented at SIVA College**

SIVA College	CP	RTU	CP
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<b>Comprehensive study courses</b>	<b>35</b>		<b>38</b>
Informatics and information technologies	5	-	
Applied communication, etiquette, and ethics	2	Applied communication	2
Applied foreign language	4	-	
Basics of sociology	2	-	
Microeconomics	2	-	
Macroeconomics	3	-	
Business economics	2	Economics	4
Economic statistics and research methodology	4	Economic statistics	2
Introduction into the speciality	2	Introduction into the speciality	1
Marketing	2	Marketing	3
Accounting	2	Accounting	3
-		Business data analytics technologies	3
Mathematics for economists	3	Mathematics	5
Document management	2	Record-keeping	2
-		Civil defense	1
		<b><i>Courses of limited choice</i></b>	<b>18</b>
<b>Sectoral study courses</b>	<b>37</b>	<b>Professional specialisation courses</b>	<b>14</b>
Specialised foreign language	2	Special English course in human resource management	2
-		Special German course in human resource management	2
Personnel management	5	Personnel management	5
Personnel affairs	3	-	-
Practical personnel management	4	-	-

Labour and social law	3	Economic and labour law	3
Business organisation and planning	2	Business management	4
Management information systems	2	Information systems in personnel management	2
Basics of law	3		-
-	-	Business etiquette	2
Basics of project management	3	Project management	2
-	-	Quality management	2
Civil defense and labour protection, ergonomics	3	Ergonomics	2
-	-	Culture of usage of Latvian language	2
-	-	Office customer service	3
-	-	Record-keeping of personnel documents	2
	-	Personnel management (study project)	2
-	-	Organisation and management of office work	5
-	-	Practical office record-keeping	2
Organisation management	2	Organisation and management of office work	2
Personality psychology	2		-
Organisational and management psychology	4	Management psychology	3
<b>TRAINEESHIP</b>	<b>18</b>	<b>TRAINEESHIP</b>	<b>16</b>
Study traineeship	8	Study traineeship	4
Qualification traineeship	10	Specialisation traineeship	12
<b>QUALIFICATION PAPER</b>	<b>10</b>	<b>QUALIFICATION PAPER</b>	<b>8</b>
Qualification paper	10	Qualification paper	8
<b>Credit points in total</b>	<b>100</b>		<b>80</b>

The study programme implemented at Riga Technical University differs from that implemented at SIVA College, as it focuses on two specialities to be acquired in one study direction – “Personnel Specialist” and “Office Administrator”. The curriculum of the study programme consists of several study blocks, in which the students can choose one of the two specialisations offered. The duration of the full-time studies is 2 years, which is shorter than that at SIVA College, where the duration of full-time studies is 2.5 years. The amount of the study programme implemented at the College is 100 CP, whereas that of RTU – 80 CP. However, the students are able to acquire a total of 98 CP. The study programmes implemented at both the College and RTU correspond to level 4 professional qualification. The study subjects offered by RTU partly differ from those offered by SIVA College, therefore, describing the study programme of RTU in general, there is less focus on comprehensive courses and sciences and more focus on the acquisition of practical skills and the business environment. The advantage of SIVA College is the fact that the specialisation of the comprehensive courses offers more opportunities to acquire information technology skills, which are of great importance on the labour market and in the business environment, as well as intensively acquire other courses, such as statistics and economics, which are important for future study and research. RTU offers a wide range of B block courses, from which the student can choose courses to obtain the necessary number of credit points. Several study subjects ensure the development of customer service and communication skills, whereas the sectoral courses offered by the College are focused on the acquisition of the competences with regard to the organisation of the personnel management process.

The first-level professional higher education study programme “Human Resource Management” to be acquired in Latvia generally allows the students to acquire the knowledge, skills, and competences provided for in the occupational standard, as evidenced by equivalent study programmes offered by other educational institutions.

Table 1.2.

**Comparison of the Study Courses of the Study Programme “Human Resource Management” with Those Offered by Albert College, Management College, and Business Management College**

<b>SIVA College</b>	<b>Albert College</b>	<b>Management College</b>	<b>Business Management College</b>
Informatics and information technologies	Applied informatics	Information technologies	-
Applied communication, etiquette, and ethics	Applied communication	Applied communication, presentation, and ethics	-
Applied foreign language	Applied foreign language	Applied foreign language	Business foreign language
Microeconomics	-	-	-

Introduction into the speciality	Introduction into the speciality and personal development training	-	-
Business economics	-	Basics of the theory of economics	Economics
Document management	-	Document management	Record-keeping, business correspondence, and archiving
Economic statistics and research methodology	Basics of statistics	Statistics	Statistics
Basics of sociology	Basics of sociology	-	Sociology
Marketing	Basics of marketing	Marketing	Marketing
Macroeconomics	-	-	-
Mathematics for economists	-	Mathematics in economics and management	-
Accounting	Basics of accounting	Basics of accounting	-
Civil defense and labour protection	Labour and environmental protection and civil defense	Environmental and labour protection and civil defense	Organisation of environmental and labour protection and civil defense
Specialised foreign language	-	-	-
Personnel management	Personnel management and ethics	Personnel management	Human Resource Management
Organisational and management psychology	Organisational psychology	Psychological aspects of team management	Organisational psychology
Management information systems	-	-	-
Personnel affairs	Record-keeping in personnel management	-	-

Personality psychology	Personality psychology	-	-
Business organisation and planning	Business organisation and planning	Business planning and commencement	Business
Practical personnel management	-	-	-
Basics of project management	Project management	-	Project management and development
Organisation management	Basics of management	Organisation management	Management
Basics of law	Basics of law	-	Law sciences
Labour and social law	Labour and social law	Labour law	Labour and social law
-	Presentation skills	-	-
-	Professional Latvian language	-	-
-	Corporate culture	-	-
-	Current issues and solutions in personnel management	-	-
-	Basics of public relations	-	Public relations
-	Administrative process	-	-
-	Quality management	-	-
-	Organisation of public administration	-	-
-		Personnel management in the sectoral context	-
-		Conflictology	-
-		Supply chain management	-
-		Legal basis of commercial activity	-

-	Taxes and duties	-
-	Financial analysis and management	-
-	Management accounting	-
-	Research methods	-
-	Business plan	-
-	-	Information management
-	-	Basics of psychology
-	-	Socio-psychological training
-	-	Research design
-	-	Social psychology
-	-	Communication psychology
-	-	Professional customer service
		Cultural aspects of Latvian language
		Digital proficiency
		The art of public speaking
		Communication theory and practice

Table 1.2 shows other equivalent study programmes implemented in Latvia, namely, at the Management College, Albert College, and Business Management College. The difference of the study programme offered by SIVA College lies in the fact that there is a greater focus on the acquisition of comprehensive study courses, which are equally balanced with the acquisition of sectoral courses closely related to the occupational standard of a personnel specialist. At other colleges, on the contrary, the emphasis is placed on the acquisition of psychology courses or business and management within the study programme.

According to the research on equivalent study programmes, which can be acquired abroad, in EU countries, the first-level higher professional education study programme “Human Resource

Management” and mainly study programmes of this specialisation can be acquired at the bachelor level, although the study process, duration, and the number of credit points correspond to level 1 professional higher education. The analysis of similar study programmes is shown in table 1.3.

Table 1.3

**Description of Study Programmes Equivalent to “Human Resource Management” Offered by Different EU Institutions**

No.	Country and higher education institution	Description (years, semesters, credit points (CP), study subjects)
1.	Great Britain, Harvard Business School	The duration of studies is 2 years. The studies are implemented after a student has acquired secondary education, whereby the student must pass admission exams. Study subjects of the study programme: “Basics of Commercial Activity”, “Basics of Finances”, “Marketing”, “Basics of Management”, “Basics of Commercial Activity”, “Accounting”, “European Law”, “Basics of Tax System”, “Basics of Law”, “Commercial Law”, “Labour Law”, “Microeconomics”, “Macroeconomics”, “Communication Culture”, “Management Psychology and Research Methods”, “Foreign Language”, “Mathematics for Merchants”, “Applied Informatics”, “Basics of Statistics”, “Financial Management”, “Project Management”, “Social Law”, “Competition Law”, “Insurance Law”, “Labour Protection in an Organisation”, “Consumer Law”, and “International Public Law”, including study and qualification traineeship. In general, the study programme is focused on the acquisition of legal knowledge required for a personnel specialist. However, less emphasis is placed on the research of personnel management process and the acquisition of the relevant skills.
2.	Great Britain, University of Plymouth	The university is a member of CIPD (Chartered Institute of Personnel and Development), which is one of the most prestigious management associations and organisations certifying personnel management specialists. The duration of studies is 2 years. The name of the study programme implemented is “Human Resource Management”. During the studies, the following study subjects are acquired: “Human Resource Management”, “International Human Resource Management”, “Organisation Management”, “Change Management”, “Developments and Issues in Organisation Management”, “Equality and Diversity in Work Environment”, and “Women in Business Environment”. Compared to other equivalent study programmes, the emphasis is placed only on sectoral study subjects focused only on the aspects of human resource management.

3.	Germany, European University - European Business College Munich	College and bachelor level education. The duration of studies is 3 years. The name of the study programme implemented is "Business Management" with specialisation in human resource management. During the studies, the following study subjects are acquired: "Assessment of Business and Finances", "Marketing in Operation", "Human and Organisation Interaction", "Operational Management", "Market, Price, and Strategy", "Personnel Management", "Business Environment Development", "Business Thinking Management", "Basics of Marketing", "Employment and Personnel Development", "Data Analysis Methods", "Macroeconomics un Business", "Creative Business Solutions", "Latest World and Business Concepts", "Management in a Dynamic Organisation", "Labour Law", "Employment and Employee Replacement Management", "Global Talent Management", "Strategic Human Resource Management", and "Improvement of Business Operation". Compared to other study programmes, the emphasis is placed on business management and innovations.
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As suggested by the analysis of the study programme "Human Resource Management", as implemented at the College, and the foreign study programmes, the structure and nature of the study courses offered by the College corresponds to the international standards, and they ensure acquisition of wide range of study subjects. The duration of studies is 2 or 3 years, upon conclusion of which a student acquires first-level professional higher education. The study programme includes traineeship and a qualification paper. There are certain differences in the amount of the total number of credit points and, in specific cases, the duration of studies. In general, international study programmes are more focused on sectoral study subjects, and less emphasis is placed on comprehensive study courses. Furthermore, innovations have been introduced in the new study subjects to broaden the knowledge of a modern business environment and management, such as "Global Talent Management", "Creative Business Solutions", "Equality and Diversity in Work Environment", etc.

The development and improvement of the study directions implemented at the College are based on labour market forecasts, which are provided for in the report of the Ministry of Economics of 2018 "Informative Report on Medium and Long-Term Labour Market Forecasts" and the report of 2019 "Low-Skilled Labour Force in Latvia" describing the situation on the labour market, providing medium-term labour market forecasts developed by the Ministry of Economics for the time period until 2025, as well as long-time labour market forecasts for the time period until 2035, and emphasising the need for qualified specialists on the labour market and the significance of professional adult education: *"Adult education is of great importance in reduction of labour market gaps. Although the involvement of the population in adult education is gradually increasing, it is still twice as small as the target - to involve 15% of the population aged 25 to 64 in adult education activities by 2020. Worth mentioning is the fact that the current adult education provision does not fully solve the issue of the large surplus of low-skilled labour force, as the involvement of the population with basic education is still the lowest among all population groups and only slightly exceeds 3%. Therefore, it is necessary to widen adult education opportunities in formal education, i.e., secondary vocational and higher education institutions thus allowing the persons to return to the education system."*

## **1.2. Aims of the study direction and their compliance with the scope of activities of the higher education institution/ college, the strategic development directions, as well as the needs and the development trends of the society and the national economy.**

The aim of the implementation of the study direction “Management, Administration, and Real Estate Management” is to prepare highly-skilled specialists in the area of management, marketing, and business management by providing appropriate knowledge, skills, and competences relevant to the aims and objectives of study programmes. The specific objective of the College is to give the persons with disabilities, as well as other persons with secondary education the opportunity to acquire the knowledge, skills, and competences required for a personnel specialist. The specific objective is to provide first-level professional higher education and prepare personnel specialists in line with the occupational standard of level 4 professional qualification and the labour market needs.

In order to achieve the set aims of the study direction, the objectives to be fulfilled are as follows:

- To provide competitive first-level higher education and prepare the students for practical work.
- To provide the students with comprehensive knowledge and raise their awareness of economic development patterns, national economy processes, and functional areas relevant to business.
- To ensure that the students develop comprehensive competences required on a modern labour market by acquiring the skills and abilities required for successful professional activity.
- To develop scientific research skills and abilities of the students by using the acquired knowledge in conformity with the set aims.
- To contribute to the ability of the students to independently increase the level of academic and professional knowledge.
- To promote further development of the curriculum of the study programme and the study process in line with the development of the national economy, labour market, and technologies.
- To encourage the integration and competitiveness of the students on the labour market.
- To ensure professional rehabilitation in collaboration with the Department of Professional Rehabilitation Support.
- To implement the intended aims and objectives provided for in the strategy for the development of the College (see Annex 1).

According to the medium and long-term labour market forecasts<sup>[1]</sup> by the Ministry of Economics, “the population is increasingly becoming aware of the significance of education when joining the labour market. The percentage of the economically active population with higher education is gradually increasing, and, in 2017, it was 9.6 percentage points higher than in 2008.” The forecasts show a negative population growth and, contrary to that, the labour market demand and supply are expected to increase significantly in all sectors by 2025. The demand for highly-skilled employees will continue to increase in the occupational categories of specialists, senior specialists, and managers. In the thematic group of higher education “Social sciences, commercial sciences, and law”, the labour market demand will increase from 16% to 18% in 2025 and 2035, compared to 2017. As suggested by the forecasts of the labour force supply and demand in different thematic groups of education, the demand will still remain higher than the supply in the

thematic group “Social sciences, commercial sciences, and law”. In general, this shows that there will be demand for the study programme in the respective study direction, and it will ensure jobs for the graduates.

[1] Ministry of Economics, 2018. Medium and long-term labour market forecasts. See: [https://www.em.gov.lv/files/tautsaimniecibas\\_attistiba/dsp/EMZino\\_06072018\\_full.pdf](https://www.em.gov.lv/files/tautsaimniecibas_attistiba/dsp/EMZino_06072018_full.pdf). Last seen: 02.01.2020.

**1.3. SWOT analysis of the study direction 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 direction 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 direction for the next assessment period shall be provided.**

The goal of the college is to implement level one professional higher education (college education) programs. SWOT analysis is provided in Table 1.4.

Table 1.4.

SWOT analysis

Strong points	Weak points
<p>Students:</p> <ul style="list-style-type: none"> <li>• Many have professional work experience</li> <li>• Motivated to study and acquire new knowledge, to develop new professional competences</li> <li>• Acquisition of practical experience during practice</li> <li>• Possibility to obtain the 2nd level higher education in the specialty</li> <li>• Opportunity to obtain a new qualification and enter the labour market</li> <li>• Career guidance opportunities for students</li> <li>• High interest in individual study courses, accounting programs</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>• Different prior preparation for 1st level professional higher education studies</li> <li>• Poor computer and foreign language skills</li> <li>• Working students are unable to integrate fully into the study process</li> <li>• Difficulties in planning your time to meet deadlines in the study process</li> <li>• Unstable health</li> <li>• Insufficient access to the latest information technology resources and the Internet (outside the College)</li> <li>• Insufficient motivation to complete / continue studies</li> </ul>

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Study process:

- Developed infrastructure and information systems
- Good material and technical support
- Internet access during classes / at the hostel
- Attendance of classes according to the study plan
- Use of e-environment
- Providing feedback in the e-environment
- Specialist support in finding a placement
- Accommodation in a hostel
- Catering and availability of social rehabilitation services
- Accessibility of environment for persons with dysfunction is ensured
- Support measures for persons with disabilities - rehabilitation services
- Career guidance during studies
- Correspondence of the study program to the demand of the labour market and latest trends
- Opportunity to study full-time and part-time
- The content of the study programs allows to develop separate modules for the acquisition of certain skills
- Demand for graduates in the labour market

Study process:

- Insufficient and variable student activity
- Difficulties in combining work and study
- Insufficient use of e-learning resources
- Lack of presentation skills
- Difficult to find internships for full-time internship assignments
- There are no separate modules in order to develop individual skills

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Teaching staff:

- Qualified professionals with appropriate education, professional qualifications, skills and competences
- Experience in working with persons with disabilities
- Participation in conferences
- Innovative approach to the study process
- Individual approach to students considering students' functioning abilities
- Support staff competence in dealing with persons with disabilities
- The potential of the teaching staff to offer innovative suggestions for study improvement

Teaching staff:

- Insufficient amount of research work
- Insufficient amount and content of teaching materials
- The potential of the teaching staff and the existing material and technical facilities for the development of the study process are not fully utilized

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Other factors:

- Collaboration with employers, awareness
- Good cooperation with other colleges and colleges
- Availability of study materials in e-environment
- Accessibility and replenishment of library resources
- Continuous training of teachers
- Availability of information in the e-environment
- Updated Moodle environment
- New computers
- Repairs to several training rooms
- Subscription to EBSCO database
- The Agency is a member of the European Rehabilitation Platform (EPR)
- The College is a member of the Latvian Association of Colleges

Other factors:

- Increase in tuition fees that do not compete with other colleges for similar study content
- Lack of methodological materials for independent work
- Insufficient study literature in the library
- A significant number of students discontinue their studies and do not continue their studies after a break
- Not all opportunities have been used to attract paid students

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**Opportunities**

- Expanding cooperation with employers
- Establishing contacts with foreign partners, incl. EPR action activated
- Implementation of part-time part-time study programs
- Collaboration with other universities and colleges in exchange of academic staff and students
- Involvement in scientific research (creative) work, research and creative projects
- Engaging in research into the development of services provided by the Agency
- Integration of new professional aptitude methods into assessment, including in the measurement of the functioning of the target audience
- Development of individual modules to acquire specific skills
- Development of other education / training programs to enhance the competencies of the industry
- Changed approach to study program costing to attract paying students

**Threats**

- The number of students decreases due to insufficient state funding
- Economic fluctuations that influence the number of students and the activity of students
- Competition among similar study programs
- Constant development of information technology and IT and IS obsolescence
- Insufficient competence in assessment of professional suitability to determine the most suitable study program according to the state of mental health
- Lack of suitable internships due to low supply by employers
- Do not take the opportunity to study because they only want to acquire certain skills
- Low interest in research

As suggested by the SWOT analysis, the strengths of the College are the relevance of the study programme to the labour market demand and the latest trends, specialists (both the academic and support staff) with relevant education and professional qualification, and individual approach to the

students, taking into account the functionality and age of the students (35+ on average), as well as the service in general, which contributes to the access of adult education and preparation of specialists. Moreover, the materials are available in the e-environment. The infrastructure of the College is adapted to persons with disabilities, and the College has a good material and technical provision, as well as information systems.

In 2018, the mapping of study courses was carried out, which helps comprehend the relation between the study courses and the learning outcomes of the study programme. In 2019, the study programmes were updated for them to match labour market trends and be in line with the occupational standard and the demand of labour market.

The head of the College, in collaboration with the heads of study programmes and the academic staff, continuously improves the study process and the curriculum of the study programme by assessing the strengths and weaknesses and how to reduce the impact of the weaknesses and threats on the study process and learning outcomes. The Vocational Rehabilitation Support Unit is involved in the study process, providing the work of the Vocational Rehabilitation Support Commission to monitor student performance and changes in health, and provide support, as well as support in the organization of extracurricular activities, in collaboration with the College staff / team.

Also, the expansion of the cooperation with the employers, improvement of the qualification of the teaching staff, and promotion of the exchange of experience with similar educational institutions both in Latvia and abroad are of great importance. It is important to continue to work towards the modernisation and improvement of studies and the work environment, seek for more opportunities to mobilise additional funding for the development of universal design by ensuring professional support staff, and improve education opportunities for persons with disabilities. The College should continue to work on the involvement in scientific research (creative) work, as well as research and creative projects.

The College should continue to work also on the observation of lectures to increase the quality of the study programme in the relevant study direction and improve pedagogical methods and learning materials. It is necessary to analyse the outcomes of the surveys on the assessment of the study courses conducted among the students and the graduates and make the necessary improvements. The College needs to improve the collaboration with the employers and analyse the outcomes of surveys by involving the employers in the improvement and provision of the study programmes in the relevant study direction. It is also important to keep the track of sectoral innovations and the development of IT to ensure that the students are able to acquire the necessary knowledge, skills, and competences thus contributing to their competitiveness on the labour market.

There is a wide range of opportunities to develop career guidance for the students, which is of great assistance when working with adults, and more specifically, persons with disabilities who need to change their profession at adult age.

The College should continue to work systematically to ensure gradual and efficient improvement of professional competence and upskilling of the academic staff.

It is important to develop cooperation with other higher education institutions and colleges by promoting the research competence, as well as develop and improve the work on the EPR platform.<sup>[1]</sup>

The aims and objectives regarding the development of the College are specified in detail in the strategy of the College (see Annex 1).

The implementation of the objectives of the study direction “Management, Administration, and Real Estate Management” is monitored by conducting surveys among the students, graduates, and employees, observing the classes, inspecting the place of traineeship, and verifying the outcomes of tests and exams.

The intended learning outcomes have been determined in accordance with the standard of first-level professional higher education and the occupational standard. After completion of the first-level higher education programme, the intended learning outcome is a competitive specialist prepared for the labour market. At the same time, the graduates are prepared for studies in level 2 higher education programmes.

The intended development-oriented activities within the study programmes of the study direction “Management, Administration, and Real Estate Management” are relevant to the strategy for the development of the College from 2020 to 2023 (see Annex 1). The main guidelines for 3 years are as follows:

- To ensure the accreditation of the study direction.
- To update the study programmes in line with the trends and the demand on the labour market on a continuous basis.
- To involve the employers in the improvement of the study programmes.
- To improve and develop the environment and curriculum of e-studies.
- To enhance the organisation of part-time study process and improve the curriculum.
- To develop further education and non-formal education study programmes.
- To develop the scientific research activity of the College by involving both the teaching staff and the students.
- To promote the professional development of the academic staff.
- To develop the international direction and cooperation.
- To improve the infrastructure and technologies on a continuous basis.

The intended development-oriented activities to be implemented within the study direction from 2023 to 2026 are relevant and sub-ordinated to the strategy and its objectives, which are planned as measures to be undertaken on a regular basis and are to be included in the next strategy planning period.

[1] <https://www.epr.eu/>

#### **1.4. The structure of the management of the study direction and the relevant study programmes, and the analysis and assessment of the efficiency thereof, including the assessment of the role of the director of the study direction 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 direction.**

There is one study programme, namely, “Human Resource Management” implemented within the study direction “Management, Administration, and Real Estate Management”. Since the study programme is managed by one head, this position is called the head of the study programme.

The main work duties of the head of the study programme are as follows:

- To manage the study programme “Human Resource Management”.
- To develop a Self-Assessment Report.
- To take part in the development, approval, licensing, and accreditation of the study programme.
- To develop and update the study plan.
- To provide proposals on the improvement of didactic and methodological materials and the technical provision in the study programme “Human Resource Management”.
- To improve the further education platform “Moodle” in collaboration with the teaching staff of the study course.
- To participate in the planning of the studies and the selection of the academic staff.
- To inform the students about the aims and the curriculum of the study programme, as well as career opportunities after finishing the studies.
- To cooperate with the students’ self-governance and the Committee of Professional Rehabilitation Support.

The head of the study programme ensures the cooperation with the heads of other study programmes by organising meetings and exchange of experience with regard to the enhancement and improvement of the study process, as well as injects ideas on new development strands and the implementation of measures for the improvement of new the study process.

The management structure of the study direction “Management, Administration, and Real Estate Management” is shown in Annex 5. The head of the study programme is sub-ordinated to the director of the College, and the daily work is organised by ensuring the cooperation among the teaching staff members and exchange of information between the stakeholders and the partners. The cooperation can be evaluated as appropriate for the achievement of the set aims.

The direct competence of the management of the study direction is basically related not only to the academic staff, but also the administrative, support, and technical staff. The head of the study direction cooperates with the Information Technology Department of the Agency, the Department of Professional Rehabilitation Support, the Department for the Assessment of Professional Aptitude, and the Department of Personnel and Document Management. The head of the study programme cooperates directly with the social worker, librarian, the administrative staff, and the career advisor to ensure more efficient implementation of the study process.

In the reference period 2013-2019, the management of the study direction has not been assessed in the previous Self-Assessment Reports. In certain study periods, there has been no head of the study programme and the study direction was managed by the director of the College.

In the reference period, the assessment and improvement of the study programme in the relevant study direction were conducted on annual basis. Each year, the academic staff members assess, update, and improve their study courses by ensuring that they are in line with the current developments in education and on the labour market. In 2017, the curriculum of current study programme “Human Resource Management” was audited, whereas the curriculum of the subjects of the study programme was renewed and updated. The aim of updating the curriculum of the study subjects is to ensure high-quality studies and their relevance to labour market requirements. The objectives consisted in reviewing the aims and objectives to be achieved within the respective study subject, the number of credit points, the intended learning outcomes, requirements for the evaluation, the plan and curriculum of the study course, as well as updating the literature and other information sources. The curriculum of the study programme is reviewed each year on a regular

basis or at other times, as necessary. In years 2018 and 2019, a significant assessment of the study programme took place, which involved the following aspects: the quality and compliance of the implementation of the study process by the academic staff, mapping of the study programme, overlapping of the curriculum of the courses in different study courses, measures for the reduction thereof, as well as the improvement of the study courses in line with the current requirements. In 2019, the curriculum of study courses was significantly assessed and improved to ensure their relevance to the knowledge, skills, and competences to be acquired according to the occupational standard. Furthermore, new study subjects were developed and a highly-skilled academic staff was ensured.

The head of the study programme, the director of the College, the assistant in organisation of the study process, heads of other study programmes, the teaching staff, employers, and sectoral experts are involved in the updating and renewing of the subjects of the study programme.

The subjects of the study programme are updated based on the feedback and recommendations of the students and graduates, the recommendations of the employers, as well as the latest labour market trends and innovations in the respective area.

Support in the implementation of study programmes is provided also by other units of the Agency:

- IT Department, which ensures the improvement of Moodle environment and other information systems and installation and maintenance of computer equipment and the necessary software, and provides technical support.

- Department of Professional Rehabilitation Support, which ensures the work of the Committee of Professional Rehabilitation Support to keep the track of the academic achievements and changes in the health condition of the students in collaboration with the personnel/team of the College and provide the necessary support, as well as the Management of the Agency, which determines the strategic development strands and provides support when taking important decisions.

**1.5. 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 the study period, professional experience, and the options for the students to have their previously acquired formal and non-formal education recognised within the study direction by providing specific examples of the application of these procedures.**

Each citizen of the Republic of Latvia, as well as persons entitled to receive a non-citizen's passport issued in the Republic of Latvia, EU citizens, and persons with permanent residence permits, who have acquired secondary education, secondary vocational education or higher education, can be admitted to the College. Persons, who have not acquired the general secondary education or secondary vocational education at general secondary education or vocational education institutions of the Republic of Latvia, may apply for studies, by submitting their documents in compliance with the requirements provided for in Section 11<sup>1</sup> "Recognition in Latvia of Education Documents Issued by Foreign States" of the Education Law.

Each person has the right to study at the College regardless of the gender, social or material status, race, nationality, political and religious affiliation, occupation, and place of residence.

Full-time and part-time studies funded from the State budget are available for persons with disabilities or predictable disabilities, who have received a recommendation from the Department for the Assessment of Professional Aptitude of the Agency on studies in any of the study programmes implemented at the College and submitted all required documents. The assessment of professional aptitude is a service funded from the State budget, and it is available for persons with disabilities who wish to acquire a profession, reskill or improve their professional knowledge and skills at the College of the Social Integration State Agency.

**The objectives of the assessment of professional aptitude consist in assessing:[1]**

- Interest in the areas of professional activity, specific professions, and professional education programmes.
- Motivation to learn, which is identified in individual discussions and through group work.
- Aptitude for the chosen profession in terms of health.
- The level of intellectual skills, which allows forecasting the capacity to acquire the curriculum.
- Cognitive skills and their relevance to the chosen profession.
- Previous knowledge and experience.
- Ability to learn, comprehend, perceive, and memorise new information.

Paid full-time and part-time studies, on the basis of a competition, are available for candidates who have submitted all required documents, based on the results of the centralised examinations in Latvian and foreign language. Paid studies at the College are available also in accordance with Cabinet Regulation of 24 September 2013 No. 1002 “Price List of Paid Services of the Social Integration State Agency”.

The students are admitted in accordance with the “Rules on Admission to Studies at the College of Social Integration State Agency” (see Annex 6).[2]

During the studies, students from other accredited study programmes implemented at other educational institutions can be admitted. The College has internal rules “Commencement of Studies in Later Stages of Studies” (see Annex 7)[3] and “Procedures for Recognition of Competences Acquired Outside Formal Education System or in Professional Experience and Learning Outcomes Acquired in Previous Learning” (see Annex 8) in place.

When admitting students funded from the resources of natural or legal persons, the results of the centralised examinations in Latvian and foreign language are taken into account. The candidates who have acquired the education before 2004 or abroad, or persons with special needs who are exempted from the centralised examinations, participate in a joint competition, and the results of the final examinations in Latvian and foreign language for the acquisition of secondary education are equated with the results of the centralised examinations. If education was acquired abroad, it is necessary to submit a statement issued by the Academic Information Centre that states, with which education document or academic degree the education document or degree acquired abroad is to be equated. If the candidate has not participated in the centralised examination in Latvian language and has no evaluation of the proficiency in the official language that can be identified in the document certifying the acquisition of secondary education, it is necessary to present the certificate of proficiency in the official language or pass the admission exam in Latvian language. Persons, who have not acquired the general secondary education or secondary vocational education at general secondary education or vocational secondary education institutions of the Republic of Latvia, may apply for studies, by submitting their documents in compliance with the requirements provided for in Section 11<sup>1</sup> “Recognition in Latvia of Education Documents Issued by Foreign States” of the Education Law.[4]

The admission process at the College is organised and ensured by the Admission Committee of the

College (see Annex 20). Other admission criteria and details on the organisation of the admission process are provided for in the Admission Rules attached in Annex 6.

The studies can be commenced in later stages of studies in case of transferring from another educational institution, resuming the studies after their suspension, and continuing the studies after having acquired another qualification. Having received the application and the documents attached thereto, the Council for Research and Methodology (hereinafter - CRM) approves the study subjects previously acquired and their amount compared against the respective part of the study programme implemented at the College and indicates, in which of the previously acquired subjects the number of credit points can be equated and in which subjects the student must pass additional examinations. The CRM equates the credit points, if their amount in both compared study programmes is the same or the amount of credit points in the respective subject previously acquired is higher.

[1] Social Integration State Agency, 2017. Procedures for Provision of the Service of the Assessment of Professional Aptitude. See: [http://www.siva.gov.lv/tl\\_files/foto/ppn-noteiksana.pdf](http://www.siva.gov.lv/tl_files/foto/ppn-noteiksana.pdf). (information is available only in Latvian) Last seen: 23.10.2019.

[2] Social Integration State Agency, 2019. Rules on Admission to Studies at the College of Social Integration State Agency in the Academic year 2020/2021. See: Annex No.6, [http://www.siva.gov.lv/tl\\_files/koledza/koledzas\\_normativie\\_akti/Aktualie\\_normativi/Uznemsanas\\_no\\_teikumi\\_studijam\\_SIVA\\_Koledza.pdf](http://www.siva.gov.lv/tl_files/koledza/koledzas_normativie_akti/Aktualie_normativi/Uznemsanas_no_teikumi_studijam_SIVA_Koledza.pdf). (information is available only in Latvian) Last seen: 03.01.2020.

[3] Social Integration State Agency, 2014. Procedures for commencing studies in later stages of studies at the College of the Social Integration State Agency. See: Annex No.7, [http://www.siva.gov.lv/tl\\_files/koledza/koledzas\\_normativie\\_akti/04.04.2014.%20IN%20Nr.1-6-13%20SIVA%20Koledzas%20studiju%20uzsaksanas%20kartiba%20velakos%20studiju%20posmos.pdf](http://www.siva.gov.lv/tl_files/koledza/koledzas_normativie_akti/04.04.2014.%20IN%20Nr.1-6-13%20SIVA%20Koledzas%20studiju%20uzsaksanas%20kartiba%20velakos%20studiju%20posmos.pdf) (information is available only in Latvian Last seen) : 03.01.2020.

[4] Saeima (Parliament) of the Republic of Latvia. Adopted on 11 May 2000, in force as from 6 June 2000. Amendments to the Education Law. See: <https://likumi.lv/ta/en/en/id/50759> . Last seen: 23.10.2019.

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

The applications and learning outcomes of the students are evaluated in accordance with Cabinet Regulation of 20 March 2001 No. 141 "Regulations on the First-Level Professional Higher Education Standard", [1] "Internal Regulations for Students, as Developed by the College of the Social Integration State Agency" (see Annex 25), "Procedures for Evaluating the Knowledge of the Students, as Developed by the Social Integration State Agency" (see Annex 9), "Traineeship Organisation Procedures, as Developed by the College of the Social Integration State Agency" (see Annex 10), and "Procedures for Elaboration and Defense of Qualification Papers" (see Annex 11).

During the acquisition of the study programme, the students of the College have various examinations, as indicated below.

During the acquisition of the study programme, the following evaluation methods and procedures may be used for the students of the College in the study process:

- Intermediate examinations (examination work, independent work, practical work, laboratory work, report, project, test or any other type of work depending on the specific character of the respective study course) in line with the number and type specified in the description of the study course.
- Defense of term papers or final theses projects, the procedures of which are provided for in the regulatory enactments of the College.
- Traineeship presentation, the procedures of which are provided for in the regulatory enactments of the College.
- Final examinations upon completion of a study course (exam or test).
- Elaboration and evaluation of a qualification paper, in compliance with the regulatory enactments of the College.

Upon completion of studies, the students must pass the qualification exam consisting of scientific research paper independently elaborated by the student, which, at the same time, is the qualification paper.

In order to be entitled to pass an exam or a test, the students must have completed the work amount specified in the description of the study course and received a positive evaluation. Depending on the specific character of the respective study course, requirements for the attendance of classes may be specified. The final evaluation of the study course consists of the evaluation of the respective exam or test, taking into account the evaluations of previous semesters, term papers, and independent work.

The types of evaluation specified by the College are as follows:

- Written test by which the teaching staff evaluates a test task completed in writing or in the e-environment.
- Oral test by which oral answers and explanations given by the student are evaluated.
- Combined tests by which both the oral answers and tasks completed in writing are evaluated.
- Practice reports and defense;
- Exams and tests are allowed for students, which have met the requirements for the specific study course and fulfilled the obligations provided for in the study agreement.

The knowledge of the students is evaluated according to the criteria specified in the programme of the study course on the scale of 10 points. The first successful evaluation is 4 points.

The evaluation forms and methods implemented within the study programme are relevant to the programme of the study course and the specific character of study courses. The evaluation process is systematic, simple, and understandable.

The part-time correspondence students of the College can acquire the curriculum of a study course also outside the College. The College maintains and regularly updates the Moodle environment, which contains the methodological materials, presentations demonstrated during the classes, and other course materials. Given the small number of contact hours and the high proportion of independent work in part-time correspondence studies, the studies are implemented not only in form of on-site classes, but also in online mode. Furthermore, the Moodle environment offers different interactive tasks when working individually, in pair or in a group.

The students can contact the academic staff via e-mail, e-class or the Moodle environment. It is also possible to organise video conferencing.

In order to pursue part-time correspondence studies successfully, the students need access to a computer, internet connection, passwords and user name, and e-environment to be able to submit the study work also electronically.

The criteria and conditions for assessing the academic achievements of the students are available in the e-environment.

[1] Cabinet of Ministers. Adopted on 20 March 2001, in force as from 5 April 2001. Cabinet Regulation No. 141 "Regulations on the First-Level Professional Higher Education Standard". See: <https://likumi.lv/ta/id/6397-noteikumi-par-pirma-limena-profionalas-augstakas-izglitibas-valsts-standardu>.

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

The College's Procedure for Students' Knowledge Checking and Assessment defines the following: *"if an academic employee infers and delivers proof that an unsupervised work, a term paper or a qualification thesis done by a student is plagiarised in full or by no less than 30%, the student will be liable to do an unsupervised work, a term paper or a qualification thesis and defend it once again for a fee specified in the Agency's fee schedule"*.

A student who submits any plagiarised deliverables is denied access to defence of the term paper or qualification thesis and is exmatriculated. The College did not develop its own individual plagiarism identification program. For verification of student materials, lecturers of the higher education institution can use publicly available search engines, as well as specialised resources, such as [www.plag.lv](http://www.plag.lv), for instance. While learning how to write scientific papers, students are familiarised with the concept of plagiarism and with the main guidelines to adhere to in order to make their scientific papers innovative, original and appropriate to the applicable requirements. Control is assigned to the director in charge of academic work, who verifies compliance of the students' papers with methodological regulations, including a check for plagiarism. Since 2017, the College employs a preliminary qualification thesis defence procedure, which reduces the risks of plagiarism and non-compliance of qualification theses.

The teaching staff performs educational work within the study courses of the study program on plagiarism and research ethics in the development of study papers. The content of the study courses "Introduction to the specialty" and "Economic statistics and research methodology" integrate the content on ethical aspects of research and study work development and plagiarism, as well as personal data protection in the research data collection process. In-depth students are educated on ethics and plagiarism issues during the development of study papers.

During the development of works, the supervisor monitors and analyzes whether there is a risk of plagiarism, checking it at [plug.lv](http://plug.lv), etc. available tools. In these situations, the student corrects the study work and prevents plagiarism risks or other ethical violations.

In the study process, special attention is paid to the development of qualification work in order to prevent both the risk of plagiarism and the possibility of personal data violations, for example,

mentioning the personal data of a particular company employers, as well as other risks of ethical violations. The task of the supervisor of the qualification paper is to identify the above-mentioned risks during the development of the study paper and to eliminate them in time in cooperation with the student.

The college has not developed technical tools or software for plagiarism testing, so plug.lv is used as one of the tools. The software is recognized in the Baltic States as appropriate for identifying plagiarism, it has a high accuracy of the search algorithm, secure browsing with SSL technologies. The student can also perform plagiarism check of his / her study work independently, as it is an opportunity to quickly check and correct his / her document, avoid third party access to documents, download a corrected document online with the original layout, formatting and style, as well as save all documents online.

Plagiarism is divided into different degrees, such as direct plagiarism, plagiarism transformation, self-plagiarism, and the purchase or commissioning of a study or research paper to be written by another person. The College is now able to identify the risks of direct plagiarism and self-plagiarism, as well as assess them and take action. No cases of plagiarism have been identified in the study period at the College during the reporting period. This has been achieved by organizing and supervising students' cooperation with the supervisor during the development of the study paper, as well as by implementing a student-centered study process. During these stages, careful work is done with the student so that all risks are eliminated before the study paper is submitted. If the student is unable to complete the study work or develop it in accordance with the methodological regulations, then the student is not admitted to the qualification exam.

It is more complicated to identify the fact of buying a study paper or obtaining another type of study paper, because it is not identified as direct plagiarism. During the development of the qualification paper, the student is obliged to communicate regularly with the supervisor, as well as the competence of the supervisor is to supervise the progress of the work development. The college organizes the pre-defense of qualification papers, where supervisors and other lecturers participate, and it is possible to identify possible ethical violations that can be eliminated during the question-and-answer process.

A reviewer is involved in the evaluation of the qualification paper, as well as an examination commission, which evaluates the content of the work, compliance with the methodological instructions, incl. Violations of ethics and plagiarism, as well as questions of the reviewer and the commission are asked in the defense in order to identify the student's knowledge of the developed work and to make sure that the student has developed his / her qualification work independently.

**1.8. Specify the websites (e.g. the homepage) on which the information on the study direction 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.**

The College does not have an autonomous website, as it is a structural unit of the Agency, therefore the College uses the website of the Agency [www.siva.gov.lv](http://www.siva.gov.lv) , where the College section <http://www.siva.gov.lv/koledza.html> , e - environment available at <http://koledza.siva.gov.lv/moodle/> .

The head of the College and the Public Relations Specialist are responsible for the information on the website, but the Information Technology Department of the Agency is responsible for the technical solutions.

The Agency's website is basically only in Latvian, in English the website translation is available only for basic information about the Agency <http://www.siva.gov.lv/professional-rehabilitation.html> , because the College implements study programs only in the state language, taking into account that the Agency's target group of the rehabilitation service does not include foreign students.

## **II - Description of the Study Direction (2. Efficiency of the Internal Quality Assurance System)**

### **2.1. Assessment of the efficiency of the internal quality assurance system within the study direction 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 direction and the relevant study programmes.**

The internal quality assurance system of the College is described in detail in Chapter I, Paragraph 1.3 - 1.4 of the report.

The analysis of the efficiency of the internal quality assurance system of the College suggests that it is sufficiently efficient, as evidenced by the learning outcomes described in Chapter III and Chapter IV, Paragraph 2.5 of the report. In general, the internal quality system is efficient, as evidenced by the data as follows:

- Outcomes of the surveys conducted among the students, which show that 80% of the students, on average, are satisfied with the studies at the College.
- Outcomes of the surveys conducted among the graduates, which show that more than 90% of the respondents have a positive opinion of the study programme, its quality, and employment prospects, as specified in Chapter III, Paragraph 2, Sub-paragraph 2.6 of the report.
- The outcomes of the surveys conducted among the employers show that the acquired knowledge, skills, and competences of most graduates are at such a level as to allow them to perform high-quality work in the chosen profession.
- None of the students were exmatriculated after the qualification examination, and the evaluations of the qualification papers are high.
- Outcomes of the observation of classes, as a result of which the materials, the provision of books in the library, and the methodology used have been improved.
- Analysis of the statistics and the internal processes conducted on a regular basis.
- Analysis of the funding.

According to the quality management system of the Agency, the College implements measures to ensure the achievement of the aims and implementation of the objectives of the study direction.

The following processes or indicators, reflected in the management system of the College, have been identified for the assessment of quality of the implementation of study programmes at the College within the respective study direction:

- Development and approval of the College's internal regulations and procedures;

- Admission and matriculation of students.
- Implementation of the study process.
- Awarding of scholarships.
- Management of tuition fees.
- Support in organisation of the work of students' self-governance.
- Support provided by the career advisor.
- Review of the applications submitted by the students.
- Monitoring of the quality of the study process.

In conformity with the main processes, the person performing each process, the type of monitoring activity, the amount of monitoring, and the person responsible have been determined, which has been described in detail (see Annex 28). Order for the amendment to the order of 10 August 2018 No. 1-4-/106 "Service Quality Monitoring", Annex 2 to the order of 10 August 2018 No. 1-4/106 "Control of the Quality of the Process of Implementation of Study Programmes offered by the College".

In general, the internal quality system is assessed as effective, as evidenced by student feedback and study results, employers' survey results, opinion of qualification defense committees, reports of external auditors.

**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 procedures for the development of new study programmes within the study direction (including the approval of study programmes), the review of the study programmes, the aims, and regularity, as well as the stakeholders and their responsibilities. Description of the mechanism for obtaining and providing a feedback, including with regard to the work with the students, graduates, and employers.**

No new study programs have been developed within the study field of the College in the reporting period. Section 10, Paragraph 1 of the Law on Higher Education Institutions determines the procedure by which colleges establish new study programs. The College has developed internal regulations "Procedure for updating college study programs and developing new study programs", which describes the steps and criteria for the implementation of new study programs. (Annex No.12)

Agency Order No. of 10 August 2018. 1-4 / 106 "On service quality monitoring" Annex 2 "Quality control of the College study program implementation process" under the process "Study process implementation" provides for updating of study programs, development of new study programs, where the responsible person is the Head of the College, but implementation is ensured by Research and methodological council and study program managers.

The necessity of creating new studies needs to be evaluated on such criteria as labor market demand, Ministry of Economics labor market forecasts, student potential or demand, etc. economic and quality criteria, including the availability of teaching staff and resources in the implementation of new study programs.

Development of new services, incl. development of new curricula The Agency plans by preparing a strategy and an annual work plan. The Agency evaluates the topicality of the development of new study programs in close cooperation with policy makers, the Ministry of Welfare.

Study program managers are responsible for the compliance of study programs with professional standards, labor market requirements and tendencies. The review and updating of study programs is performed annually by the study program managers, the Research and Methodological Council is also involved in this process, which consists of the teaching staff of each study program and representatives of non-governmental organizations, which decide on the development of a new study program, are involved in updating the programs with recommendations and proposals. The teaching staff in cooperation with the study program managers develops the content of the study courses included in the study program plan.

Feedback on the quality of study programs is provided by surveys of students, graduates and employers, which are organized every year.

Considering that policy makers, employers, students and graduates participate in the process of creating new programs and updating programs, the systems and processes of study direction development and review can be assessed as effective.

**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 direction and the relevant study programmes are communicated by providing the respective examples.**

In order to ensure successful communication and eliminate potential conflicts, the administration provides students with the required information and resources (e.g., communication with teachers, experts and administrative employees by phone, electronically or directly). The College has a Students' Union, which summarises the students' suggestions and complaints and develops proposals to the administration of the College. Students can file their suggestions, recommendations or claims in writing at a designated location (suggestion box), electronically by email or submitted in writing to the College Office Administrator.

At the beginning of the studies, the management of the College and the student make a bilateral agreement that contains provisions regarding settlement of conflicts and discrepancies and determines the rights and duties of a student. Students are briefed on the internal code of conduct and the occupational safety regulations and sign to confirm that they assume a commitment to adhere thereto.

In case of discrepancies, negotiations are carried out between the parties of the resulting conflict in an attempt to find a positive solution based on mutual agreement; alternatively, administrative personnel and other experts, such as outreach workers, psychologists, medical personnel, etc., may be engaged. A Vocational Rehabilitation Support Commission has been established to review student applications or conflict situations during the study process, providing the necessary support to both students and the College administration. Given the College's primary target audience, staff also contact student support staff, whether family, assistant, or social service staff, as needed.

Students have the right to submit proposals and complaints in the form of a written application addressed to the Director, Deputy Director or Head of the College of the Agency. Applications are reviewed and answered by the student in accordance with the law "Procedure for Review of

Applications, Complaints and Proposals in State and Local Government Institutions". Written answers are provided regarding the results of the review of written complaints and proposals and the improvements made in the field of study or in the corresponding study programs. The college periodically organizes general meetings of students, during which issues are also considered and discussed in order to reach common solutions. In recent years, no student complaints or proposals have been received regarding the study field in the implemented program. There has been one complaint about the teaching methods used by the lecturer in the study subject, which has been received from several groups of students. In order to solve the problem, discussions were held with the teaching staff, as well as a general meeting of students was organized to inform about the solution in the specific situation, as a result of which the problem situation was solved.

The Ethics Commission of the Social Integration State Agency has been established with the aim of strengthening the norms of professional ethics in accordance with the goals and tasks of the Social Integration State Agency and promoting the activities of officials and employees of the Agency.

The composition of the ethics commission is determined by an order of the director of the Agency.

The task of the Ethics Commission is to examine issues regarding violations of the basic ethical principles and general rules of conduct of the Agency's employees.

The Ethics Commission performs the following functions:

- makes proposals and participates in the development of the Code of Ethics;
- analyses and resolves ethical conflicts;
- examines and assesses complaints about the conduct of the Agency's staff;
- provide an opinion to the Director of the Agency on breaches of the Code of Conduct.

The Ethics Commission has the following rights:

- to request and receive information from employees within the scope of its competence;
- to invite employees to the meeting of the Ethics Commission for the provision of information and proposals in the field of ethics;
- to decide on proposals for the improvement and improvement of internal regulatory enactments regulating ethics;
- depending on the nature of the breach, to propose to the Director of the Agency a disciplinary action against a staff member who has violated the provisions of the Code of Ethics.

A case regarding a violation of the employee's Code of Ethics in the Ethics Commission may be initiated with a submission or complaint:

- an employee of the Agency;
- a representative of another state or local government institution;
- another person whose interests have been directly affected by the conduct of the Agency staff member.

The Agency has developed the document "Customer Service Manual<sup>[1]</sup>" and periodically organizes customer service training.

The Agency has an Ethics Commission.

Overall, the College provides a supportive environment where students have the right to engage in both service quality improvement and support processes, and students receive the necessary solution.

[1] Customer Service Manual of the Social Integration State Agency 31.08.2017. (available on the

Agency's internal website)

**2.4. Provide information on the mechanism for collecting the statistical data, as developed by the higher education institution/ college. Specify the type of the data to be collected, the collection frequency, and the way the information is used to improve the study direction.**

At the College, statistics are collected through the Vocational Rehabilitation Information System (PRIS). PRIS contains basic information about students (personal data, disability, photo, etc.), information about determination of professional suitability, information about the study process (orders, decisions, etc.), information provided by specialists involved in providing vocational rehabilitation service (doctor, psychologist, and career counsellor), social worker, etc.). PRIS statistics are collected by study group, by age group, by disability. The PRIS environment provides the ability to produce statistical reports to analyse data. PRIS is regularly updated within the funding available to the Agency. Interfaces with other authorities' ISs are not provided in the PRIS environment. For example, to obtain employment data, the College conducts graduate surveys or requests data from the State Revenue Service.

The College uses the E-Class, which collects information on student achievement and attendance, the content of courses delivered, and hours conducted, and summarizes progress and absences.

The College analyses the performance of the defined performance indicators on a monthly basis and analyses the flow of students and the average number of students. The Agency uses statistics to plan performance indicators for the following periods, but the College for planning enrolment and program implementation periods. In turn, success and average grades are assessed by the College Manager as well as the Vocational Rehabilitation Support Commission, which decides on the support required or the actions required. By introducing the duty of the Vocational Rehabilitation Support Commission (since 2018), it can be concluded that the student's success rate has improved, the number of study debts has significantly decreased, which has also strengthened the student discipline in the context of the study process.

The College, on request, prepares statistics for submission to the Ministry of Welfare, the Ministry of Education and Science and the Central Statistical Bureau.

**2.5. Description and assessment of the integration of the standards set forth in Part 1 of the ESG. Specify which of the standards are considered a challenge and which require special attention.**

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

The College constantly monitors the current quality requirements and innovations in the education system in Latvia and worldwide, analyses and evaluates the possibilities to introduce current issues into the College study process, for example, by working on the EPR platform, regularly exchanging experience with institutions like the Agency in Europe. During seminars and workshops, platform

members exchange best practices for maintaining student motivation, career guidance system, job search opportunities, competency development, and more.

The College has developed a procedure for designing and approving study programs. Programs are designed to meet their goals and expected learning outcomes. The qualifications to be obtained are clearly defined and described and referenced to the corresponding level of higher education within the national qualifications framework and, consequently, to the corresponding level of the qualifications framework of the European Higher Education Area.

Given the specific scope of the Agency's College - provision of social and vocational rehabilitation services and the primary target group - persons with a disability of 35+, the College has implemented student-centered learning, teaching and assessment. Students range from 18 years to pre-retirement age, so programs are designed to provide an individual approach to the study process for each student, to encourage students to become actively involved in the study process, and to measure student performance against this approach. The College is working on the development of universal design, continuous improvement of teaching methods, which is particularly important in ensuring the study process for persons with disabilities.

The College consistently applies pre-defined and published rules on the Agency's website and in the Moodle environment that describe a student's "study life", such as:

- Admission regulations for SISA College;
- SISA College Study Regulations;
- SISA College Student Examination and Assessment Procedures;
- Procedure for starting studies at SIVA College in later stages;
- SISA College Recognition of Non-formal Education;
- SISA College study arrangements according to individual study plans;
- Arrangements for SISA College Internships;
- SISA College qualification paper development and defense procedure;
- SISA College Internal Rules.

The College ensures the competence of its teaching staff. Fair and open procedures for recruitment and staff development opportunities are provided.

The biggest challenges are related to maintaining and improving the competence of the teaching staff, which is related to the rapid growth of the business environment, ICT and the economy in general. The teaching staff must constantly develop their competences in order to ensure students' competitiveness in the labour market.

The Agency is a state budget institution, therefore, within the framework of the granted funding, the challenge is to provide the material and technical base and to ensure continuous improvement of information technologies in the study process.

The College constantly monitors the current developments in the labor market, the demand of the labor market, involving employers and professionals in the development of programs, keeps up to date with the higher education didactics, establishes cooperation and exchange of experience with other higher education institutions, cooperation partners. cooperation between self-governing bodies and professional development of the teaching staff.

The College regularly publishes information on its activities, including the programs it offers, both on the Agency's website and on its Facebook page. The Agency works with the State Employment Agency, Social Services, and Customer Service Centers of the Ministry of Environmental Protection and Regional Development to provide information on the Agency's service and opportunities for students with disabilities to receive education from government budget funding.

The College continuously monitors and annually revises and updates its programs to ensure continuous improvement. The Head of College, Study Program Managers, Academic Staff, Research and Methodology Board, College Council, as well as employers and field professionals are involved in the process of designing and updating study programs to make sure that the goals set are met and meet the needs of students and the community as appropriate by making changes to programs.

## **II - Description of the Study Direction (3. Resources and Provision of the Study Direction)**

**3.1. Provide information on the system developed by the higher education institution/ college for determining the financial resources required for the implementation of the study direction and the relevant study programmes. Provide data on the available funding for the relevant study programmes, as well as the sources of the funding for the scientific research and/or artistic creation activities and their use for the development of the study direction. Provide information on the costs per one student (for each relevant study programme of the study direction) by specifying the headings indicated in the calculation of costs and the percentage of the funding among the indicated headings.**

Since the College is a structural unit of a public authority, the budget of the College forms part of the budget of the Agency consisting of the State budget grant, which accounts for 98.6% of the budget, and income from tuition fees, which account for 1.4% of the budget. The expenses of the College result from the remuneration – 69.7%, products and services – 29.7%, capital expenses – 0.4%, as well as social benefits - scholarships for sign language interpreters – 0.2%.

The tuition fee of the study programmes has been determined in accordance with Cabinet Regulation of 24 September 2013 No. 1002 “Price List of Paid Services of the Social Integration State Agency”.

In general, as evidenced by the financial indicators, the financial situation of the College is stable. The Finance Department of the Agency plan and monitor the financial resources according to the planned student places funded by the State. The budget of the College is planned for medium-term, which is a period of 3 years according to the Law “On Budget and Financial Management” and the intended performance indicators. The budget of the College does not include funding for scientific and research activities. 1/200 part of the budget of the College is intended for the performance of students’ self-governance.

In 2019, the planned budget grant with regard to the funding for “Professional rehabilitation by ensuring the acquisition of professional qualification, including the assessment of professional aptitude” was EUR 1 637 516.

According to the order of the Agency of 1 April 2019 No. 1-4/53, the eligible costs are as follows: assessment of professional aptitude in the points of support up to 3 days – EUR 219.10, assessment of professional aptitude in Jūrmala up to 5 days – EUR 263.70 and that up to 10 days – EUR 588.79.

The tuition fees of study programmes have been determined according to the valid price list of paid services of the Agency, as provided for in Cabinet Regulation of 16 July 2019 No. 336 “Amendments to Cabinet Regulation of 24 September 2013 No. 1002 “Price List of Paid Services of the Social

Table 3.1

**Price List of Paid Services of the Social Integration State Agency according to Cabinet Regulation**

No.	First-level professional higher education (college education) programmes				
Full-time study programmes					
1.	Type of service	Unit	Price without VAT (EUR)	VAT (EUR)	Price with VAT (EUR)
1.1.	Study programmes in the study directions “Economics” and “Management, Administration, and Real Estate Management”	Tuition fee per year	2137.37	0.00	2137.37
2.	Part-time study programmes				
2.1.	Study programmes in the study directions “Economics” and “Management, Administration, and Real Estate Management”	Tuition fee per year	1731.96	0.00	1731.96

According to the price list, the tuition fee of the full-time study programme “Human Resource Management” implemented in the study direction is EUR 2137.37, whereas that of the part-time study programme “Human Resource Management” is EUR 1731.96.

In 2019, the planned budget grant with regard to the funding for “Professional rehabilitation by ensuring the acquisition of professional qualification, including the assessment of professional aptitude” was EUR 1 637 516.

The costs of the study programmes of SISA College include items, such as remuneration, which is the wage of the academic and administrative staff, provision of premises and material and technical provision, and indirect costs, which, in total, represent the costs of the implementation of one study programme in one academic year, as shown in table 3.2.

Table 3.2

**Costs of Study Programmes of SISA College in the Academic Year 2019/2020 for 1 Group of Students (Consisting of 10 Persons)**

Name of the study programme	Type of studies	Remuneration (EUR)	Premises and materials (EUR)	Administration costs (EUR)	Indirect costs (EUR)	Amount per year (EUR)
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“Human Resource Management”	Full-time studies	14873.35	1265.24	404.69	4770.26	21313.54
“Human Resource Management”	Part-time studies	12973.48	330.9	105.16	3910.10	17319.64

As suggested by the information indicated in the order of 1 April 2019, “On social service baskets”, the costs of full-time studies in the study programme “Human Resource Management” are EUR 21313.54, whereas those of part-time studies for one group of students are EUR 17319.64. The costs per one full-time student per year are EUR 2131.35, whereas those per one part-time student are EUR 1731.96.

The percentage of the costs of the full-time study programme “Human Resource Management” is as follows: indirect costs – 22%, administration costs – 2%, premises and materials – 6%, and remuneration costs – 70%. In general, the analysis of the study programmes suggests that 76% of all costs, on average, are directly related to the provision of the pedagogical process, whereas 24% of all costs are related to the indirect and administration costs.

When comparing full-time and part-time studies, the costs of the part-time studies are, on average, 20% less than those of the full-time studies, which means that the organisation of the study process is more focused on the independent studies and distance learning, which, in turn, allows for reducing the expenses of the College.

When assessing the costs of training one student, at the end of 2018 and in 2019, they increased by 7%, on average.

The budget of SIVA College does not include funding for scientific and research activities. The funding is intended for the activities of students’ self-governance. Each year, the conference of scientific research works is organised within the College, and it is attended by both the teaching staff and the students of the College, as well as the teaching staff from other educational institutions and partnering organisations.

The source of the financial resources of SIVA College is the State budget grant (98.6 %) and income from the tuition fee (1.4%). The funding of the College is within the funding of the Agency, and it complies with the law and the relevant laws and regulations.

[1] Saeima (Parliament) of the Republic of Latvia (2019). Cabinet Regulation (online). See: <https://likumi.lv/ta/id/308245-grozijumi-ministru-kabineta-2013-gada-24-septembra-noteikumos-nr-1002-socialas-integracijas-valsts-agenturas-maksas-pakalpojumu> (Last seen: 31.10.2019).

**3.2. Provide information on the infrastructure and the material and technical provision required for the implementation of the study direction and the relevant study programmes. Specify whether the required provision is available to the higher education institution/ college, availability to the students, and the teaching staff (the specific equipment required for the relevant study programme shall be indicated in Part III, Chapter 3 below the respective study programme).**

To maintain the study process, the College uses up-to-date computer labs. All computer labs are provided with the latest versions of office software, Microsoft Office "2013 and above", and some computers feature specialised software (Photoshop).

Study lecture rooms feature several Assistive technology or adaptive technology computers with special software and input / output devices for teaching vision-impaired or hearing-impaired students: screen reader NVDA and Govorilka for Windows, hardware (Braille script input / output devices), a Braille printer, a Braille display.

Computers in one classroom have accounting software installed. Internet connection is available in the Agency's premises and in the dormitory. Use of the premises is in line with the specific nature of each studied subject; all the required educational and visual materials are available. Material and technical facilities can be supplemented if this is required for the implementation of a study program.

The total area of the Agency's premises where the College's study programs are being implemented is 5976 m<sup>2</sup>; area of study and scientific workplaces is 1572 m<sup>2</sup>, dormitories amount to 1416 m<sup>2</sup> in area, while all the other premises occupy an area of 2988 m<sup>2</sup>. Room occupancy: 10 lecture rooms are available. The average number of student workplaces per lecture room is 18. In order to ensure efficiency of the study process and appropriateness to the study subject, classes take place in premises outfitted with the required equipment, e.g., computers, Web cameras, audio systems, projectors and other technical facilities.

Academic personnel has its own office with six workplaces, equipped with a computer and a printer.

Material and technical provision is sufficient to ensure proper learning of the program.

**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 direction 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 direction, 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 options for the subscription to the databases.**

The College uses the *Moodle* environment, which contains materials that allow the students to acquire knowledge depending on the individual skills of each student.

The Moodle environment contains the following materials for all study courses relevant to the study programmes:

- Programme of the study course.
- List of literature and information sources to be used within each study course.
- Study materials, lecture materials, and additional information.
- Presentations on the relevant topics.
- Tasks and practical work.

The published materials are available online for registered users, which are the students and the

teaching staff of the College.

The academic staff successfully communicates with the students through the e-environment (Moodle and e-class) by providing both informative and advisory support. At the College, the individual skills of each student are assessed, which allows forming an idea of the most successful individual approach to successful acquisition of the study programme.

The library of the Agency is provided with learning materials for the acquisition of the study programme. In the academic year 2019/2020, the library stock was replenished by the latest available literature in Latvian, English, German, and Russian. On 1 January 2019, there were 13580 books in the library, including 9524 books in Latvian, 864 books in English, 509 books in German, and 382 books in Russian. The stock of the library is replenished by new books on annual basis. There are 6 computers with internet connection in the library. Furthermore, the students can copy the necessary study and reference materials. The students are handed out the books also for overnight use.

As from 9 September 2019, the College uses EBSCO database, which is intended to be used by the students, the teaching staff, and other employees and which can be used by the students both on-site and remotely, if there is a computer with internet connection available. EBSCO is a multi-disciplinary database of e-books, e-magazines and other e-resources consisting of several full-text and review databases. The students use it to elaborate their term papers and research papers.

During the study process, the students acquire the ability to work literature resources available in the digital environment, as well as electronic libraries, such as Google Scholar, etc.

The opening hours of the library are adapted in such a way so as to allow the students, who carry out a wide range of leisure activities, to access the resources of the library. The library is open from 9 AM to 12:30 AM and from 1 PM to 5 PM on business days. On holidays, Saturdays, and Sundays the library is closed. The area of the library is 135 m<sup>2</sup>, which allows the students to use the reading-room and computer equipment in the premises of the library.

The library offers the latest newspapers and magazines, which can be used for the implementation of study programmes and successful organisation of the study process. In 2019, the library had subscribed to 21 newspapers and magazines. Furthermore, the library has systematically subscribed to 9 newspapers and magazines for the year 2020.

There are 240 books for the study programme "Human Resource Management" available in the library of the study direction "Management, Administration, and Real Estate Management". In addition, each year, the latest published books are purchased. The stock of the library is replenished depending on the demand on the part of the teaching staff for the purchase of the latest literature within the funding available for the respective study course. The newest and topical books purchased: I. K. Adizess "Prasmīga pārmaiņu vadība" (in English: I. K. Adizes "Change Management Mastery"), Zvaigzne ABC, 2018; I. Ešenvalde "Personāla vadības mūsdienu metodes" (in English: I. Ešenvalde "Modern Personnel Management Methods"), Merkūrijs, 2009; I. Boitmane "Personāla atlase un novērtēšana" (in English: I. Boitmane "Personnel Selection and Assessment"), 2008; I. Vorončuka "Personāla vadība" (in English: I. Vorončuka "Personnel Management"), 2001; L. Zīlīte "Personāla vadība un socionika" (in English: "Personnel Management and Socionics"), 2012, etc.

The head of the study programme and the teaching staff of the study courses recommend to the students the newest literature in this field, which ensures the development of all necessary competences in the field of personnel management, such as Slaidiņa, V., Skultāne, I., 2017, Darba tiesības (in English: Slaidiņa, V., Skultāne, I., (2017), Labour Law). Supplemented and revised edition. Zvaigzne ABC; Armstrong, M., Taylor S. (2014) Armstrong`s Handbook of Human Resource

management Practice. 13th edition. United Kingdom: KoganPage.; Kalve, I. (2013) Dokumentu pārvaldība No A līdz Z (in English: Kalve, I. (2013) Document Management. From A to Z). Riga: SIA "Biznesa augstskola Turība"; Praude, V. (2012) Menedžments. 1. Grāmata (in English: Praude, V. (2012) Management. 1<sup>st</sup> Book). Riga: SIA "Burtene"; Praude, V. (2012) Menedžments. 2. Grāmata. (in English: Praude, V. (2012) Management. 2<sup>nd</sup> Book). Riga: SIA "Burtene"; Headworth, A. (2015) Social media Recruitment. How to successfully integrate social media into recruitment strategy. London: KoganPage; Spensers, L., Spensere, S. (2011) Darba kompetences (in English: Spencer, L., Spencer, S. (2011) Competence at Work). Riga: SIA "Eiro Personāls", and many other publications available in the digital environment in Latvian, English, and other languages.

Within the framework of the quality management system, a process scheme "Ensuring College Library Work" has been developed, which reflects the replenishment of library collections required for the implementation of study programs - the process of coordinating, ordering, purchasing, registering, and distributing books to students. (Annex 31) The electronic database EBSCO has been selected for subscription as it contains comprehensive sources of information that meet the requirements of all study programs. Students also gain access to the EBSCO electronic database at the library.

The students' self-governance has purchased a multi-functional equipment for student needs, which can be used by all students in the study process to print out, copy, and scan study materials.

### **3.4. 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 personnel selection takes place in accordance with the provisions of the relevant laws and regulations of the Republic of Latvia and the internal rules of the Social Integration State Agency of 15 September 2019 No. 1-6/16 "Rules of Procedure of Academic and Administrative Positions at the College of the Social Integration State Agency"[1] (see Annex 13) and the principles of good management. The candidates are invited to a tender for job openings, within which the candidates are required to submit a CV, education documents and/or certificate of professional activity. The job openings are published on the website of the Agency and in the official gazette "Latvijas vēstnesis". In order to select the academic staff, there is a committee for the selection of candidates for the academic staff positions in place, which evaluates the documents submitted by the candidates and their compliance with the provisions of the Law on Institutions of Higher Education and the Rules of Procedure of the Agency. Having evaluated the candidates, the committee submits a report to the Council of the College, which organises the elections of lecturers or assistant professors. Candidates, who meet the set requirements and criteria, are invited to the elections. During the election process, the candidates, being present, demonstrate their competences and assert their aptitude for the position. A lecturer or assistant professor is elected for the time period of six years by the majority of the votes cast by the members of the Council of the College. The guest lecturers conclude an employment contract for the period of up to two years.

The rate of the wage of the lecturers and assistant professors is determined in accordance with the relevant laws and regulations of the Republic of Latvia, as well as the internal rules of the Social Integration State Agency of 1 January 2017 No. 1-6/6 "Procedures for Determining the Wage of Educators".

[1] Rules of Procedure on Administrative and Academic Positions at the College of the Social Integration State Agency, 2015. Social Integration State Agency. See:[http://www.siva.gov.lv/tl\\_files/foto/Dokumenti/06072017\\_Konsol%20Nolik%20par%20admin%20un%20akadem%20amatiem\\_publ%20majas%20lapa\(3\).docx](http://www.siva.gov.lv/tl_files/foto/Dokumenti/06072017_Konsol%20Nolik%20par%20admin%20un%20akadem%20amatiem_publ%20majas%20lapa(3).docx). Last seen: 03.01.2020.

**3.5. 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 qualification (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.**

Members of the academic personnel expand and improve their knowledge within the specific boundaries of their jobs on a regular basis. In order to improve performance, academic and administrative personnel have been participating in various seminars, projects and conferences organised by Agency and by other institutions. Academic staff receive regular information on the in-service training seminars, courses, training organized by the Agency, as well as opportunities for further training organized by other institutions, and use these opportunities according to their specialization.

Academic staff are also involved in trainings, seminars, courses, projects and conferences organized by the Agency and the College's partners. Employers are also invited to attend conferences organized by the Agency, thus providing feedback on the demand and trends in the labour market, the requirements for the relevant qualifications. The College's academic staff includes industry professionals whose activities motivate both students and faculty to develop their careers and ensure that the study process is closely linked to the work environment and provides high added value to the quality of the study process. Internal Regulations No. 1-6 / 23 "Regulations on Administrative and Academic Positions in the College of the State Agency for Social Integration" (Annex 13) have been elaborated and updated in 2017, specifying the requirements for the qualification and professional development of the teaching staff.

As the focus of the College is people with disabilities in working-age (average age 35+), academic staff is also trained in vocational rehabilitation and work with persons with disabilities.

The lecturers are motivated and actively use the opportunities offered by the professional development because they feel the necessity and usefulness of the acquired information and knowledge in their daily work with students.

Members of academic personnel of the College of the Social Integration State Agency have visited the professional training courses held by the agency, e.g., "Principles of supervising the development of qualification theses and relevant issues of higher education", "Career support, opportunities and challenges for disabled people in Latvia", "Business etiquette for pedagogues of higher education institutions", the event "Career education and discussion thereof with young people", held in cooperation with the U.S. Embassy in Latvia and the "Apvienība JUMS" association, etc.

The teaching staff regularly improves their pedagogical and professional competences.

The teaching process of the College teaching staff can be divided into: internal compulsory training, recommended, as well as free-choice external training.

The teaching staff involved in the study direction regularly attend the pedagogical development courses organized by the College, which are obligatory for all teaching staff. College lecturers, elected lecturers and lecturers who have been hired for a certain period of time and who are involved in the implementation of the respective field of study have mandatory training and annual briefings related to fire safety, IT security.

For example, in 2019, the Limited Liability Company "Certification Center" organized pedagogical development courses for teaching staff in the amount of 16 academic hours "Topicalities of the Methodology of Scientific Research".

The College organizes various internal seminars and courses led by the Agency's staff, such as professional development seminars on how to organize work for the disabled, educational seminars on how to work with different risk groups, including people with various psychoneurological diseases, etc. These educational seminars for the teaching staff of the study field are recommended, but not obligatory. They complement knowledge to improve pedagogical work and communication with students with relevant illnesses.

In 2019, the Agency offers the College and the teaching staff of the respective field of study to attend the courses organized by the School of Public Administration, as well as the teaching staff of the study field has the free choice to attend these courses, choosing those necessary for effective pedagogical work. Teachers actively use the opportunity to attend the offered training.

During the reporting period, the lecturers of the field have improved their knowledge, skills and abilities within their competence by individually attending various courses and seminars related to the study field and study program. In recent years, the teaching staff of the field of study has attended the following courses and seminars, for example, 2019: "LEAN in personnel management", LCCI; ESF project "Effective management of vocational education institutions and improvement of staff competence"; Course "Topicalities of scientific research methodology" MC STAFF; Participation in the seminar "Emotional violence in the work environment", Riga Technical University. 2018: Participation in the seminar "Sector qualification structure and professional standards - topicalities and solutions", Riga Technical University; participation in the seminar "Plagiarism", Riga Technical University. 2017: ArtBuh. "Career education and how to talk to a young person about it"; "Document management accents for professionals" Ltd. Partneri M.G .; "Topicalities in labor dispute resolution" Ltd. "Partners and Services" etc.

Generally speaking, there is sufficient support for the growth of the teaching staff, but it is a major challenge to encourage the teaching staff to continually develop their professional competences and skills, to develop research competence, and to develop competency in working with persons with disabilities.

**3.6. Provide information on the number of the teaching staff members involved in the implementation of the relevant study programmes of the study direction, as well as the analysis and assessment of the academic and research workload. Provide the assessment of the incoming and outgoing mobility of the teaching staff over the reporting period, the mobility dynamics, and the issues which the higher education institution/ college must tackle with regard to the mobility of the teaching staff.**

At the end of 2019, there were already 15 academic staff members employed in the first-level professional higher education study direction, 12 of which have a master's degree, 2 – doctoral degree, and 1 – bachelor's degree. The qualification of the academic staff is relevant to the implementation of the courses of the study programme, as evidenced by the *curriculum vitae* of the assistant professors, guest assistant professors, lecturers, and guest lecturers, which comply with the Cabinet Regulation No. 347[1] and the internal rules of the Agency of 15 September 2015 No. 1-6/16 “Rules of Procedure on Administrative and Academic Positions at the College of the Social Integration State Agency”. [2]

The person managing the study programme in the relevant study direction is the head of the study programme:

- The head of the study programme “Human Resource Management” has a master's degree in pedagogy and human resource management. Furthermore, she is currently improving her knowledge by pursuing doctoral studies. The head of the study programme has 20 years experience in the area of personnel management, personnel selection, and entrepreneurship, as well as 14 years experience in pedagogical work.

The changes to the composition of the teaching staff involved in the implementation of the study direction are proportionate, thus gradually ensuring a study direction with a modern highly-skilled academic staff. Over the past 3 years, the number of the teaching staff members has increased, which is attributable to the fact that several teaching staff members have reached the retirement age and terminated the employment relationships, as a result of which new professionals are required.

94% of the teaching staff do not have full-time academic staff within the study field. The teaching staff is involved in research work related to the management of students' qualification papers, elaboration of course papers, taking into account the development tendencies and topicalities of the field of activity. In addition, the faculty prepares publications, speaks at conferences, keeps abreast of developments in the field of social and vocational rehabilitation, and improves the methodology of working with the College's main target group, the disabled.

In general, the provision of the teaching staff involved in the implementation of the study direction is sufficient, and all study courses are provided with the teaching staff, as they ensure the acquisition of the necessary professional competences and skills, as well as implement the professional development process on a continuous basis.

Due to the specific character of the College, the teaching staff has not been involved in the incoming and outgoing mobility in the reference period. However, the development and improvement of the incoming and outgoing mobility is reflected in the strategy for the development of the College for 2020-2023.

Annex 14 contains basic information on the teaching staff involved in the implementation of the study direction.

Annex 14.1 contains the *curriculum vitae* or CV of the teaching staff.

[1] Cabinet Regulation of 3 October 2000 No. 347 “Regulations on the Requirements regarding Education and Professional Qualification Required for the Teaching Staff”.

[2] Internal rules of the Agency of 15 September 2015 No. 1-6/16 “Rules of Procedure on Administrative and Academic Positions at the College of the Social Integration State Agency”.

### **3.7. 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.).**

Given the core focus of the Agency College - people with disabilities in working age (average age 35+) - Agency professionals provide multiprofessional (physician, psychologist, career counsellor, social worker, physiotherapist, etc.) and inter-integrated approaches to student development (including health and functioning) and integration into society and in the labour market.

The College is characterized by professional competence in dealing with persons with various types of functional impairment. The agency team provides maximum support to each student individually, according to their abilities, needs and pace of learning, by developing an individual rehabilitation plan.

The student support system consists of the following personnel:

- office administrator - conducts clerical work, informs the Students of the operation of the College and the studies;
- social workers - provides student support, track student performance and attendance;
- career consultant - provides internship and career development support, organization of qualification papers, career guidance for up to half a year after graduation;
- psychologist - provides psychological support both in groups and offers individual counselling;
- Experts of the Professional Rehabilitation Support Department - provides dormitories service support, medical support, social support, organizes leisure activities;
- librarian - keeps record of the library collection and issues the required materials to students;
- computer network and system administrators - maintain and administrate the College's computer networks and systems.

Students who are unable to learn the study program by means of general procedure, have the opportunity to study the study program individually. It is governed by internal rules (Annex 15). [1]

Students of the College can use dormitories situated at 68 Slokas Street and 59 Dubultu Avenue, Jurmala. Students are accommodated in dormitories considering their health and any functional disorders that they have. Students with impaired mobility can use the dormitory at 68 Slokas Street, which is situated close to the classrooms and offers special amenities to people with impaired mobility (functional beds, 24/7 care). Other students can use the dormitory at 59 Dubultu Avenue, from where the study premises at 61 Slokas Street can be reached on foot or by bus provided by the SISA. Dormitory rooms have the required amenities and an Internet connection. Dormitory residents can wash, dry and iron their clothes and use the dormitory kitchen, supported by a social educator.

Students (Vocational rehabilitation clients) [2] have access to a variety of pastime opportunities: driving classes, gym exercises, wheelchair volleyball, a swimming pool, novuss, ping-pong and board games, singing with the vocal ensemble *Spārni*, concerts, poetry evenings, dancing parties, healthy nutrition discussions and creative workshops.

Students of the College who study remotely in the part-time extramural form are given all opportunities to learn the entire scope of materials required within the boundaries of a subject outside the College in e-environment as described in detail in Chapter 3.

Students have access to a library where they can access the textbooks they need for their studies

as well as fiction. The College is subscribed to the EBSCO database, accessible for students remotely using a computer connected to the Internet.

The agency is constantly working on designing and improving universal design.

Overall, the support available to students is assessed as adequate, as evidenced by student satisfaction surveys on vocational rehabilitation services.

[1] 4/4/2014 Agency Internal Rules 1-6 / 14 "College Study Arrangements According to Individual Study Plans"

[2] Cabinet Regulation No.94 of 21 February 2017, Procedures by which a Person Receives State-Funded Vocational Rehabilitation Services and Vocational Fitness Determination Service

## **II - Description of the Study Direction (4. Scientific Research and Artistic Creation)**

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

In order to promote the scientific research skills and competences of the students and encourage the involvement of the students in discussions on current social, economic, and political processes, the Agency organises scientific conferences at the College on annual basis, which bring together the teaching staff, students, sectoral experts, and policy makers.

On 7 June 2019, the 11<sup>th</sup> scientific conference of SIVA College "Development of the Professional Rehabilitation Service in the 1920s and Future Challenges" with 179 participants was held.

The teaching staff, sectoral professionals, employers, and students presented reports and gave presentations:

I. Zuševica (*Mg.paed., Director of SIVA College*) - "Overview of the Most Important Events at SIVA College".

I. Boitmane (*Mg.soc., Mg.paed. LU, SIVA College*) - "Involvement of Persons with Disabilities in Social Media Platforms - Future Life Perspective".

B. Ābele (*Professor of the Sub-Sector of Functional Design of the Design Department of the Art Academy of Latvia*) - "The Universal Aspect of Design in Development of New Products and Services, in View of the Needs, Health Condition, and Involvement Opportunities of Different Social Groups".

M. Platā (*Rīga Stradiņš University - RSU*) - "Testing the Work Skills Assessment Tool "Double OT" for Youth in Practice".

J. Laškova (*Dr.paed., Mg.soc.d., Board of Social Affairs of Jelgava*) - "Development of Career Management Skills by Adult Job Seekers through Employment Support Programmes".

K. Krumpļevska (SIVA) – “Motivation Programme for Persons with Disabilities or Predictable Disabilities”.

I. Kokaine Mg.oec., L. Ritere Mg.oec (SIVA) – “Inclusive Education at SIVA College – Theory or Practice?”.

A. Kārkliņa Mg.phys. (SIVA), L. Zeltiņa Bc.oec. (SIVA, Riga Boarding School for the Deaf, Baltic Children Foundation) – “Sign Language Interpreters – Challenges and Opportunities in the Study Process and at Work”.

Students of Riga Technical University (RTU) – “Places and Opportunities of Traineeship for SIVA College Students”.

A. Stikāne (SIA “Quaesta”) – “Professional Development of the Trainees and Graduates of SIVA College in the Company”.

The year 2019 marks 20 years, since the Agency has been providing professional rehabilitation services. The conference allowed for drawing together the experience gained and envisaging future development perspectives. The employees of the Agency shared their experience with colleagues and informed the students about the provision of the Agency in the field of professional rehabilitation.

In the reference period, SIVA has organised 5 scientific conferences, in which both the teaching staff and the students have actively participated. The abstracts of the reports are available on the website of SIVA.[\[1\]](#)

Table 4.1

#### Scientific Conferences Organised by SISA College from 2013 to 2019

No.	Name of the scientific conference	Date
1	The 11 <sup>th</sup> scientific conference “Development of the Professional Rehabilitation Service in the 1920s and Future Challenges”	07.06.2019
2	The 10 <sup>th</sup> scientific conference “Opportunities of Today, Development, and Autonomy for Persons with Disabilities”	15.05.2018
3	The 9 <sup>th</sup> scientific practical conference “Career Support, Opportunities, and Challenges for Persons with Disabilities in Latvia”	03.03.2017
4	The 8 <sup>th</sup> scientific practical conference “Social and Technological Aspects in Education and Employment of Persons with Disabilities”	10.12.2015
5	<b>The 7<sup>th</sup> scientific conference “Economic and Psychological Aspects in Education and Employment of Persons with Disabilities”</b>	12.06.2014

The teaching staff participates in scientific conferences both in Latvia and abroad, as well as elaborates scientific publications that contribute to their professional development thus improving the quality of the study process.

The Agency is a member of the European Rehabilitation Platform (hereinafter - ERP), therefore, the lecturers are involved in international conferences, seminars, webinars in order to improve the quality of vocational rehabilitation service, study process, facilitate exchange of experience and

promote professional development.

Due to the specific character of the scope of the Agency, scientific research activity can be fostered and related not only to the study direction, but also professional and social rehabilitation, which also reflects the aims of operation of the Agency and the College.

### **Examples of Scientific Activity by the Academic Staff**

2018. **Vanaga:** Informative report within the conference organised by the Interdisciplinary Innovation Centre of the University of Latvia "Efficient and Creative Natural Sciences and Mathematics in Schools" – 23 August 2018.

Presentation at the 76<sup>th</sup> International scientific conference of the University of Latvia in the block "Modern Elementary Mathematics and Didactics of Mathematics" of the report "Innovations in the Curriculum of Mathematics Based on Syntax and Semantics of Mathematics" – March 2017.

2013. **Brante:** Baltic International Academy. 15 February 2013 – 16 February 2013. International scientific practical conference "Private Law Development Perspectives and Transformation Issues in Modern Society".

Riga, 2014. Publishing of the scientific article "Lease Agreement Legal Framework Latvia" in the scientific theoretical journal of BSA "The Baltic Journal of Law".

Baltic International Academy, Riga Stradiņš University – 10 December 2013. International scientific practical conference "Transformation Process in Law, Regional Economy, and Economic Policy: Main Challenges in Economic Political and Legal Relationships".

Riga, 2014. Collection of articles of the II International scientific practical conference. Publication of the scientific article "Legal Framework of Financial Leasing in View of Commercial Transactions".

2015, Baltic International Academy. 23 April 2015 - 25 April 2015. International scientific practical conference – Science. Law. Stability.

9 December 2016 – 10 December 2016, Zagreb, Croatia: Book – Processes. Management, Development, and Business Agency. University of Northern Ireland and Management Faculty of the University of Warsaw, Zagreb, 2016.

2017 – Conference on social entrepreneurship. The Ministry of Welfare.

18<sup>th</sup> International business networking event „Economy, Finance and Real Estate”. 20 October 2017, Conference centre Citadele, Riga, Latvia.

Aija Sannikova, Inara Brante (2018). DEVELOPMENT OF SOCIAL ENTREPRENEURSHIP IN LATVIA. No: 10<sup>th</sup> International Scientific Conference "Business and Management 2018" May 3–4, 2018, Vilnius, Vilnius Gediminas Technical University, LITHUANIA.

Publication in the journal "Business, Management and Education" (VG TU Press as an Open Access journal).

IASIA-KTU Regional conference, 24-25 April 2019, Kaunas, Lithuania „Corruption, Ethics and Culture in Public Administration" and delivered the presentation „Corporate Social Responsibility and Corruption Risks of Enterprise Board Members".

**I.Dobele:** Publications: 2018 – "Tax System Towards Change". International conference organised by the College of Law "Sustainable Development and Rule of Law in a Turbulent Business and Policy

Environment”.

**L.Bierne:** Publications – methodological material “Career Guidance in Adult Education”, Riga, 2017. Erasmus+ “Your market, your region, our Europe”, 2019. The project is related to the trade and research of different products, regarding which students prepare presentations in English on different labour markets in EU countries.

**I.Boitmane:** presentations at several local and international conferences.

Participation in the international conference “The 11<sup>th</sup> international scientific conference “New Challenges in Economic and Business Development – 2019: Incentives for Sustainable Economic Growth” organized by the Faculty of Business, Management and Economics (University of Latvia)” and presentation “The Role and Tendencies of Development of the Social Media in Human Resources Management”, Latvia, Riga, 16 May 2019 – 18 May 2019.

Participation in the conference “The 77<sup>th</sup> International Conference of the University of Latvia” with a presentation “Trends in the Use of Information Channels for the Attraction of Personnel in Medium-Sized and Small Enterprises”, Latvia, Riga – 22 February 2019.

Participation in the international conference “XX International Scientific Conference, Human Values in the Digital Age” – BA “Turība” with the presentation “Functionality of Organisations Websites for HR Management in Small and Medium Enterprises”, Riga – 26 April 2019.

Participation in the scientific conference “Development of the Professional Rehabilitation Service in the 1920s and Future Challenges” organised by the College of the Social Integration State Agency of the Ministry of Welfare with the presentation “Involvement of Persons with Disabilities in Social Media Platforms – Future Life Perspective”, Jūrmala, 2019 – 7 June 2019.

Overall, the College's research activities are seen as a significant contribution to the development of the College and the Vocational Rehabilitation Service, providing opportunities for both students and academic staff, as well as the development of rehabilitation services and education nationwide.

[1] SIVA scientific conferences, 2019, [www.siva.gov.lv](http://www.siva.gov.lv). See: <http://www.siva.gov.lv/Zinatniskas-konferences.html>. Last seen: 04.01.2020.

#### **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 activity within the study direction is implemented through the cooperation between the teaching staff and the students during the process of elaboration of qualification papers and implementation of the qualification traineeship. The qualification papers are elaborated, taking into account the main challenges in the organisation, in which the students have had their

qualification traineeship. During the traineeship, the students conduct a practical research to research a specific personnel management issue and make improvements, as well as provide proposals on improvements or develop a personnel management process. Qualification practice emphasizes (Applied) research, as a result of which the organization can apply the obtained data and research results in practice. The results of the work developed by students are also successfully used to improve the administrative work of the College. For example, the content of students' qualification papers reflects current events in the labor market, which have been taken into account when improving the content of study programs. The proposals put forward in the qualification papers for the improvement of personnel management processes of companies are also taken into account for the improvement of personnel management processes of the College and the Agency. The quality of the developed qualification papers gives an opportunity to improve the methodology of work development, indicates the content of study courses, indicates the organization of cooperation and improvement with the supervisor.

All the qualification papers elaborated are available in the library. Before the elaboration of the qualification paper, it is recommended that the students get acquainted with the qualification papers previously elaborated by other students. The preliminary and final defense of qualification papers are public events bringing together the students from the first study years, thus allowing them to increase the level of knowledge.

Given that the College is an educational institution providing first-level professional higher education, the emphasis is not placed on public scientific research. However, the College prospectively supports the initiatives of the students and the teaching staff. The greatest emphasis in the study process is placed on the development of research and cognitive competences. Nevertheless, when organising scientific conferences, the College always finds the opportunity to integrate pressing issues regarding education, professional rehabilitation, and entrepreneurship in the agenda of the conference, which, in turn, ensures the development of the scientific research competence of the students and the academic staff, as well as provides opportunities for the development of the service.

In order to encourage the students to choose relevant and work environment based topics for their qualification papers, as from 2020, the College will offer the students a list of topics for qualification papers, allowing them to choose any of them to better reflect the theoretical and practical knowledge acquired within the study programme. This step will allow the students to broaden their horizons. At the same time, the students can freely choose the topic for the qualification paper relevant to labour market developments and research interests of the students.

**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.**

Agency management, College students, and faculty are involved in international collaboration and research.

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

EPR is an international organization that brings together social services providers to help their members achieve continuous professional development, good practice and sustainable development in the provision of social services to people with disabilities. The Association invites its service providers to become involved in the development of European social policy and legislation, as well as facilitates their participation in international projects and facilitates access to European Union (hereinafter - EU) project funding.

Membership of this network allows the Agency to benefit from the experience and good practice of other EPR participants in vocational and social rehabilitation issues that are relevant to the Agency when launching new EU fund projects, including new and innovative approaches to vocational and social rehabilitation services. development, diversification and quality improvement in Latvia.

The Agency's administrative staff has repeatedly participated in EPR's annual conferences, seminars and workshops, which provide an opportunity to enhance collaboration with representatives of EPR Member States, as well as to improve the study process and programs, as well as vocational rehabilitation services in general.

For example, in 2018, SISA College students participated in a working group organized by the EPR within the framework of the Erasmus + project, which in turn took place within the EPR conference.

**Title of the Project:** *"The future you(th) want: co-producing recommendations for inclusive societies"*

**Goals:** *conduce dialogue between young people with special needs and politicians / decision-makers in order to develop recommendations on the involvement of young people in policy making, develop cooperation between politicians and the youth; introduce and improve the idea of the rights of disabled people from the policy documents of the EU (Pillar of Social Rights, Europe 2020 strategy or the UNCRPD); improve young people's socialising and communication skills through studying in a multi-cultural environment and using informal education methods, define the good practice for implementing inclusion and involvement in the life of a democratic society.*

**Brief description:** *Over the period of September 19 to September 21, 2018, student of the Jurmala Vocational Secondary School Markuss Jurgelis and students of the College of the Social Integration State Agency (hereinafter - the Agency) Zane Zirnite and Laura Pinkule and psychologist of the Professional Rehabilitation Support Department participated in the task group "The future you-(th) want: co-producing recommendations for inclusive societies", held by the European Platform for Rehabilitation (hereinafter - the EPR) in Utrecht, the Netherlands. The international task group was funded within the boundaries of the Erasmus+ KA3 program of the European Union (hereinafter - the EU).*

*The task group consisted of 32 young envoys with special needs, aged 30 or below, from Belgium (European platform for rehabilitation un GTB Flanders vzw), Estonia (Astangu Vocational Rehabilitation Centre), Portugal (Rehabilitation Gaia Professional Center), Spain (Foundation INTRAS un Foundation ONCE), the Netherlands (Strichting Rea College Pluryn un Stichting Heliomare) and Greece (Theotokos Foundation), as well as their accompanying persons, politicians and experts in the domain of disability.*

Upon completion of the session of the task group, the goal of the project was deemed achieved, as both parties were satisfied with the meeting.

On 20 September 2017, a conference "Career Guidance in Adult Education" was held in collaboration with the Nordplus project "Career Guidance in Adult Education" (project no. NPAD - 2015/10076). The project was created by partners from Latvia, Iceland, Norway, Lithuania and Sweden. The project has developed a career guidance program for adults, which can be

implemented in various adult education institutions. The Agency College hosted a program piloting process with 12 College students.

In 2019, the Agency has entered into a cooperation agreement with the Rezekne Academy of Technology regarding the establishment of cooperation:

- in scientific research, conferences, incl. international, organizing;
- joint development of academic, scientific and other projects (local and international);
- Publication of jointly written scientific or scientific methodological works (articles and presentations) and joint projects in international collections of scientific articles.

Agency College provides social services, hence the benefit of participating in international projects with EPR and other higher education institutions - all study programs benefit from new methods to enhance client motivation, work capacity assessment, and rehabilitation. Therefore, considering that the main target group of the College is disabled persons - average working age "35+", recommendations and experience have been gained in providing disabled persons with an individual approach to the achievement of study results. As a result of the cooperation, experience has been gained on the use of the latest technologies in the study program acquisition, as well as wider use of video lectures, webinars to improve and develop the study programs and to expand cooperation.

During the reporting period, academic staff engaged in the following research activities in the study field: 10 publications, 1 project participation, 7 conference reports.

The future plans of the Agency and the College are related to the continuous improvement of local and international co-operation to ensure the continuous development of the vocational rehabilitation service, thus improving the study process and programs to meet new challenges.

**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 direction by providing examples and the summary of the quantitative data on the activities in the field of scientific research and/or artistic creation relevant to the study direction over the reporting period, for instance, the publications, participation in conferences, activities in the field of artistic creation, participation in projects by the academic staff members, etc., by listing the aforementioned according to the relevance.**

In order to promote the involvement of academic personnel in scientific research, the SISA College holds annual scientific or scientific and practical conferences attended by the College's academic personnel and outside experts who do research relevant to disabled people. Participation in conferences held by other institutions is also offered regularly, as SISA has acquired ample experience in the domain of professional rehabilitation.

Table II, 4.1. shows the involvement of the teaching staff in the events organized by other institutions - scientific conferences and projects. In Annex no. 16 scientific publications of the teaching staff, as well as participation in conferences are presented in detail.

II, 4.1 Table Involvement of teachers in conferences and projects

<b>Year</b>	<b>Number of teaching staff</b>	<b>Activity of teaching staff (pers.)</b>	<b>% against the number of teaching staff in program</b>	<b>Event name, venue</b>
2019	12	5	42%	Kaunas University of Technology, Kaunas Erasmus + Your market, your region, your Europe, EU University Turība, Riga University of Latvia, Riga
2018	17	4	24%	The College of Law, Riga University of Latvia, Riga Vilnius Gediminas Technical University, Vilnius RISEBA, Riga
2017	17	4	24%	University of Latvia, Riga The Ministry of Welfare, Riga
2016	12	3	25%	University of Warsaw, Zagreb Latvia University of Life Sciences and Technology, Jelgava
2015	10	1	10%	Baltic International Academy, Riga

The involvement of teaching staff in scientific events and projects organized by other institutions has increased in recent years. Analysing the activity of the teaching staff in the reporting period, it can be concluded that the involvement is on average in the range of 24% -42%, which reflects the interest and assessment of other institutions in the professional orientation and level of professionalism of the College teaching staff. Given that the College implements the first level professional higher education, the involvement of the teaching staff in scientific activities can be assessed as satisfactory, as evidenced by the dynamics of the activity, but in the next period scientific activity must be further activated with special emphasis on the College's unique service - professional rehabilitation and target group - persons with disabilities.

Customers of Agency are often involved in various studies, as the Agency is one of the major organisations which provides vocational and social rehabilitation.

Annex 16 lists the publications of the College's teaching staff in scientific journals or other activities related to specific scientific achievements - patents, monographs, etc. In Chapter 4.1. lecturers' activities and participation in scientific events and conferences are described.

The role of the Agency in vocational rehabilitation services, incl. in providing Professional Qualification Testing Service (PPN) in the study process. The PPN service is available to every Agency client who qualifies for a vocational rehabilitation service. During PPN, a team of multifunctional specialists performs in-person knowledge, motivation, cognitive, health, functioning, and more assessment and identify the most appropriate educational program or area in which the individual can best advance in his or her career. The PPN process is constantly evolving and is being developed with new methods and performance evaluation tools, drawing on both Agency and foreign experience and in collaboration with research institutes from other universities. Educators and career counsellors play an important role in implementing the PPN service. The competence of the academic staff in this process is as precise as possible to identify the possible development of a person's professional competence, to analyse the evaluation results, to evaluate dynamics during the study process and as a feedback - to make suggestions for the improvement of the PPN service. In addition, as part of the PPN implementation process, the academic staff has access to important data that is used to improve the study process, prepare teaching materials, and enhance the professional competence of the academic staff.

**4.5. Specify how the involvement of the students in scientific 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 direction in scientific research and/or artistic creation activities by giving examples of the opportunities offered to and used by the students.**

The scientific activity of College students takes the form of writing graduation or qualification papers, which aim at developing practical and applicable solutions or proposals in the national economy.

During the traineeship, the students apply the knowledge acquired in practice and, based on the tasks assigned to them during the traineeship, propose practical solutions for a company or organisation, which organises the traineeship. The research papers of all students are related to the business environment, personnel management programmes, and their practical application after their development, as discussed in the qualification paper topics referred to in Section III, Paragraph 2, Sub-paragraph 2.5.

Furthermore, the College students take part in the annual scientific conferences organised by the Agency, as participants or by giving presentations. In parallel, workshops or working groups are organised for the students. In recent years, the students have given presentations together with the co-author, which may be a member of the teaching staff or, for instance, the qualification paper supervisor. A separate section for students' papers is currently not organised. For example, at the scientific conference held on 15 May 2018 at SIVA, lecturers and students presented papers, such as "Employment Opportunities for Persons with Disabilities in Latvia" by R.Lejnieks-Puķe and I.Boitmane and "Accessibility of the Environment within the Territory of SIVA" by N.Gūtmanis and G.Martina.

**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 study direction subject to the assessment, by giving the respective examples and assessing their impact on the study process.**

Studies at the College are funded by the state budget within the framework of a vocational rehabilitation service. Depending on the content of the vocational rehabilitation service, students receive support during their studies - social workers, career counselor, psychologist, doctor, physiotherapist, etc. specialists. An individual rehabilitation plan is prepared for each client of vocational rehabilitation, it is updated during the service as necessary, during the service and at the end it evaluates dynamics and achieved results. The content of the support provided shall be kept up to date. Currently, the support given to students can be seen as the management of an individual case. This type of support is considered to be unique in the country and innovative in terms of the methods and evaluation tools that are constantly included in the content of the service.

The College holds video classes in mathematics and information technology. Work on the usage of video classes will be kept on in the future as well. These can also be used in the course of cooperation with other higher education institutions, i.e., students would have an opportunity to view and listed to a study course subject taught by lecturers from other higher education institutions.

To promote its operation and inform on its relevancies, the College makes active use of [www.facebook.com](http://www.facebook.com).

In academic year 2018/2019, one of the College's graduates has developed an electronic class schedule as a part of her qualification thesis, which greatly facilitates the class planning process.

At the start of academic year 2019/2020, an electronic study course assessment system has been implemented.

The College's future vision includes the establishment of a competence centre based on the material and technical facilities at the disposal of the College. This will allow organising various career enhancement classes with the participation of both in-house and guest lecturers.

In general, Agency and College staff monitors current developments and innovations in the field of rehabilitation and education and, as far as possible, innovate in the content of the service.

## **II - Description of the Study Direction (5. Cooperation and Internationalisation)**

**5.1. Provide the assessment as to how the cooperation with different institutions from Latvia and abroad (higher education institutions/ colleges, employers, employers' organisations, municipalities, non-governmental organisations, scientific institutes, etc.) within the study direction contributes to the achievement of the aims and learning outcomes of the study direction. Specify the criteria by which the cooperation partners suitable for the study direction 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 employers.**

The College cooperates with various Latvian and foreign institutions to achieve the aims of the Agency, the College, and the study direction, taking into account the target group of the College, namely, persons with disabilities.

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

The College cooperates with other educational institutions to contribute to the exchange of experience between both the students and the teaching staff. The College has entered into cooperation agreements with institutions of higher education, such as RSU (Rīga Stradiņš University), RTU (Riga Technical University), Rēzekne Academy of Technologies, Management College, and BVK (Business Management College). The main strands of cooperation are as follows:

- Exchange of information, which ensures the development of the study process and scientific research activity.
- Joint organisation of seminars, conferences, cooperation days, and other events.
- Joint development of academic, scientific, and other projects.
- Support for the mobility of the students, academic staff, and employees.
- Publishing of jointly written scientific or scientific-methodological papers (articles and presentations) and joint projects.
- Organisation of traineeships.
- Organisation of field trips.

The College actively cooperates with the employers, to ensure traineeships for the students and contribute to the recruitment of the graduates.

It also cooperates with the Education Board of Jūrmala City Council, the representatives of which take part in the work of the qualification paper defense committee of the College, on a regular basis.

The Agency is also a member of the European Platform for Rehabilitation, which allows it to participate in the seminars, working groups, conferences, and webinars organised by the platform, in collaboration with the representatives of EPR member states in the field of social and professional rehabilitation, thus ensuring the improvement of the study process of the College and development of the professional experience and competences of the academic staff.

The Agency, including the College, cooperates with non-governmental organisations and associations, such as Latvian Association of the Deaf (LNS), Latvian Society of the Blind (LNB), Association of the Disabled and Their Friends “Apeirons”, and Latvian Umbrella Body for Disability Organisations SUSTENTO, to ensure and enhance the study process and environment for persons with sight and hearing difficulties and other impairments.

A representative of the Association of the Disabled and Their Friends “Apeirons” – a non-governmental institution for the protection of the interests of persons with disabilities, the priorities of which are the development of an accessible environment, universal design, diversification of social services, employment, informing the public, volunteering, and education – forms a part of the College Board.

In general, the cooperation of the College with associations, non-governmental organisations, employers, and other institutions of higher education can be considered good and development-

oriented. The development strategy of the College prescribes specific aims and objectives for the development of cooperation.

The cooperation agreement list with partner organisations is attached hereto as Annex 17.

There is a long-term cooperation with a number of employers in the implementation of the study field, the list of which is attached in Annex No. 17. Good cooperation has been established with companies that are more widely recognized in the labor market, such as Ltd. "I-Work Group", JSC "Swedbank". A successful example of cooperation is the municipal Ltd. "Rīgas satiksme". In this company, students not only have an internship and are employed, but also the management of the company's personnel department is involved in the College's study process, representing employers in the work of the commission in qualification exams. The cooperation partner of the college is Ltd. "Lāči". The company has given students the opportunity to go on study tours, as well as the company's staff specialists are involved in the work of reviewing and commissioning qualification papers. During the last year, a successful cooperation has been established with Ltd. "CV Online" ([www.cv.lv](http://www.cv.lv)), College students have visited the company several times during study tours. The companies mentioned in the examples and other employers are involved both in the study process and in the provision of internships and study tours and provide valuable advice to students, answer questions, as well as enable teachers to improve study subjects, they are more understandable to students, studies become more connected with practical work, students have a greater understanding of the connection and necessity of different subjects.

**5.2. Specify the system or mechanisms, which are used to attract the students and the teaching staff from abroad and provide a description of the dynamics of the number of the attracted students and the teaching staff.**

The College has not attracted foreign students and lecturers during the reporting period.

SISA College has not attracted foreign students so far, as the main target group of the College is people with disabilities who study from state budget within the framework of vocational rehabilitation service. Foreign lecturers are invited to speak on a voluntary basis, as no additional funding is available to attract foreign lecturers. In the next period, it is planned to attract foreign lecturers within the framework of co-operation with EPR and other higher education institutions in order to improve the quality of the study field.

**5.3. In the event that the study programme entails a traineeship, provide a description of the traineeship options offered to the students, as well as the provision, and work organisation. Specify whether the higher education institution/ college provides assistance in finding traineeships.**

The cooperation of the College with the employers and employers' organisations takes place in a way so as to provide the students with study and qualification traineeships. There are plenty of traineeship opportunities in companies and the public sector available to the students. There is also permanent cooperation with companies and organisations, which have entered into cooperation agreements. Independent cooperation is with companies and organizations with which cooperation

agreements have been concluded, as well as constant cooperation has been established with the Rural Support Service, SIA Rīgas satiksme, VAS "Riga International Airport", AS Drogas, AS Swedbank, State Revenue Service study programs resource management "in organizing practice. (Annex 30).

During the last three years, the employment rate of the graduates of the study program is on average 60.6%.

Often the place of practice becomes an permanent workplace for students. Some positive examples can be seen in Table II, 5.1, on student placements and jobs after graduation, which show a trend overall. The mentioned data indicate that students are practically prepared at such a professional level that by acquiring the specific job responsibilities of a particular job, they are able to perform work independently and receive an independent job offer. The survey data on employment after graduating from the College show that students are able to find a job in the specialty in another company (not in the place of practice).

II, 5.1. Table Student internships and graduate workplaces 2016-2019

Name of organization	Number of students during the internship	Number of students working in the former internship place
LTD Rīgas satiksme	3	2
State joint stock company Riga International Airport)	1	1
Join-stock company Drogas	1	1
Latvian Cooperation Organization for People with Special Needs "SUSTENTO"	2	1
Riga Orphan's Court	1	1
Association "Wings for Wheels"	1	1
LTD "ALPHA SECURITY un CO"	1	1
LTD I-Work Group	1	1

Often the practice place becomes a student's permanent workplace.

During the studies, the students have two types of traineeships - the study and qualification

traineeship. During the traineeship, the students get acquainted with the profession chosen and gain a general insight into the operation of the company and its main principles. During the qualification traineeship, the students intensively acquire both the theoretical knowledge and practical skills in the profession chosen.

The first-level professional higher education study programmes of the study direction "Management, Administration and Real Estate Management" include an integral part of professional education, namely, the traineeship (study and qualification traineeship) of 18 CP (1 CP - one week of traineeship; a total of 18 weeks of traineeship). The study programme includes study traineeship (8 credit points) and qualification traineeship (10 credit points), which are organised in collaboration with the employers of various Latvian cities and regions.

During the implementation of the study programme, the employers of the companies, in which the students have their traineeships, are informed about the employment opportunities for persons with disabilities on the labour market. The Agency enters into the traineeship agreement with the companies. Each student is assigned a traineeship supervisor from amongst the teaching staff members of the College, who consult the students on the contents of the traineeship report. The traineeship supervisor in the company coordinates the organisation of the traineeship in the place of traineeship chosen. The experience gained during the traineeship helps the students adapt themselves to the new job after concluding the studies and increases their competitiveness.

The career advisor of the College provides the students with information on traineeship and jobs, as well as organises consultations on preparation for a job interview in groups and individually. The career advisor also helps the students prepare a CV and a cover letter, as well as recommends the most appropriate job seeking portals. The career advisor provides support to the academic staff in organising field trips, during which the students have the opportunity to get acquainted with the operation of companies and obtain information on the possible jobs while acquiring the speciality chosen.

In cases where a student is not able to find a traineeship, the career advisor organises the drawing up of traineeship agreements and other documents and helps ensuring a traineeship for the trainee.

The procedures for organising the traineeship of the College are available to the students in *Moodle* environment. The organisation of the traineeship of the College is described in the Annex (see Annex 10).

**5.4. In the event that joint study programmes are implemented in the study direction, provide the justification of the creation of the joint study programmes and a description and assessment of the selection of the partnering higher education institutions by including information on the principles and the procedures for the creation and implementation of these joint study programmes. In the event that no joint study programmes are implemented in the study direction, provide a description and assessment of the plans of the higher education institution/ college for the creation of such study programmes within the study direction.**

***(Not applicable)***

## **II - Description of the Study Direction (6. Implementation of the Recommendations Received During the Previous Assessment Procedures)**

### **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 direction, 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 direction and the relevant study programmes.**

According to the experts' recommendations provided during the previous accreditation of the study direction, the experts generally welcome the individual approach to the study process. In general, the library has a good bibliographic collection. However, there is a lack of books and other publications in foreign languages, which are necessary for the relevant study direction. As highlighted by the Commission, the study direction lacks an international direction and development. The overall evaluation of the quality of the study direction by the experts' commission is as follows: The aims and objectives are properly set and they are achievable. However, for better verification thereof the College needs to work harder towards it. Although there are properly developed pedagogical methods in place, which encourages the students to use critical thinking and develop analytical thinking and communication skills, they are not explicitly reflected in the curriculum. The curriculum and the study programme are relevant to the qualification to be acquired. There is a potential for development and improvement of the study directions. As for the traineeships, the objectives of the traineeship must be clarified, and the traineeship must be based on the development of the practical skills of the students. As emphasised by the experts, there is a good didactic concept in place, and modern methods, resources, and e-environment are used. An individual approach to each student is used and a feedback is provided in the study process. Apart from the feedback, the academic staff provides medical, social, and psychological support to the students. The resources intended for the study process are sufficient, and there is a good material and technical provision for qualitative implementation of the study process. Appropriate sustainability is ensured, as evidence by the SWOT analysis, the cooperation of the College with other institutions, and its potential.

Since the previous accreditation, the College has significantly improved the study process by linking it to the learning outcomes. There is also a quality management system in place that allows for correct arrangement and organisation of the management of the study direction. During the reference period, the study programme has been improved, and new study courses have been introduced, which meet both the labour market requirements and the occupational standard. According to the new occupational standard of a personnel specialist, the previous recommendations by the experts on the introduction of separate study courses are no longer directly applicable. This refers to the study courses to be introduced, such as macroeconomics and microeconomics that form part of the contents of the study process. However, the new occupational standard is no longer focused on the acquisition of these study courses. Therefore, in the future it is planned to integrate study courses that fully ensure the acquisition of competences provided for in the occupational standard.

The description and aims and objectives of the traineeship are improved on annual basis, and they are closely linked to the learning outcomes to be achieved during the study process and the specific character of the profession. During the traineeship, the students get fully acquainted with the personnel management processes in all respects.

During the reference period, the College regularly organises scientific conferences that actively involve the teaching staff, the students, and the partners. During the reference period, 5 scientific conferences were held.

The College takes part in various social events and develops cooperation with other educational institutions. In the future, it plans to develop the mobility of the teaching staff and the students, as well as a closer cooperation with partner organisations abroad. This will contribute to the involvement of the teaching staff in scientific research activities at international level and the improvement of foreign language skills of the teaching staff, the lack of which was mentioned in the previous report by the experts.

As for the replenishment of literature in foreign languages, improvements have been partially made, which can be associated with the foreign language skills of the students and the relatively small demand for literature sources, for instance, in English. The range of literature regarding the learning of English has been considerably expanded. In recent years, the College has commenced to subscribe to EBSCO – the multi-disciplinary database platform of e-books, e-magazines, and other e-resources consisting of several full-text and review databases, which is a far more efficient tool of resources than books, as, during the research and study process, the students tend to use the latest available technologies and are mobile, therefore they prefer digital resources.

Implementation of the plan for implementing the recommendations provided by the experts during the previous accreditation of the study direction (see Annex 18).

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

***(Not applicable)***

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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		
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 Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.		
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued		
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme		
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		

If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement		
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		
Description of the Study Direction - Other mandatory attachments		
Electronically signed application form for assessment of a study direction	Application.docx	iesniegums.edoc

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# Human Resource Management

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Human Resource Management</i>
Education classification code	<i>41345</i>
Type of the study programme	<i>First level professional higher education study programme</i>
Name of the study programme director	<i>Ilze</i>
Surname of the study programme director	<i>Boitmane</i>
E-mail of the study programme director	<i>ilze.boitmane@i-work.lv</i>
Title of the study programme director	<i>Mg.soc.</i>
Phone of the study programme director	<i>26468860</i>
Goal of the study programme	<i>The overall aim of the study programme "Human Resource Management" is to provide the persons with disabilities, as well as other persons with secondary education and other type of higher education with the opportunity to acquire the knowledge, skills, and competences required for a personnel specialist and to prepare specialists necessary for the economy of Latvia who are able to apply their knowledge, skills, and competences by demonstrating their professionalism and expertise, tackling issues, and taking decisions in the relevant occupations and fields.</i>

<p>Tasks of the study programme</p>	<p><i>The objective of the study programme “Human Resource Management” is to develop the necessary knowledge, skills, and competences in accordance with the occupational standard:</i></p> <ul style="list-style-type: none"> <li><i>• To ensure the acquisition of the necessary knowledge for the practical work of the personnel specialist, as well as the development of skills, competences and professional attitudes.</i></li> <li><i>• To prepare qualified and competitive personnel specialists in line with labour market requirements.</i></li> <li><i>• To provide the opportunity to acquire and strengthen the necessary knowledge and skills in the chosen speciality through a systematic and qualitative study process, which includes not only theoretical courses, but also acquisition of practical skills as a result of practical classes, independent work, and traineeship.</i></li> <li><i>• To provide the opportunity to acquire the qualification “Personnel Specialist” after having written a qualification paper, in which the student conducts a research, demonstrating the ability to link the acquired theory with practice.</i></li> <li><i>• To develop the abilities and skills to use creative thinking, take initiative, and be able to link the acquired knowledge with practical life and work situations.</i></li> <li><i>• To prepare the graduates for professional activity in the human resources department of a company or an institution.</i></li> <li><i>• To provide the students with comprehensive knowledge and stimulate their interest in and understanding of economic development patterns, national economy processes, and functional areas relevant to business by acquiring comprehensive study courses.</i></li> <li><i>• To ensure the quality of studies at such a level so as to be able to continue the studies at other institutions of higher education to acquire second-level higher professional education and fifth-level professional qualification.</i></li> </ul>
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Results of the study programme	<p>According to the professional standard, the graduate of the study program "Human Resource Management" must achieve the following results - competencies according to the 5th LQF qualification level</p> <ul style="list-style-type: none"> <li>• At the level of knowledge, is able to demonstrate comprehensive and specialised knowledge and understanding of facts, theories, regularities and technologies relevant to the position of personnel specialist;</li> <li>• Able to perform practical tasks in the profession of personnel specialist, based on analytical approach, show skills that allow to find creative solutions to professional problems, discuss and argue practical issues and solutions in the relevant profession with colleagues, clients and management, with an appropriate degree of independence to learn further, improving their competencies .;</li> <li>• Able to evaluate and improve their own and other people's activities, work in cooperation with others, plan and organize work to perform specific tasks in the profession of personnel specialist, perform or supervise such work activities, which may involve unpredictable changes;</li> <li>• Is able to formulate, describe and analyse practical problems in the profession of personnel specialist, select the necessary information and use it to solve clearly defined problems, participate in the development of personnel management, show that he understands the place of personnel specialist profession in a wider social context.</li> <li>• Is able to organise personnel records, as well as to organise the collection, systematisation, analysis and preparation of reports of personnel data;</li> <li>• Able to search, select and integrate staff into the organisation;</li> <li>• Able to organise staff training and development activities;</li> <li>• Able to assess staff competencies and performance;</li> <li>• Able to administer staff motivation and payroll system;</li> <li>• Able to consult employees and organise the internal communication process;</li> <li>• Participates in personnel management development processes in the organisation.</li> </ul>
Final examination upon the completion of the study programme	Qualification Exam (Developing and defending a qualification paper)

## Study programme forms

### Full time studies - 2 years, 5 months - latvian

Study type and form	Full time studies
Duration in full years	2
Duration in month	5
Language	latvian
Amount (CP)	100

Admission requirements (in English)	<i>Full-time and part-time studies funded by the State are available for persons with disabilities with secondary education, who have received a recommendation from the Department for the Assessment of Professional Aptitude of the Social Integration State Agency on studies in a qualification level 4 study programme and submitted all required documents. Paid full-time and part-time studies, on the basis of a competition, are available for candidates with secondary education who have submitted all required documents, based on the results of the centralised examinations.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>First-level professional higher education</i>
Qualification to be obtained (in english)	<i>Personnel specialist</i>

### Places of implementation

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

### Part time extramural studies - 3 years - latvian

Study type and form	<i>Part time extramural studies</i>
Duration in full years	<i>3</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>100</i>
Admission requirements (in English)	<i>Full-time and part-time studies funded by the State are available for persons with disabilities with secondary education, who have received a recommendation from the Department for the Assessment of Professional Aptitude of the Social Integration State Agency on studies in a qualification level 4 study programme and submitted all required documents. Paid full-time and part-time studies, on the basis of a competition, are available for candidates with secondary education who have submitted all required documents, based on the results of the centralised examinations.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>First-level professional higher education</i>
Qualification to be obtained (in english)	<i>Personnel specialist</i>

### Places of implementation

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

### **III - DESCRIPTION OF THE STUDY PROGRAMME (1. Indicators Describing the Study Programme)**

#### **1.1. Description and analysis of changes in study programme parameters that have taken place since the issue of the previous accreditation certificate of study direction or the license of study programme if study programme is not included in the accreditation page of the study direction**

No significant changes have been made to the parameters of the study programme “Human Resource Management” since the previous accreditation of the study direction. Innovations have been introduced in the section of learning outcomes, which is attributable to the fact that the new occupational standard of a personnel specialist was approved in the meeting of the Tripartite Cooperation Sub-Council for Professional Education and Employment, established for 2019, of 16 October 2019, as specified in the meeting minutes No. 7 and published in January 2020 VISC website as a result of which the previous occupational standard of a personnel specialist, which was approved in the meeting of the Tripartite Cooperation Sub-Council for Professional Education and Employment of 17 June 2009, as specified in the meeting minutes No. 5. In general, the new occupational standard has been developed according to a new principle. The skills and attitudes, as well as the professional knowledge and competences required for the completion of the key tasks and fulfilment responsibilities of professional activity have been developed according to the principle that the skills to be developed for each activity task cascade into professional knowledge, which all together form the outcome – the competence (level of qualification). In general, the section of the outcomes of the new occupational standard includes more extensive details of the competences to be acquired. Furthermore, emphasis is placed on the skills with regard to the use of technologies, analysis and creation of data, data protection, and data and computer security. In addition, the scope of the competences to be acquired in the fields of psychology and management has been extended. In the new standard, less emphasis is placed on comprehensive knowledge, skills, and competences.

The comparison made in the section of learning outcomes shows that there have been no conceptual changes related to the learning outcome, i.e., competences. However, the emphasis on the competences to be developed has changed, and the details are more extensive.

In the light of the changes to the occupational standard, the curriculum of the studies of the College is mostly relevant, as the curriculum is adapted to labour market needs and development of required competences. According to the innovations introduced in the new standard, the College intends to include them in the curriculum already in the next academic year and integrate the knowledge, skills, abilities, attitudes, and competences included in the new occupational standard also in the current curriculum.

#### **1.2. Analysis and assessment of the 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 in the different study forms, types, and languages.**

The dynamism of the number of students is shown in Annex 1, which includes information on the study year, the study form, the number of students, the number of the admitted students, the number of the exmatriculated students, the number of graduates, the reasons for suspension of studies, and other factors.

**The Dynamism of the Students in the Full-Time Regular Study Programme "Human Resource Management"**

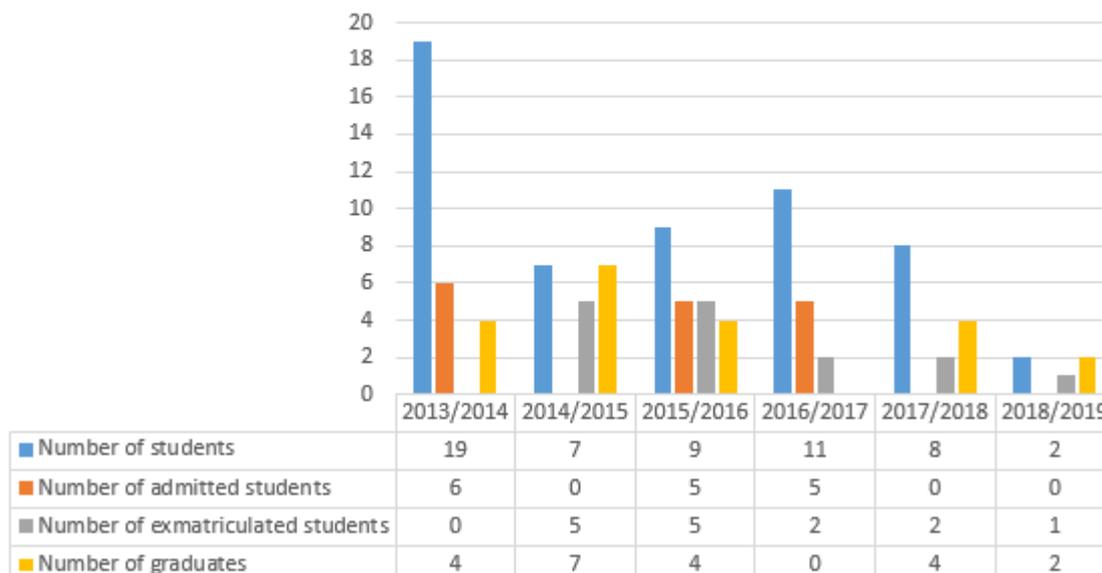


Image 1.1 - The dynamism of the students in the full-time regular study programme "Human Resource Management" from 2013 to 2019

The data shown in the image indicate changing dynamism of the full-time students. However, in recent years, this number tends to decrease, which is attributable to the decrease in the population in general and the competition - equal access to study programmes at other educational institutions. The decrease in the number of full-time students can be also related to the fact that the average age of the target group of the College is 35+. Those are mostly economically active persons. The full-time studies are less suitable for employed persons, as they cannot combine the studies with work. Image 1.2 suggests that, in this respect, the number of part-time correspondence students tends to increase. The percentage of part-time students is higher than that of full-time students - on average 96% higher. In recent years, the College has significantly increased the part-time study opportunities, as well as improved the informative resource provision, such as the e-environment, which considerably improves the quality of part-time studies. The statistics show that the number of part-time students in general tends to increase.

### The Dynamism of the Students in the Part-Time Correspondence Study Programme "Human Resource Management"

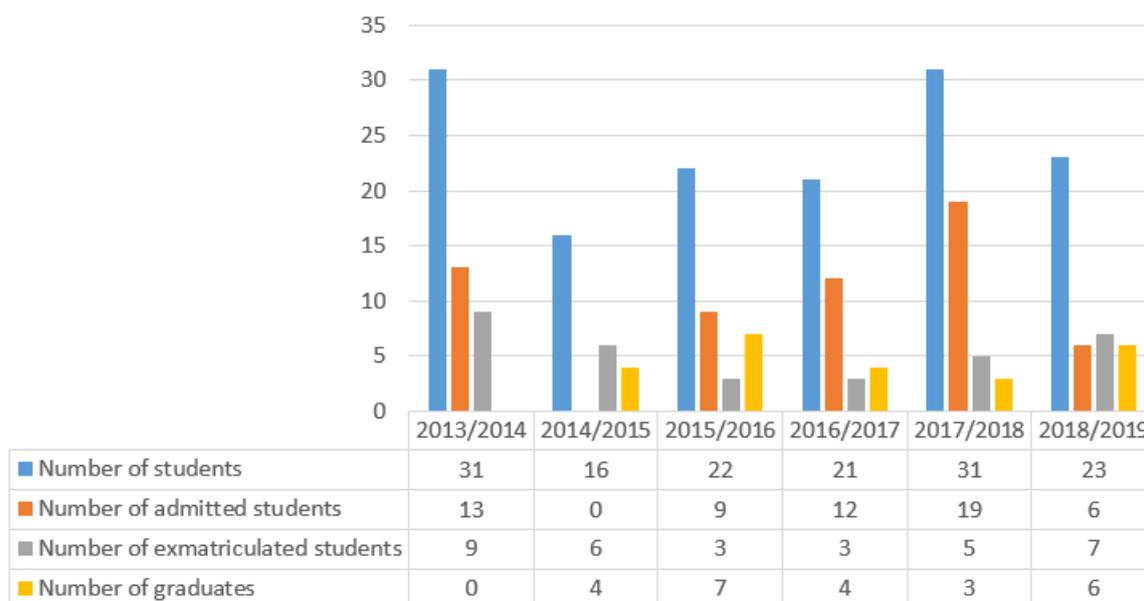


Image 1.2 - The dynamism of the students in the part-time correspondence study programme "Human Resource Management" from 2013 to 2019

When analysing the number of students funded from the State budget and the private funding, in recent years, there has been an increase in the number of those students who choose to study by using their own financial resources. It means that the study programme is competitive and attractive. However, in recent years, the tuition fee has increased, which, in the future, could reduce the number of students who choose to study by using their private resources.

The dynamism of the number of the students shows that 23% of all students finish their studies. The admission rate is 40% of the total number of students, which means that, in the course of studies, students from other study programmes decide to transfer to the study programme "Human Resource Management". During the studies, 24% of the students are exmatriculated, i.e., dropped out.

The exmatriculated students tend to suspend their studies for the reasons as follows:

- In the academic year 2013/2014, 9 students were exmatriculated, as that they did not pursue the studies due to their health condition.
- In the academic year 2014/2015, the exmatriculated students had to suspend their studies due to their health condition (4 students), change of the residence (2 students), and other unspecified reasons (6 students).
- In the academic year 2015/2016, the exmatriculated students had to suspend their studies due to poor academic performance (2 students) and other reasons indicated in the application (6 students).
- In the academic year 2016/2017, the exmatriculated students had to suspend their studies due to poor academic performance and absenteeism (non-attendance of the educational institution) (3 students), as well as other reasons indicated in the application (2 students).
- In the academic year 2017/2018, 7 students were exmatriculated due to their health condition and one case of death.
- In the academic year 2018/2019, 8 students were exmatriculated as that they did not pursue the studies due to their health condition.

The reasons for suspending the studies are ambiguous, as, in the most cases, the students have not indicated them in their applications. The dynamism of the number of students in recent years shows that the number of the exmatriculated students is relatively stable. It can be attributed to the fact that often the students do not attend the College due to health condition whereby they fail to report it and produce documents justifying their absence or due to work whereby they fail to submit an application on the suspension of studies, thus accumulating study debts, which results in their exmatriculation in accordance with the study regulations.

In order to ensure more accessible studies to the students, which could be combined with work and the stabilisation of health, the College offers part-time correspondence studies.

All studies at the College are implemented in the official language. 99.98% of the students are funded from the State budget, and only 0.02% use their own funding.

### **1.3. Analysis and assessment of the interrelation between the name of the study programme, the degree or professional qualification to be acquired or the degree and professional qualification to be acquired, the aims, objectives, learning outcomes, and the admission requirements.**

Studies in the study programme “Human Resource Management” funded from the State budget are available for persons with disabilities, who have received a recommendation from the Department for the Assessment of Professional Aptitude of the Social Integration State Agency on studies in the relevant study programme.

The title of the first level professional higher education study program is “Human Resource Management”. The qualification obtained is the fourth level professional qualification “Personnel Specialist”. The title of the qualification covers the professional field that indicates the scope of the specialist. The aims and tasks of the study program are closely related to the goals and tasks of the staff specialist position as defined by the profession standard, including the knowledge, skills and competences necessary for the profession, as well as following the competence approach and qualifications in the LQF / EQF framework. The requirements of the profession standard are used as the basis for the evaluation of study results (knowledge, skills, competences). Examinations (theoretical, practical, practical tasks) are designed in such a way that the student obtains both theoretical and practical knowledge that can be demonstrated during the examinations.

Admit students to the study program who meet the requirements set out in the Agency's Internal Rules for Admission to College of the National Agency for Social Integration - have completed upper secondary education and have demonstrated appropriate results (professional development, knowledge, skills, motivation) etc.) to start a full study program.

The amount of the study programme is 100 CP, which enables inclusion of comprehensive study courses (35 CP), a block of sectoral study courses (37 CP), study traineeship (8 CP), qualification traineeship (10 CP), and the elaboration of the qualification paper (10 CP) in the curriculum of the study programme for the students to be able to acquire the knowledge, skills, and competences required for the completion of the tasks of their professional activity, fulfil the objectives of the study programme, and achieve the aim of the study programme. The study courses of the study programme are implemented according to the principles of succession.

The College organises the studies in form of full-time and part-time correspondence studies. Over the past two years, the admission has been organised in form of part-time correspondence studies

within the budget of the Agency, taking into account the performance indicators set for the Agency for 2017–2021. However, since the average age of the College students is “35+”, the part-time correspondence studies allow the students to combine the studies with work.

The curriculum and the amount of the study programme correspond the professional qualification. The curriculum of the study programme is relevant to the aim and objectives of the professional qualification and enables the achievement of the intended learning outcomes, as suggested by the outcomes of the qualification papers and inquiries conducted among the employers, as well as the employment rate of the graduates. The study programme is fully linked to the occupational standard of the personnel specialist.

The interconnection of the parameters of the study program “Human Resource Management” is shown in III, 1.3. table.

III, 1.3. table Interconnection of study program parameters

Title of the study program	Human resource management
Degree to be obtained	First level professional higher education, fourth qualification level, qualification - personnel specialist.
The aim of the study program	The general goal of the study program “Human Resource Management” is to provide opportunities for people with disabilities, as well as other interested people with secondary education and other types of higher education, to acquire the knowledge, skills and competencies required for the position of personnel specialist, and to prepare specialists necessary for Latvian economy. their knowledge, skills and competences, proving professionalism, solving problems, as well as making decisions in the relevant professional field.

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Tasks of the study program

The tasks of the study program “Human Resource Management” are the development of the necessary knowledge, skills and competencies in accordance with the professional standard:

- to ensure the acquisition of the necessary knowledge for the practical work of the personnel specialist, development of skills, abilities and professional attitudes;
- to provide an opportunity to acquire and strengthen the necessary knowledge and skills in the chosen specialty in a systematic and qualitative study process, which includes not only listening to theoretical courses, but also provides for the acquisition of practical skills in practical classes, independent work and practice;
- to develop abilities and skills to think creatively, take initiative, as well as be able to link the acquired knowledge with practical life and work situations;
- to prepare graduates for professional work in the personnel department of a company or institution;
- to provide students with comprehensive knowledge and arouse interest, understanding of the regularities of economic development, processes taking place in the economic environment and functional areas important for entrepreneurship by acquiring general education study courses;
- to ensure the quality of studies at such a level that it would be possible to continue studies in other higher education institutions for obtaining the second level higher professional education and the fifth level professional qualification;
- to give an opportunity to obtain the qualification “Personnel Specialist” by developing a qualification paper in which the student conducts research, demonstrating the ability to link the acquired theoretical material with practice;
- to prepare qualified, competitive personnel specialists in accordance with the requirements of the labor market;

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Achievable results of the study program

According to the professional standard, the graduate of the study program “Human Resource Management” must achieve the following results - competencies according to the 5th LQF qualification level

- At the level of knowledge, is able to demonstrate comprehensive and specialized knowledge and understanding of facts, theories, regularities and technologies relevant to the position of personnel specialist;
- Able to perform practical tasks in the profession of personnel specialist, based on analytical approach, show skills that allow to find creative solutions to professional problems, discuss and argue practical issues and solutions in the relevant profession with colleagues, clients and management, with an appropriate degree of independence to learn further, improving their competencies .;
- Able to evaluate and improve their own and other people's activities, work in cooperation with others, plan and organize work to perform specific tasks in the profession of personnel specialist, perform or supervise such work activities, which may involve unpredictable changes;
- Is able to formulate, describe and analyze practical problems in the profession of personnel specialist, select the necessary information and use it to solve clearly defined problems, participate in the development of personnel management, show that he understands the place of personnel specialist profession in a wider social context.
- Is able to organize personnel records, as well as to organize the collection, systematization, analysis and preparation of reports of personnel data;
- Able to search, select and integrate staff into the organization;
- Able to organize staff training and development activities;
- Able to assess staff competencies and performance;
- Able to administer staff motivation and payroll system;
- Able to consult employees and organize the internal communication process;
- Participates in personnel management development processes in the organization.

Analyzing the study parameters, it can be concluded that the mutual compliance and succession of the study program parameters is ensured. The title of the study program “Human Resource Management” for obtaining the 1st level professional higher education with the 4th level qualification “personnel specialist” has set the goal of the program in accordance with the professional standard, appropriate tasks have been set to achieve the goal. The results of the study

program are defined in such a way that upon mastering the study program, graduates will be able to show knowledge and understanding of theories and regularities important for the position of personnel specialist, find creative solutions, improve their own and other activities, participate in personnel management development.

### **III - DESCRIPTION OF THE STUDY PROGRAMME (2. The Content of Studies and Implementation Thereof)**

**2.1. Assessment of the relevance of the content of the study course/ module and the compliance with the needs of the relevant industry and labour market and with the trends in science. Provide information on how and whether the content of the study course/ module is updated in line with the development trends of the relevant industry, labour market, and science. In 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.**

The first-level professional higher education study programme "Human Resource Management" has been developed at the meeting of the Tripartite Cooperation Subcommittee on Vocational Education and Employment on 16 October 2019 in accordance with Cabinet Regulation No. 141 "Regulations on the First-Level Professional Higher Education Standard", as well as the requirements of the Occupational Standard of the Republic of Latvia - the profession of a personnel specialist (registration number: PS 0096 - 10.07.2002).

The study programme meets the labour market needs and complies with the occupational standard. The demand is supported by the analysis of the statistics of the graduates, which shows that 50-60% of the graduates work in the chosen profession and are employed.

*"Each two years, the Ministry of Economics reviews the medium and long-term labour market forecasts. Everything changes, and fast, at that. The economy, including the labour market, are becoming more dynamic. In order for an individual to be a successful and thus more valuable member of society, the individual must be able to adapt to the relevant conditions and learn on a continuous basis. A person with the basic education, compared to a person with higher education, is exposed to 4.7 times greater risk of unemployment. Our analysis suggests that over the next three to five years, the working-age population on the labour market will decrease not only in Latvia, but also in other European countries, which can be explained by the demography trends in the rich and developed countries. Therefore, in order to maintain and raise the current standard of living, one will have to work smarter rather than more", as suggested by the medium and long-term labour market forecasts by the Ministry of Economics in 2018.[1]*

*"The fastest growth of the working population is likely to occur in the sector of commercial services. In 2025, the demand for labour force will exceed the rate of 2017 by 6% and will account for 1/5 of all persons employed in the national economy, whereas the demand will increase by 20% over the long term and thus account for 1/4 of all persons employed in the national economy. The growth in*

*the sector of commercial services will be mainly driven by the development in other sectors of national economy and the growing demand for outsourcing."*

The population is increasingly becoming aware of the significance of the participation in the labour market. The percentage of the economically active population with higher education is gradually increasing, and, in 2015, it was 7.6 percentage points higher than in 2008. The greatest supply of labour force with higher education occurs in the thematic group of social sciences, commercial sciences, and law, which depends on the decision by the students to acquire higher education in this thematic group. Worth mentioning is the fact that, since 2008, the largest increase in the economically active population occurred in this group.

In the medium and long-term, the economically active population with higher education is expected to continue to grow, while the supply of labour force with secondary education will gradually decrease. Furthermore, by 2022, the economically active population with basic education or incomplete basic education is likely to increase.

The short-term labour market forecast by the State Employment Agency for the year 2019 and the survey conducted among the employers suggest the following: *"The outcome of the survey shows that, during the year 2019, the number of jobs will continue to grow. However, compared to the previous year, it will occur slower. The difference (balance) between the number of jobs expected to be created (8099 jobs and 12 206 jobs in 2018) and those to be destroyed (2080 jobs and 4048 jobs in 2018) for the year 2019 is positive - 6019 (in 2018, it was 8122). The supply of job vacancies is expected to increase along with a general lack of labour force and shortage of qualified labour force. In 2019, 7% of the employers plan to replace the current employees with new ones. During the year 2018, the number of job vacancies increased. Only the half of the employers did not have unfilled job vacancies. The percentage of long-term job vacancies increased from 12% to 18%. In 2019, the largest activity on the labour market will occur in the group of occupations "service and sales workers", but mostly in the group of occupations "shop sales workers and their assistants". Another major group of occupations, which accounts for a great proportion of the jobs expected to be created, is "senior specialists and specialists".*<sup>[2]</sup>

The Europe 2020 strategy for sustainable growth of the EU for the coming decade has raised the interest of European political stakeholders in higher education issues. Europe 2020 is a strategy for smart, sustainable, and inclusive growth, and its aims are expected to be achieved by investing in education, research, and innovation.<sup>[3]</sup>

The study programme is updated on a regular basis, so that it would be in line with the forecasts for the development of the national economy, as well as the labour market trends and supply.

The academic staff of the College includes sectoral professionals with relevant experience and competences. The study process is organised by using modern pedagogical methods and acquiring technologies during the study process. Moreover, the latest scientific researches and novelties in the sector are taken into account and information on the newest literature and information sources is provided. The study process is focused on a mutual dialogue and practical application of the knowledge acquired.

The study courses are developed in line with the intended learning outcomes of the study programme.

In the next study-planning period, it is planned to develop study modules to offer the employed persons the opportunity to acquire separate study subjects, which would ensure the acquisition of practical skills required on the labour market.

[1] The Ministry of Economics, 2018. Medium and long-term labour market forecasts. See: [https://www.em.gov.lv/files/tautsaimniecibas\\_attistiba/dsp/EMZino\\_06072018\\_full.pdf](https://www.em.gov.lv/files/tautsaimniecibas_attistiba/dsp/EMZino_06072018_full.pdf). (available only in Latvian) Last seen: 02.01.2020.

[2] State Employment Agency, 2019. Short-term labour market forecast for the year 2019. Survey conducted among the employers. See: [https://www.nva.gov.lv/docs/31\\_5ce7f0d76366d9.97263833.pdf](https://www.nva.gov.lv/docs/31_5ce7f0d76366d9.97263833.pdf). (available only in Latvian) Last seen: 08.01.2020.

[3] Europe 2020, 2010. European Commission's Communication.

See: <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52001DC0264&from=EN> . Last seen: 08.01.2020.

**2.2. Assessment of the interrelation between the information included in the study courses/ modules, the intended learning outcomes, the set aims and other indicators, the relation between the aims of the study course/ module and the aims and intended outcomes of the study programme. In 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.**

The overall goal of the study program "Human Resource Management" is to provide an opportunity to disabled people, as well as to any other persons who may be interested and have previous secondary education, to learn the knowledge, skills and abilities required for an accountant in order to prepare accountants who would be competent for the national economy, competitive in the setting of ever-changing social and economic circumstances, capable of using their knowledge and skills and prove their expertise and competence by solving problems and making decisions in the respective fields.

The objectives, tasks and results of the study courses are in accordance with the objective and main guidelines of the personnel specialist profession standard "Personnel specialist" maintains personnel record keeping, collects, systematizes, analyzes and prepares personnel data, organizes personnel search and selection process, organizes personnel training and development activities, participates in the assessment of personnel competencies and performance, participates in the administration of personnel motivation and remuneration system, participates in and supervises compliance with the requirements of legal acts regulating labor relations, advises employees and participates in the internal communication process, . The objectives and the results to be achieved in the study courses reflect the development of the necessary competencies necessary for the performance of the duties of a personnel specialist.

Volume of study program - 100CP: Volume of general study courses of study program - 35CP, volume of study courses of branch - 37CP. The block of study courses in the field includes subjects that enable to acquire the practical skills required in the labor market, for example, Practical Management of Personnel Management, Organization Management, Project Management Basics.

The course selection, content and CP volume are designed to achieve the skills, knowledge and competences specified in the profession standard. The content of the study courses has been developed taking into account the principle of continuity in the study program. The updating of

study courses is carried out every year to ensure the achievement of the aim and results of the study program in accordance with the profession standard, labor market demand and current events. Considering that the new Profession Standard was approved on November 16, 2019, in accordance with the procedure referred to in paragraph 4 of Cabinet Regulation 626 “Regulations on List of Mandatory Profession Standards and Vocational Qualifications Requirements and Occupational Standards and Vocational Qualifications Requirements” The educational institution that implements the vocational education program shall update the vocational education program, if necessary, in accordance with the profession standards and professional qualification requirements specified in these Regulations within six months after their publication on the website [www.visc.gov.lv](http://www.visc.gov.lv). ”, College Study Programs new requirements.

Evaluating the amount, content and breakdown of the CP set by the study program, including the scope of study and qualification practice, it can be concluded that the study program ensures the set goals and results. Continuous updating of the study program should be continued, work on attracting professionals of the field as lecturers, promotion of professional development of the lecturers in order to ensure continuous improvement of the study program.

**2.3. Assessment of the study implementation methods (including the evaluation methods) by providing the analysis of how the study implementation methods (including the evaluation methods) used in the study courses/ modules are selected, what they are, and how they contribute to the achievement of the learning outcomes of the study courses and the aims of the study programme. Provide an explanation of how the student-centred principles are taken into account in the implementation of the study process.**

During the study process, the evaluation of the students of the study programme “Human Resource Management”, as implemented in the relevant study direction, is organised in accordance with Cabinet Regulation of 20 March 2001 No. 141 “Regulations on the First-Level Professional Higher Education Standard”, as well as the internal rules of 10 March 2017 No. 1-6/9 “Procedures for Testing and Evaluating the Knowledge of the Students at the College of the Social Integration State Agency” (see Annex 9).

In order to evaluate the knowledge, skills, and competences, the teaching staff uses not only quizzes, tests, and examinations, but also tasks to test the ability of the students to apply the acquired knowledge when completing practical work tasks and addressing problem situations. The interdisciplinary link is taken into account, and integrated tests and individual work are developed, which allows the students to relate the knowledge and skills acquired in different study subjects to the profession to be acquired.

The block of sectoral courses includes study subjects in such a sequence of acquisition that allows using an integrated approach in the curriculum. For instance, the study courses “Labour Law and Social Rights”, “Personnel Affairs”, and “Personnel Management” provide theoretical and practical knowledge to successfully implement the practical organisation of the course “Personnel Management”, which is a virtual student enterprise, where the theoretical knowledge is applied in practice. Furthermore, the study course “Personnel Management” is organised in such a way so as to ensure a linkage with the qualification traineeship and the qualification paper, which is organised as a sequential and content-related process, which, at the same time, allows the students to learn how to plan, choose and verify a practical and relevant topic, to research it in practice, and elaborate a research work.

The knowledge, skills, and attitudes are assessed by following the principles as follows:

- Open and clear study requirements - prevention of conflict situations regarding the evaluation.
- The principle of summing up positive accomplishments - the focus is on the accomplishments of the students and not their errors thus developing a personality with self-respect and high self-esteem.
- Usage of different types of tests for the evaluation - written examination works, presentations, group work presentations, tests, and examinations.
- Organisation of final tests after summing up the percentage of the positive learning outcomes of the practical work by focusing on the interrelation and sequencing between all study works.
- The principle of regularity of evaluation - analysis of the dynamism of the development of the students.
- The principle of mandatory evaluation - a positive evaluation in all works defined in the study programme is necessary.

Based on the assessment of the methods implemented in the study programme, the system generally can be evaluated as flexible, continuous, and integrated, which ensures the acquisition of the subjects of the study programme and the strengthening of the knowledge and skills.

Since the vocational education is flexible enough to quickly adapt to labour market trends and appropriately change the used teaching methods and materials, it is necessary to continue to improve the pedagogical methods and adapt them to the changing labour market demand, the learning outcomes of the study courses, and the set aims of the study programme.

The study process, which is student-centred, as implemented by the College can be identified as appropriate for the reasons as follows:

- There is a small number of students in the classes at the College, which allows for an individual approach to the learning pace, specific character, and health condition of each student.
- Given the small number of students, it is possible to use technologies and an individual approach, as well as consult and support each student during the study process.
- The technological and material-technical provision ensures a comfortable, convenient, and accessible study environment and comfort to the students.
- The study requirements are the same for all students. However, the lecturer works with each student individually, in order to achieve the necessary learning outcomes.
- The students receive support from the social workers, the career advisor, and the psychologist of the College, which contributes to successful organisation of the study process.

Analyzing SCL (Student-Centered Learning) guidelines, within the study program we provide analysis and examples according to the main basic principles of SCL:

- constant reflection - within the study program student surveys are organized at the end of each study course. The teaching staff of each study course provides feedback - discusses with the students each test and independent work. It gives an opportunity to improve the quality of teachers' work and improve the quality of the study process;
- Versatile approach - taking into account the target audience of the College, one of the main principles in providing the service is an individual approach to each student according to his / her level of preparation and state of health. The principle of individual training is implemented in practice, because within the study program there is a relatively small

number of students, therefore each has the opportunity to provide an individual approach to achieve the best results. In some cases, an individual study plan is available. Versatility can be ensured by having the appropriate material, technical and resource base, as well as teaching staff who are professionals in the field;

- Students have different learning styles - at the beginning of the study process the teachers identify the strengths and weaknesses of each student, the nuances of health, learning pace, perception channels, etc. to adapt methods that can cover as many learning styles as possible;
- Students have different requirements and interests - at the beginning of the study process there is an oral reflection between students and teachers to find out students' learning experience, work experience, motivation to learn and what result they want to achieve in a particular study subject and program. The teaching staff, as far as possible, preserving the basic guidelines of the study course, tries to place emphasis on the interests and professional goals of the students in the study content;
- Freedom of choice plays a central role in an effective learning process - in the College after the first year of study students in some cases have the opportunity to change the study program, which gives the freedom to choose to study and acquire the profession that is most suitable and the acquisition is too complicated or does not correspond to the student's state of health;
- Students have different experience and previous knowledge - taking into account the specifics of the target group of College students - the average age is 41 years, which means that each student has a versatile previous study, life and work experience. In the study process, the teaching staff tries to give the student the opportunity to use their strengths - existing experience, as well as to acquire new knowledge, skills and abilities;
- Students should have control over their studies - taking into account the nuances of the College's target group and the organization of the study process, students often entrust the teaching staff to take responsibility and process management for their studies. However, teachers should try to develop students' ability to independently manage their study process, so there is a constant work with students, where it is important to cooperate with career counsellors, social workers and psychologists, as well as to support these specialists;
- to study for themselves - the implementation of an independent study process takes place in part-time extramural studies, where students largely organize their study process independently. The task of the teaching staff in the e-environment Moodle is to provide high-quality content of study subjects, study materials so that the student can successfully learn;
- cooperation between students and lecturers - In the study program and in the College in general, the role of lecturers is not strictly separated from the role of students, because most students and lecturers are of similar age and interest group. In this way, teachers and students easier form positive communication and further cooperation.

**2.4. If the study programme entails a traineeship, provide the analysis and assessment of the relation between the tasks of the traineeship included in the study programme and the learning outcomes of the study programme. Specify how the higher education institution/ college supports the students within the study programme regarding the fulfilment of the tasks set for students during the traineeship.**

The traineeship is organised in accordance with the procedures for organising the traineeship, as developed by the College. They prescribe the obligations of the College, the career advisor, the

supervisor of the traineeship at the College, and the students. The career advisor organises the traineeship at the College. The persons involved in the organisation and managing the traineeship are as follows:

- Career advisor, who is responsible for informing the students about the period of the traineeship and the provision of support when ensuring the place of traineeship, entering into an agreement with the company providing the traineeship, and maintaining the link with the employer at the place of the traineeship.
- Supervisor of the traineeship who is a lecturer/ an associate professor of the study programme responsible for the implementation of the traineeship programme and the contents of the traineeship report in line with the study programme and the methodological rules. The supervisor of the traineeship provides support to the students and consults them on the completion of the relevant tasks during the traineeship and preparation of the traineeship report.
- Supervisor of the traineeship at the place of traineeship, who is responsible for the practical organisation of the traineeship in accordance with the tasks to be completed within the traineeship, as well as the works to be performed during the traineeship to successfully acquire the profession of a personnel specialist. Moreover, the supervisor of the traineeship keeps the track of successful preparation of the traineeship report and the evaluation of trainee's work.

The duration and time of the traineeship is specified in the study programme, and it depends on the semester study schedule of each study group. The tasks to be completed within the traineeship are specified in traineeship programmes approved by the relevant study programmes.

The traineeship programme is closely related to the comprehensive and sectoral study courses acquired within the study programme.

The aim of studies and the qualification traineeship is to strengthen the theoretical knowledge of the students and encourage the development of professional skills and competences of a personnel specialist, as shown in tables 2.1 and 2.2.

The tasks to be completed within the traineeship consist in preparing a study traineeship report during the traineeship and drawing it up in compliance with the methodological guidelines on the relevant topics by describing, in each section, the practical experience gained in the company, drawing conclusions, and preparing proposals.

The tasks of the qualification traineeship consist in working at the individual place of traineeship, collecting information for the qualification paper, preparing a study traineeship report during the traineeship and drawing it up in compliance with the methodological guidelines on the relevant topics by describing, in each section, the practical experience gained in the company, drawing conclusions, and preparing proposals.

Table 2.1

### **Contents of the Study Traineeship Programme**

No.	Contents
1	Company, its history, location, and role in the economic system, the main strands of operation, and the organisation chart.

2	Labour protection system of the company.
3	Analysis of the external (macro-environment and micro-environment) and internal environment of the company and SWOT analysis.
4	Company's product (service), supply, demand, and price.
5	Company's personnel policy and the analysis of personnel indicators (number of employees, rotation, level of qualification of the employees, and budget for training).

Table 2.2

### **Contents of the Qualification Traineeship Programme**

<b>No.</b>	<b>Contents</b>
1	Company, its history, location, and role in the economic system.
2	The organisation chart and description of the main operation strands of the company.
3	Labour protection system of the company.
4	Analysis of the work performed by the personnel specialist.
5	Personnel management software in the company.
6	Record-keeping documentation in the company,
7	Personnel management in the company: analysis of the types of personnel selection and completion, training systems, and work performance assessment.
8	Organisational culture and personnel motivation system in the company.

The study and qualification traineeships are organised in line with the aims and intended learning outcomes of the study programme. Their content has been developed in line with the intended learning outcomes of the study programme for the students to be able to acquire the knowledge, skills, and competences required for their professional activity.

The College should continue to work towards the development of cooperation with employers in providing places of traineeships by involving the employers in the improvement of the study programme and the methods used to achieve the aim of the study programme and ensure

competitiveness of the graduates on the labour market.

## **2.5. 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 evaluations of the final theses.**

The outcome of the research work of the students is the qualification paper. The students tend to choose topics, which are related to their workplace or the specific character of the place of the qualification traineeship, as well as personnel management issues or relevance identified there. When elaborating the qualification papers, the students analyse the operation of the respective company (organisation) and identify problems, as well as propose their solutions. In the qualification papers, the students resolve problems related to the skills necessary for personnel specialists by demonstrating their skills and theoretical knowledge to apply the personnel management principles in practice.

In the reference period, the evaluations of the qualification examinations of the students were as follows:

- In the academic year 2013/2014, the qualification “Personnel Specialist” was acquired by 4 students, and the average evaluation of the qualification papers was 7.2.
- In the academic year 2014/2015, the qualification “Personnel Specialist” was acquired by 11 students, and the average evaluation of the qualification papers was 7.6.
- In the academic year 2015/2016, the qualification “Personnel Specialist” was acquired by 11 students, and the average evaluation of the qualification papers was 7.5.
- In the academic year 2016/2017, the qualification “Personnel Specialist” was acquired by 4 students, and the average evaluation of the qualification papers was 7.3.
- In the academic year 2017/2018, the qualification “Personnel Specialist” was acquired by 7 students, and the average evaluation of the qualification papers was 8.0.
- In the academic year 2018/2019, the qualification “Personnel Specialist” was acquired by 8 students, and the average evaluation of the qualification papers was 7.8.

In the reference period, 28% of the students received 9 points for the qualification paper, 3% - 10 points, 26% - 7 points, and 15% - 6 points. In general, the qualification papers of the students are developed at a sufficiently high level, as suggested by the evaluations.

This means that the students are well able to demonstrate the knowledge and skills acquired during the studies. The contents and amount of the qualification papers meet the set criteria and requirements. The proposals developed by the students in the qualification papers can be used in practice to improve the operation of the respective companies.

In recent years, the students are encouraged to choose innovative and relevant topics, as evidenced by the elaborated qualification papers. Some of the topics which have been developed in recent years and used in practice by companies are listed below.

In the academic year 2018/2019, research on the following topics was conducted in the study programme “Human Resource Management”:

- Possibilities for implementation of diversity management in employing persons with disabilities in the association “Wings for Wheels”.
- Analysis and possibilities for improvement of the motivation system in SIA MC

“Austrumvidzeme”.

- Possibilities for improvement of the process of implementation of an e-learning system in the company “X”.
- Causes of employee turnover and possibilities for their reduction in the bus fleets No. 6 and No. 7 of the limited liability company of Riga Municipality SIA “Rīgas satiksme”.
- Analysis of the work performance assessment system of the State Social Care Centre “Rīga” and proposals for improvement of its efficiency.
- Research and improvement of employment contracts and job descriptions in Riga Custody Court.
- The use of social networks for personnel recruitment and selection in the organisations of Latvia.
- Possibilities for improvement of the personnel assessment system in the limited liability company of Riga Municipality “Rīgas satiksme”.

In the academic year 2017/2018, research on the following topics was conducted in the study programme “Human Resource Management”:

- Improvement of the personnel assessment system in the municipality of Jaunpiebalga region.
- Research and improvement of the personnel selection process in the Rural Support Service for recruitment and selection of new employees.
- Research of the social burnout syndrome in employees of the municipality of Robaži region.
- Analysis and possibilities for improvement of the motivation system in SIA “Talsu namsaimnieks”.
- Analysis of the motivation of the new employees when choosing to work for the Rural Support Service.
- Employment opportunities for persons with moderate functional limitations in Latvia – issues, opportunities, and challenges.
- Implementation of the process of adaptation of the new employees in AS “Sentor Farm aptiekas”.
- Assessment of the competences of the candidates in the personnel selection process in the company SIA “I-Work Group”.

In the academic year 2016/2017, research on the following topics was conducted in the study programme “Human Resource Management”:

- Analysis of the jobs of two employees of SIA “AV būve” and development of establishment plans.
- Motivation system and its improvement in the municipality of Ventspils region.
- Research and possibilities for improvement of personnel assessment in the council of Kandava region.
- Analysis and possibilities for improvement of the motivation system in SIA “Draugiem”.

In the academic year 2015/2016, research on the following topics was conducted in the study programme “Human Resource Management”:

- Improvement of the personnel selection process in the Social Services of Salaspils.
- Analysis and improvement of the personnel motivation system of the central office of the organisation “Rural Support Service”.
- Research and possibilities for improvement of personnel assessment in the municipality of Cēsis region.
- Possibilities for assessment and improvement of personnel assessment in the municipality of

Rēzekne region.

- Assessment and improvement of the process of training and adaptation of the new customer service specialists in AS "X".
- Research and possibilities for improvement of the employee assessment system in the Rural Support Service.
- Improvement of team performance at the pre-school education institution No. 4 of Ludza city "Pasaciņa".
- Employee turnover and possibilities for its reduction in the Rural Support Service.
- Methods, implementation and possibilities of adaptation of the new employees in AS "Senator Farm aptiekas".

In the academic year 2014/2015, research on the following topics was conducted in the study programme "Human Resource Management":

- Types of motivation and their improvement in the company SIA "Amber Broker Baltic".
- Analysis and improvement of the employee motivation system at the pre-school educational institution of Babīte region "Saimīte".
- Analysis and improvement of the organisational structure of SIA "Dunams".
- Analysis and improvement of the motivation system in SIA "Autofavorīts".
- Possibilities for reduction of personnel turnover.
- Development of a customer service standard in SIA "Ruma Tours".
- Adaptation, training, and development of employees in the company SIA "Sportland".
- Analysis and improvement of the motivation system in SIA "Mārketinga darbnīca".
- Personnel assessment and its improvement in the municipality of Grobiņa region.
- Improvement of personnel selection in SIA "RICORDI".
- Development of a motivation system in the municipality of Cibla region.

In the academic year 2013/2014, research on the following topics was conducted in the study programme "Human Resource Management":

- Personnel selection and its improvement in SIA "Belgrade 1".
- Possibilities for improvement of personnel selection in AS "Rīgas Centrāltirgus".
- Analysis and improvement of the motivation system in the company "Prime Mover".
- Improvement of the internal structure of SIA "Amazone".

The topics chosen by the students clearly show the potential and ability to research complex personnel management issues, as evidenced by the successful learning outcomes and the positive evaluations of the qualification papers. In recent years, the scope of the topics of qualification papers has expanded, now being modern and versatile, which indicates that the students are able to elaborate complex and innovative papers. One of the quality indicators that should be highlighted is the fact that, in the reference period, all students, which have defended their qualification papers, have received a positive evaluation, and none of the students have been exmatriculated.

## **2.6. Analysis and assessment of the outcomes of the surveys conducted among the students, graduates, and employers, and the use of these outcomes for the improvement of the content and quality of studies by providing the respective examples.**

Each year, the College conducts student surveys the aim of which is to find out the satisfaction of the students of the College with the professional rehabilitation services provided by the Agency, including the study process, collect the obtained outcomes to assess the areas that need to be improved, compare them with the outcomes of the previous satisfaction survey to assess the dynamism, and involve the students in the improvement of the quality of the services provided by the Agency by providing a feedback. The survey includes several blocks, such as the satisfaction of students with the organisation of studies; technical provision and suitability of the premises; support provided by the career advisor; rehabilitation; catering; dormitory; administration, etc.

The College has analysed the outcomes of the surveys - the satisfaction of the students with the organisation of studies, the technical provision and suitability of the premises, and the support provided by the career advisor. The outcome of the survey is shown in image 2.1.

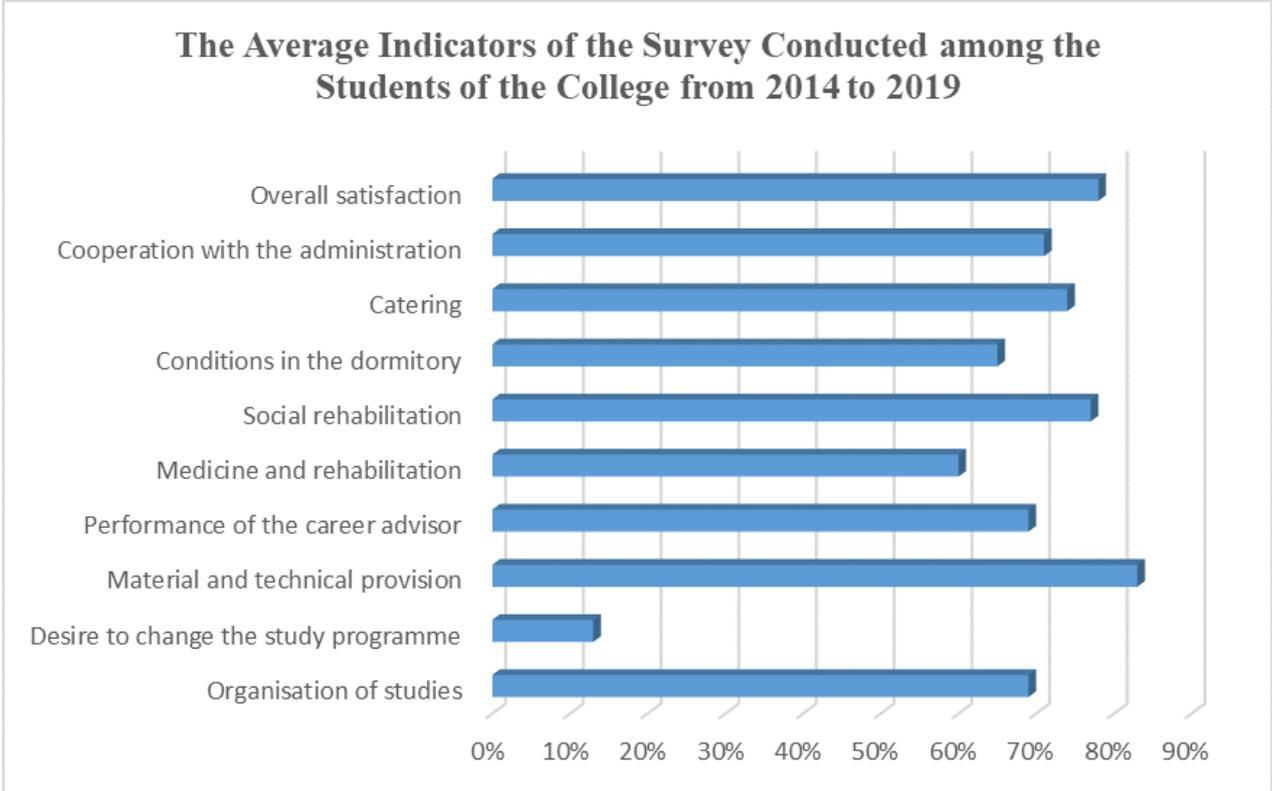


Image 2.1 - Outcome of the survey conducted among the students of the College from 2014 to 2019

Since 2014, the Agency conducts surveys among the students on a regular basis by assessing different criteria and the opinion of the students. The image 2.1 shows information of the average outcomes of the survey in the reference period. The image shows the percentage of the positive evaluation, except for the answer “Desire to change the study programme”, where the lowest evaluation means the reluctance to change the study programme. As suggested by the image, the highest evaluated answers are the organisation of studies, the material and technical provision, and social rehabilitation. Worth mentioning is the fact that, in general, the students have a positive opinion of the provision of the College. The overall satisfaction of the students is slightly below 80%.

Since 2018, the survey conducted among the students has been significantly expanded, as these indicators will allow for a deeper insight in the organisation of studies and opinion of the students of the information shown in image 2.2. This survey significantly broadens the opinion of the students of the aspects of the study process.

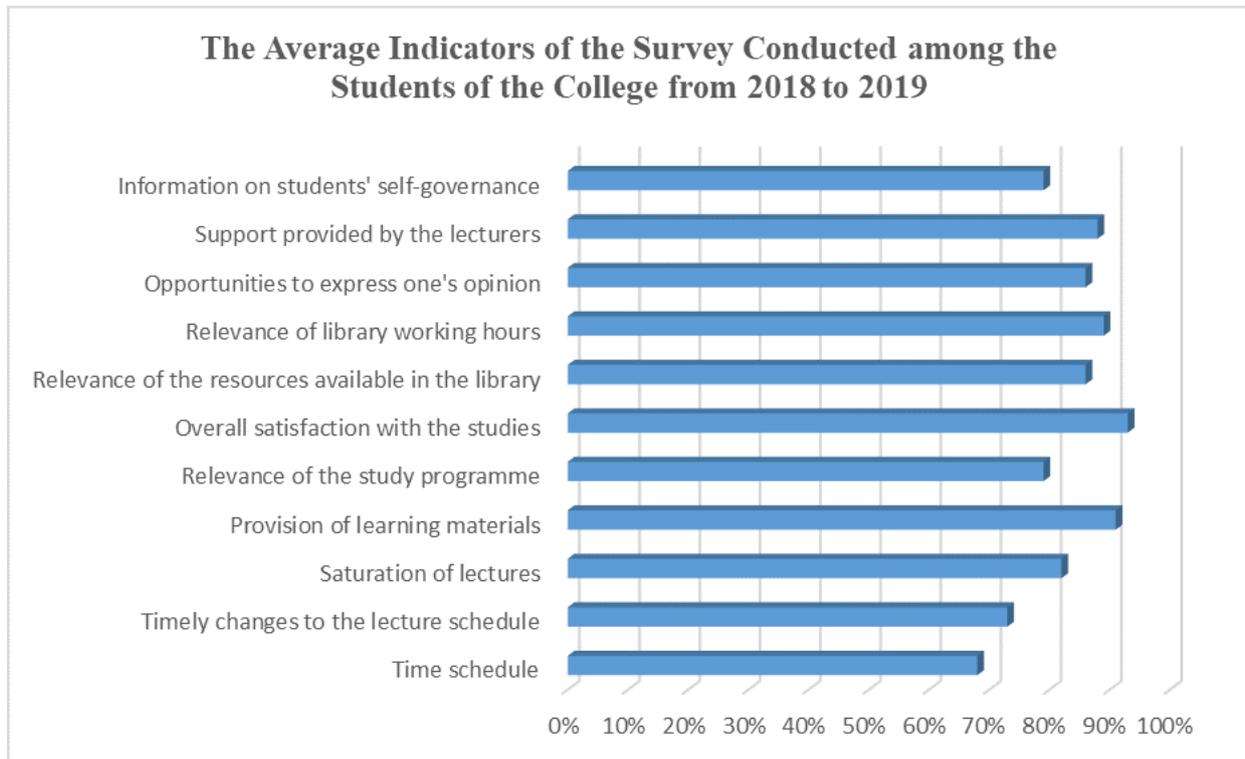


Image 2.2 – Average indicators of the survey conducted among the students of the College from 2018 to 2019

As shown in the image, in general, 95% of the students have a positive opinion of the study process. The students are satisfied with the availability of learning materials and the library, the support provided by the lecturers, and the involvement in the study process. Moreover, they consider the study programme to be relevant to the qualification to be acquired, and according to them, the curriculum of lectures is interesting and saturated.

Upon completion of a study course of the study programme, the College assesses the study course by conducting an electronic survey among the students on the curriculum of the study course and the methods used. The outcomes are analysed within the study programme and in the meetings of the Council for Research and Methodology (CRM). The outcomes of the survey allow assessing and improving of the curriculum and the quality of studies.

As provided for in the guidelines developed by the Ministry of Education and Science, the College, for the second consecutive year, conducts a survey among the employers and the graduates and collects information on employment indicators.

In the academic year 2018/2019, the questionnaire was filled in by 6 out of 7 graduates of the study programme “Human Resource Management” by evaluating the quality of the study programme as high or medium high. The image 2.3 shows the opinion of the graduates of the study process.

### Survey Conducted among the Graduates of the Study Programme "Human Resource Management" in the Academic Year 2018/2019

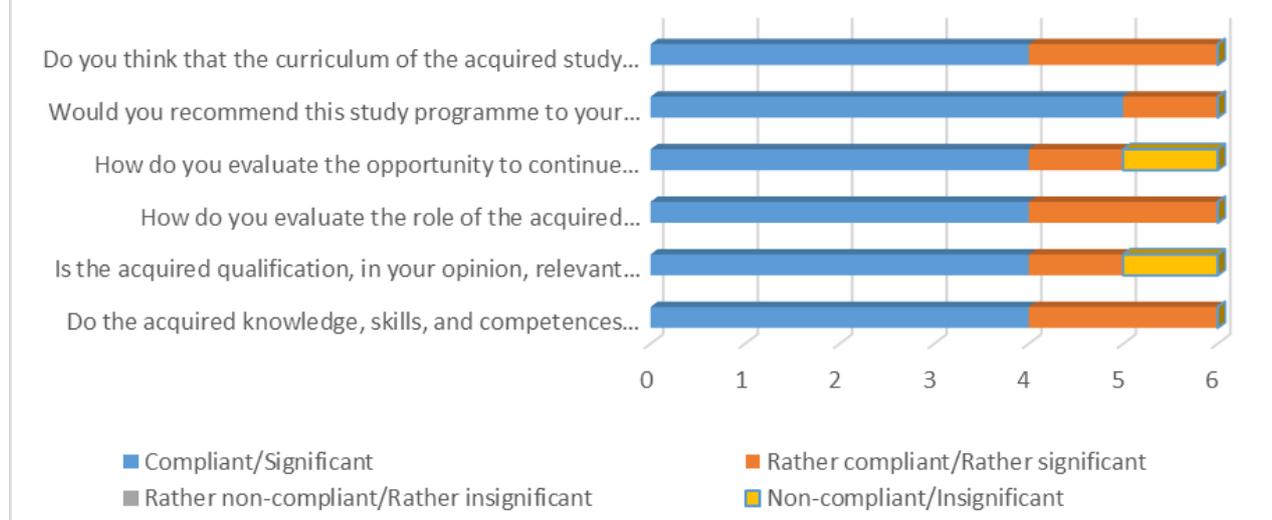


Image 2.3 - Survey conducted among the graduates in the academic year 2018/2019

In general, the graduates have a positive opinion of the study programme, its quality, the future development, and employment opportunities. The outcomes of the survey conducted among the graduates in the academic year 2017/2018 are similar to those of the survey conducted in the academic year 2018/2019.

The mandatory questions to be included in the survey conducted among the employers were developed in accordance with Sub-Paragraph 54.2 of Cabinet Regulation No. 407 "Regulations on the Accreditation of Institutions of Higher Education, Colleges, and Study Directions". Seven employers, each employing one student from amongst the graduates of SIVA, participated in the survey, as shown in image 2.4.

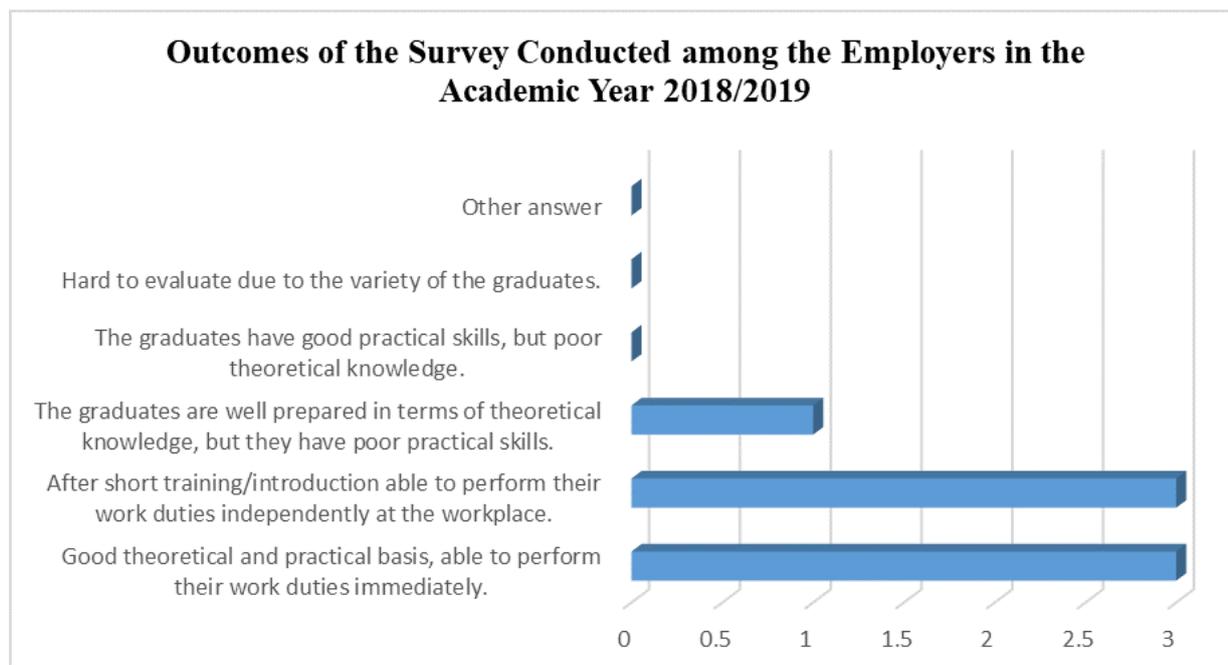


Image 2.4 - Survey conducted among the employers in the academic year 2018/2019

According to the overall opinion of the employers, the students are sufficiently prepared for the

labour market and are able to quickly learn their work duties and work independently. The outcomes of the survey conducted among the employers in the academic year 2017/2018, in which 7 employers participated, are identical to those of the survey conducted in the academic year 2018/2019.

The indicators of employment of the students of the study programme “Human Resource Management”, as implemented by the College, are shown in table 2.3.

Table 2.3

**Indicators of Employment of the Graduates of the Study Programme “Human Resource Management” from 2013 to 2019**

<b>Year</b>	<b>Number of graduates</b>	<b>Graduates employed</b>	<b>Employment rate (%)</b>
Year 2013	5	3	60%
Year 2014	4	3	75%
Year 2015	11	6	55%
Year 2016	9	6	67%
Year 2017	4	2	50%
Year 2018	7	4	57%
Year 2019	8	6	75%
<b>Total</b>	<b>48</b>	<b>30</b>	<b>63% on average</b>

In general, the employment indicators can be evaluated as positive, as more than a half of the graduates are employed, which means that the acquired qualification has contributed to the integration of the graduates on the labour market, and the knowledge, skills, and competences acquired in the study programme meet the requirements of the employers.

**2.7. Provide the assessment of the options of the incoming and outgoing mobility of the students, the dynamics of the number of the used opportunities, and the recognition of the study courses acquired during the mobility.**

The College of the Agency does not offer incoming and outgoing student mobility based on the College's main target group, which is people with disabilities studying at state budget within the framework of a vocational rehabilitation service. Mobility promotion is planned for the next period, which is also included in the College Operational Development Strategy 2020-2023.

### **III - DESCRIPTION OF THE STUDY PROGRAMME (3. Resources and Provision of the Study Programme)**

**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. Whilst carrying out the assessment, it is possible to refer to the information provided for in the criteria set forth in Part II, Chapter 3, sub-paragraphs 3.1 to 3.3.**

To maintain the study process, the College uses up-to-date computer labs. Use of the premises is in line with the specific nature of each studied subject; all the required educational and visual materials are available to students. The study process maintained by the College makes use of study materials available through the Moodle environment, which facilitates the learning process for students adequately to the individual abilities of each student. Students go on study trips as part of the study program. There is no need for specific resources to implement the study program "Human Resource Management".

There is a wide library available to students. The library of the study field "Management, Administration and Real Estate Management" has 240 books available for the study program "Human Resource Management", as well as the most recent books published each year. The library's book resources are updated following a request from the teaching staff to purchase the latest literature within the funding available for the course. Recent Purchased and Current Books: IK Adizess Skillful Change Management, Zvaigzne ABC, 2018, I. Eschenwald, Modern Methods in Personnel Management, Mercury, 2009, I. Boitmane, Personnel Selection and Evaluation, 2008, I. Voronchuk, Personnel Management, 2001, L. Zīlīte, Personnel Management and Socionics, 2012. etc.

The Head of the study program and the teaching staff recommend to the students the latest literature in the field, which develops all necessary competencies in the field of personnel management, such as Slaidiņa, V., Skultāne, I., 2017, Labor Law. Supplemented and revised edition. Star ABC.; Armstrong, M., Taylor S. (2014) Armstrong's Handbook of Human Resource Management Practice. 13th edition. United Kingdom: KoganPage .; Kalve, I. (2013) Document Management from A to Z. Riga: School of Business Administration Turiba, Ltd.; Praude, V. (2012) Management. Book 1. Riga: SIA "Burtene"; Praude, V. (2012) Management. Book 2. Riga: SIA "Burtene"; Headworth, A. (2015) Social media Recruitment. How to successfully integrate social media into your recruitment strategy. London: KoganPage; Spensers, L., Spensere, S. (2011) Work Competencies. Riga: SIA "Eiro Personāls"; as well as many other editions available in the digital environment in Latvian, English and other languages.

Subscription to the EBSCO database provides broader opportunities for studying academic literature and better availability of statistical data. A considerable advantage is that the database is available for use anywhere at any time, at the student's discretion.

In 2019., a cooperation agreement was signed with the Rezekne Academy of Technology, which will open the possibility to use the site of international scientific publications.

As a member of the EPR (*European Platform for Rehabilitation - EPR*), the academic and

administrative staff of the Agency College have the opportunity to use EPR conferences, seminars, workshops, and other materials to improve teaching methods and curriculum content.

Material and technical facilities can be supplemented if this is required for the implementation of a study program. A more detailed overview of the available equipment and information is provided in paragraphs 3.1 through 3.3, section 3, part II hereof.

In general, the provision of resources and study base, information bases (including libraries), material and technical bases and funding available to the College can be assessed as fully in compliance with the conditions of implementation of the study program “Human Resource Management” and achievement of study results.

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

**III - DESCRIPTION OF THE STUDY PROGRAMME (4. Teaching Staff)**

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

The changes to the composition of the teaching staff of the study programme “Human Resource Management” and the dynamism thereof are shown in image 4.1.

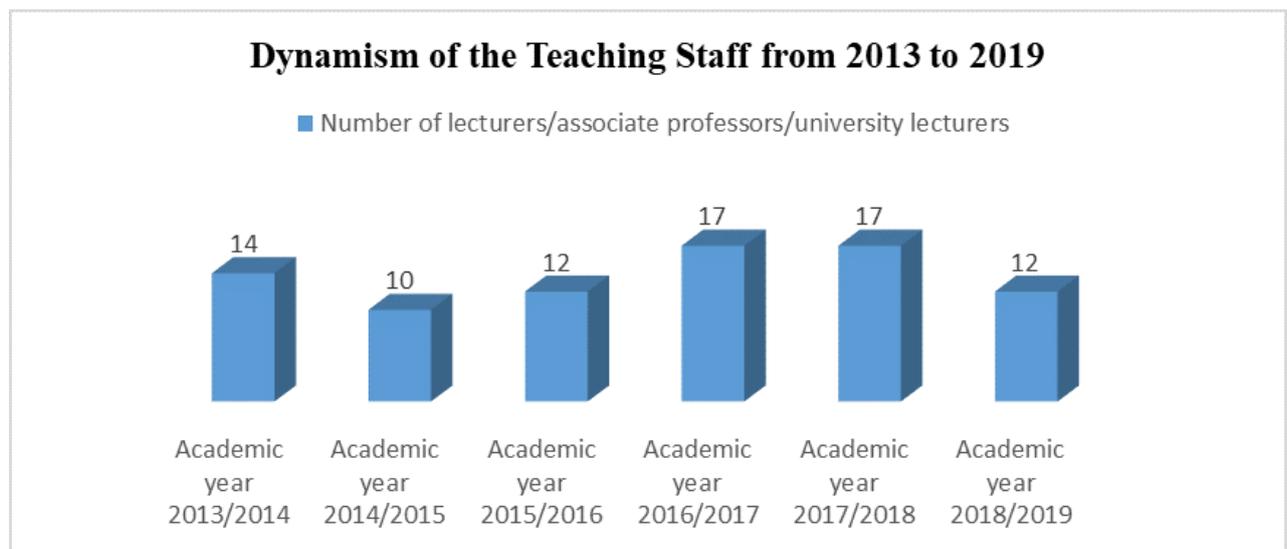


Image 4.1 - Dynamism of the teaching staff from 2013 to 2019

In the reference period, the number of the members of the teaching staff of the study programme

generally fluctuates on average within the number of 14 employees. As for the dynamism of the teaching staff, the number ranges from 12 to 17. In general, the dynamism of the teaching staff does not show any rapid changes. The average seniority of one member of the teaching staff at the College is 3 to 4 years. In general, the employee turnover ranges within 10% in one academic year, which is considered an insignificant change. Each year, the College reviews the composition of the teaching staff and attracts new teaching staff to improve the study programme by providing new qualified specialists. The description of the dynamism and the number of the teaching staff are shown in Annex 14.

There were no significant changes in the composition of the teaching staff, organization of the study process and study content during the reporting period, therefore the impact of the changes in the composition of the teaching staff on the quality of studies cannot be assessed as significant and their impact is not significant.

The results of the 2018 and 2019 student surveys on the study process show that the indicators determining the study quality are compliance of the lecture list, changes in the study plan, saturation of lectures, provision of study materials, compliance of study content with the study program, availability of library resources, teaching staff support, student opportunities to express themselves, etc. The average indicator for all the listed factors is 84% in 2018, 80% in 2019, which can be assessed as high student satisfaction and quality of the study process.

Analyzing the mentioned data in connection with the dynamics of the teaching staff in 2018, when the study program was provided by 17 teaching staff members and in 2019 - 12 teaching staff members, it can be concluded that in case of a larger number of teaching staff providing the study program, students' satisfaction with the study process is slightly higher. This can be explained by the fact that students have more diverse and saturated study content. On the other hand, if the study results of students are evaluated, the average mark in the final works is 2014/2015. in the study year there were 7 points, 2015/2016. in the study year the average mark was 7 points, 2016/2017. in the study year the average mark was 8 points, in the 2017/2018 study year the average mark was 8 points, in 2018/2019. the average mark in the study year was 8 points.

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

**4.2. 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.**

There are 12 employed teaching staff members in the first-level professional higher education study programme, 10 out of them have master's degree and 2 - the doctoral degree. In the academic year 2019/2020, the number of the academic staff members already reached 15. As provided for in Cabinet Regulation No. 347 "Regulations on the Requirements regarding Education

and Professional Qualification Required for the Teaching Staff”, all teaching staff members have acquired or currently are acquiring professional development course “Didactics of Higher Education Institutions”. The academic staff engages in the methodological work and participates in projects or continue the acquisition of education.

The academic staff includes sectoral professionals, which allows sharing of practical experience with the students.

The qualification and education of the teaching staff are shown in Annex 14 to the Self-Assessment Report.

Through participation in different workshops and conferences, the lecturers improve their professional competence on a regular basis and acquire new innovative methods to be used in the study process. Meetings with sectoral professionals ensure sharing practical experience. The professional development of the academic staff significantly contributes to the achievement of high learning outcomes.

**4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of the 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 may be additionally specified (if applicable).**

**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).**

**4.5. Provide examples of the involvement of the academic staff in the scientific research and/or artistic creation activities both at national and at international level (in the fields related to the content of the study programme), as well as the use of the obtained information in the study process.**

The academic staff is involved in scientific research activities and presents reports at both scientific conferences organised by the College and conferences organised by other educational institutions and organisations.

In the reference period, the College has organised several scientific conferences, in which the teaching staff of the College has participated:

The 11<sup>th</sup> scientific conference of the College “Development of the Professional Rehabilitation Service in the 1920s and Future Challenges” held on 7 June 2019 - report “Inclusive Education at SIVA College - Theory or Practice?” presented by Līga Ritere (Mg.oec.), Inese Kokaine (Mg.oec.), and Ilze Boitmane (Mg.soc).

The 10<sup>th</sup> scientific conference of the College “Opportunities of Today, Development, and Autonomy for Persons with Disabilities” held on 15 May 2018 - report “Role of SIVA College in Professional Rehabilitation of Its Students” presented by the university lecturer Solveiga Serkova and Solvita Flugina.

The 9<sup>th</sup> scientific conference of the College “Career Support, Opportunities, and Challenges for Persons with Disabilities in Latvia” held on 3 March 2017 - report “Analysis of the Career and Life Challenges of Stephen Hawking” presented by Solveiga Serkova (Mg. paed. Mg. math.).

The 8<sup>th</sup> scientific conference of the College “Social and Technological Aspects in Education and Employment of Persons with Disabilities” held on 10 December 2015 - report “The Image of Persons with Disabilities Reflected by the Media” (presented by Mg. paed. Mg. math. Solveiga Serkova).

In general, the academic staff members, which actively participate in scientific activities, including scientific conferences, and write publications are ir I.Boitmane, I.Brante, I.Jurgelāne-Kaldava, A.Vanaga and L.Bierne, the publications of which are published and indexed in Scopus, WoS, etc.

The publications of the teaching staff are attached hereto in Annex 16.

A large number of participants - 100 to 150 - participate in the scientific conferences organised by the College. The students, the academic staff, and guests actively participate in discussions. The topics chosen for the conferences of the College are always relevant to the target group of the Agency - persons with disabilities. The conference brings together sectoral professionals who relate the study process to the business environment and show opportunities for successful career development in the relevant area by using examples of good practice.

The participation in conferences organised by other institutions and organisations, on the other hand, allows sharing experience and information to be used in the study process and ensures improvement thereof.

**4.6. 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 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).**

Members of academic personnel have the programs of their respective course subjects updated and improved on a regular basis. Upon completion of a study course, students are given an opportunity to provide their anonymous comments on the advantages and disadvantages of a specific study course. Sequence of subjects in the study process is assessed within the boundaries of the study field, so that the knowledge and skills learned by students could be successfully solidified and expanded.

The lecturers coordinate with each other the topics included in the course description, the assistant in the organization of the study process, the College manager and the program manager make sure

that the topics do not overlap. For example, when acquiring computer skills, independent work is designed to include the skills needed to master the fundamentals of accounting, and presentation skills are enhanced in many subjects - creating cross-curricular links. There is experience in joint examination in several subjects at the same time. Co-operation of the teaching staff is facilitated within the framework of the study program by establishing exchange of experience with the teaching staff and employers of other educational institutions, as well as by organizing meetings: academic staff meetings, program managers meetings, student and teaching staff meetings, etc.

The types and examples of promoting the cooperation of teaching staff are the following:

- Exchange of experience with the teaching staff of other educational institutions, which is cooperation by participating in scientific research conferences and exchanging experience;
- Teaching staff cooperation with employers. During the students' internship, the teaching staff organizes study tours, where one of the teaching staff takes the leading role, in cooperation with the employers. Study excursions are organized with the aim to get acquainted with a specific study topic in the work environment, students prepare questions before the study excursions, which are submitted to the employer so that the excursion would be purposeful;
- Mutual cooperation and exchange of experience takes place in the daily study process - observation of classes, meetings of academic staff, meetings of program managers, Research and Methodological Councils, etc. meetings where the format of these meetings is organized as a discussion and exchange of experiences, sharing examples of good practice;
- Recreational and thematic events, such as the Spring Cleaning, Sports Games, as well as participation in external events, forming teams of teaching staff. These events promote the cohesion of students, teaching staff and administration.

In the academic year 2019/2020, 25 students have been admitted to the study programme "Human Resource Management" implemented by the College, and the College has employment relationship with 12 teaching staff members, whereas the employment contracts with 3 teaching staff members have been terminated. Due to the improvement of the study programme by including new study subjects, it is planned to attract at least 3 new teaching staff members to the study programme in 2020.

# Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	1 Statistics.docx	1 Statistikas dati par studejosiem studiju programaa CRV.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	2 Compliance of the Study Programme "Human Resource Management" with the State Education Standard.docx	2 Studiju programmas atbilstiba valsts izglitibas standartam CRV.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	3 Compliance of the Study program "Human Resource Management" with the Occupational Standard of a Personnel Specialist.docx	3 Studiju programma iegustamas kvalifikācijas atbilstiba profesijas standartam CRV.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	4 Study course mapping.xlsx	4 CRV Kartējums.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	5 Study plan of the study program Human Resource Management.docx	5 Studiju programmas plāns CRV.docx
Descriptions of the study courses/ modules	CRV course descriptions.zip	CRV studiju kursu apraksti.zip
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	Diploma.zip	Diploms.zip
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	On continuation of studies.docx	Par apliecinājumu.docx
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	Acknowledgment AIC.docx	Apliecinājums AIC.docx.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	27 Study contract.zip	27 Studiju līgumi.zip
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		