# APPLICATION

## Study field "Manufacture and Processing" for assessment

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| Study field | *Manufacture and Processing* |
| Title of the higher education institution | *Profesionālās izglītības kompetences centrs "Rīgas Tehniskā koledža"* |
| Registration code | *3347002057* |
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# Self-evaluation report

## Study field "Manufacture and Processing"

Vocational education competence center "Riga Technical College"

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# 1. Information on the Higher Education Institution/College

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

### General details about the college

RTC operates based on Cabinet Regulation No. 147 (Dated 27 February 2007) 'Statute of the vocational education competence centre "Riga Technical College"**[1]**'.

The vocational education competence centre 'Riga Technical College' (RTC) is a state-founded educational institution supervised by the Ministry of Education and Science that makes it possible for individuals with secondary education to obtain a level-one vocational higher education degree, with level 4 of vocational qualification (LVQ4) and level 5 of the Latvian Qualifications Framework (LQF5).

In accordance with the Law on Higher Education Institutions and the Vocational Education Law, a college is an educational institution that offers level-one vocational higher education programmes and makes it possible for the students to get a level-four vocational qualification. Level-one vocational higher education programmes are provided for those who have completed secondary education; the duration of such programmes is two to three years.[2] The purpose of vocational higher education is to teach detailed knowledge, skills and competences in a specific field, enabling the student to develop or improve systems, products, technologies and preparing them for creative, research and teaching activities in the field.

The role of short-cycle higher education was highlighted and confirmed as part of the Bologna Process in developing the Framework for Qualifications of the European Higher Education Area. Short-cycle higher education is an important stage in education that enables easier transition from secondary to higher education. This is an opportunity to advance through levels of education in achieving career goals, using the education gained during the previous stage of education (through its partial or full recognition).[3] In Latvia, colleges are at the same time vocational education and higher education institutions.

The Bologna Process in higher education includes three cycles of education: bachelor studies, master studies and doctoral studies. In accordance with the Dublin Descriptors (list of learning outcomes characteristic to levels of study), which were defined in establishing the European Qualifications Framework, short-cycle higher education programmes are a part of the first cycle of higher education, corresponding to level 5 of the European Qualifications Framework. The 2018 Paris Communiqué emphasises the fact that in many of our systems, ECTS-based short-cycle qualifications have an increasingly important role in preparing students for employment and further studies, and in improving social cohesion, making access to higher education easier for those people who would otherwise not have had it. This is why in Latvia, short-cycle qualifications are included as separate [4]qualifications as part of the overarching Framework for Qualifications of the European Higher Education Area.[5] So far, colleges have shown themselves to be capable of quickly adapting to the needs of the job market, training highly-qualified workers in fields experiencing a severe deficit of such workers, and are able to relatively quickly make it possible to increase the professional qualifications of workers. In 2019, only 6.7% of Latvia's residents aged 25 to 64 engaged in lifelong education activities, with an EU average of 11.1%. In order for Latvia's population to be able to compete on the local and global job markets, Latvia must take significant efforts to encourage the public to engage in lifelong education, ensuring high quality of the

workforce. So far, colleges have demonstrated their capacity to contribute to progress in achieving this goal.

**The main areas of RTC activities are as follows:**

- Develop and teach level-one vocational higher education programmes in Engineering, Information Technology, Social Sciences and Transport Services.
- Conduct the study process, foster the personal development of its students and make it possible for them to obtain level-one vocational higher education degree and level-four vocational qualification (and issue level-one vocational higher education diplomas in the manner prescribed by law).
- Make it possible for its students to prepare for further education, in obtaining a level-two vocational higher education degree, and level-five vocational qualification (LQF6).
- Collaborate with industry organisations and businesses in performing the functions of an industry teaching centre, instructor advanced education centre, and a body assessing professional competence gained beyond the formal education system.

**The RTC mission is to:**

Provide high-quality, dynamic, competitive vocational education and vocational qualification development in STEM fields to students of all ages, in line with the job market demand.

**RTC MAIN STRATEGIC GOAL (2027 VISION):**

Become a leading STEM and interdisciplinary college in Latvia, guaranteeing the training of highly-qualified professionals

**STRATEGIC PRIORITIES**

1. Flexible education content and technologies, incl. digitisation
2. Competent instructors and motivated students
3. Lifelong education (for external and internal clients)
4. International, regional and institutional cooperation
5. Resource, infrastructure and process sustainability

https://rtk.lv/?sadala=203

RTC has become a leading vocational technical education institution, teaching level-one vocational higher education and vocational secondary education programmes. Consistent efforts to achieve academic and teaching excellence have resulted in a considerable increase in the visibility, attractiveness and prestige of RTC. People who graduate from RTC will be well-trained, professional, qualified specialists sought after on the job market, who in addition to good professional knowledge and skills have well-developed social, self-improvement, cultural and other general competences.

The study and training programmes taught at RTC cover the current and future needs of Latvia's and the region's industries and businesses representing them; there are interdisciplinary and cross-professional programmes, which involve the forward-looking preparation of specialists to meet the prerequisites necessary for restructuring the economy and for industrial growth.

At RTC, a person with a general or vocational secondary education can obtain a level-one vocational higher education degree as part of 11 study programmes and 5 fields of study.

| Fields of study | Study programme code, level-one vocational higher education study programme |
|---|---|
| 17. Information technology, computer equipment, electronics, telecommunications, computer control, computer science | 41 481, Information technology |
| | 41 523, Electronics |
| | 41 523, Telecommunications |
| 18. Mechanical engineering and metalworking, heat power engineering, heating equipment and machine studies | 41 521, Mechanical Engineering (qualifications obtained: Mechanical Engineering Specialist, Mechatronics Engineer) |
| | 41 522, Heat power engineering |
| | 41 526, Refrigeration Engineering |
| | 41 521, Road transport |
| 19. Energy engineering, electrical engineering, electrical technology | 41 522, Electrical machinery |
| 20. Manufacture and recycling | 41 543, Wood processing |
| 26. Transport Services | 41 345, Telematics and Logistics |

The study programmes are taught in Riga, and the accredited branches of RTC in Daugavpils, Kandava and Liepāja.

During the period between the 2009/2010 academic year and the 2013/2014 academic year, the number of students in level-one vocational higher education programmes was relatively stable. With the deterioration of the demographic situation in the country, the total of number of students has been falling since 2014/2015. The number of students who pay tuition has decreased significantly.

Since the establishment of RTC branches, the number of students has grown by an average of 15%, despite a small decrease in Riga.

*Student trend*

1. *Table*

| Year of study | 2013/2014 | 2014/2015 | 2015/2016 | 2016/2017 | 2017/2018 | 2018/2019 | 2019/2020 | 2020/2021 |
|---|---|---|---|---|---|---|---|---|
| Number of students | 766 | 746 | 696 | 726 | 725 | 676 | 598 | 574 |
| Including those paying tuition | 162 | 99 | 74 | 121 | 57 | 26 | 16 | 15 |

Number of students in branches

| Study year | 2013/2014 | 2014/2015 | 2015/2016 | 2016/2017 | 2017/2018 | 2018/2019 | 2019/2020 | 2020/2021 |
|---|---|---|---|---|---|---|---|---|

| Number of students | 96 | 112 | 143 | 179 | 212 | 224 | 190 | 128 |
|---|---|---|---|---|---|---|---|---|
| Proportion of students, % | 13 | 15 | 21 | 25 | 29 | 33 | 32 | 22 |

[1] https://likumi.lv/ta/id/153846-profesionalas-izglitibas-kompetences-centra-rigas-tehniska-koledza-nolikums

[2] https://likumi.lv/ta/id/37967#p10.1

[3] https://likumi.lv/ta/id/313034-par-konceptualo-zinojumu-par-augstskolu-ieksejas-parvaldibas-modela-mainu

[4] ibid

[5] ibid

New development startegy of RTK its working group finised and submitted to the Ministry of Education for consideration on 7.01.2022.

Development startegy of RTK is not published in english.

THE MISSION OF RIGA TECHNICAL COLLEGE IS:

BE ABOUT

• SUPPORT FOR CAREER DEVELOPMENT AND CROSSROADS OF LIFE.

• EDUCATIONAL CENTER OF  COMPETENCES IN TECHNICAL SPECIALTIES WHERE TO OBTAIN AND SUPPLEMENT THE GOOD KNOWLEDGE AND SKILLS BASE • SECTORAL AND INTERBRANCHIC CLUSTER CENTER AND PROMOTER OF COOPERATION.

Studies in this study program / direction do not take place in branches.

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

1. **College management**

The bodies in charge of representation, management and decision-making at RTC are the college council, the director and the internal audit commission. The council is a joint RTC staff body that manages and makes decisions at the college. The director is its top official, conducting the general administrative and economic management of the college, and representing the college with no special authorisation required. The Ministry of Education and Science is the top management and decision-making institution of RTC in all strategic, financial and economic matters.

The council consists of 15 members: director, deputy director, six academic staff representatives (RTC is their main employer), two general staff representatives, three student government representatives, two authorised employer or professional organisation representatives or

representatives delegated by the Trilateral Vocational Education and Employment Cooperation Sub-Council. https://www.rtk.lv/?sadala=76 (latvian)

The council approves the RTC mid- and long-term operating strategy, its study programmes and fields of research, prepares proposals for the admission of students and implementation of new study programmes, makes decisions on the creation, reorganisation and dissolution of organisational units, approves the internal regulations of such units, approves the regulations on the academic and administrative positions at the college, approves the internal rules of conduct, reviews the report of the audit commission, reviews the report of the director, supports and fosters the activities of the student government and approves its internal regulations, and makes decisions on other matters.

The director hires and dismisses the general and academic staff at RTC, approves the appointment of their deputies, issues binding orders to the college staff, makes decisions on the efficient use of RTC resources within the scope of their authority, sets up audit commissions and academic and administrative staff elections, submits RTC annual operations reports to the council and the Ministry of Education and Science, making it possible for the college staff to review it, is responsible for the use of RTC financial resources, and performs other tasks.

The three members of the audit commission are appointed by the RTC staff through a secret election. The audit commission consists of one elected representative of the academic staff, one elected representative of the general staff, and one elected representative of the student government. Representatives of the audit commission may only be elected from members of the corresponding groups of college staff. Employees holding a position in the management or the council of the college may not be a part of the audit commission.

The audit commission is entitled to inspect the compliance of RTC operations with applicable laws and regulations, its statute, decisions of the council and director, and to review the BASIC, EDUCATION, STAFF, ACCOUNTING AND OTHER documents that pertain to the financial and business activities of RTC.

**1.3. Description of the mechanism for the implementation of the quality policy and the procedures for the assurance of the quality of higher education. Description of the stakeholders involved in the development and improvement of the quality assurance system and their role in these processes.**

Information about the RTC quality policy can be found at: www.rtk.lv/?sadala=5082

RTK's quality management is based on the EFQM (European Foundation for Quality Management) excellence model, the main components of which are: leadership and management, personnel strategy, partnerships and resources, processes, products and services, as well as key personnel (including learners) and community activities. Results. RTK's sustainable development is based on an approach of excellence that ensures process planning, implementation, testing, evaluation of results and their further improvement.
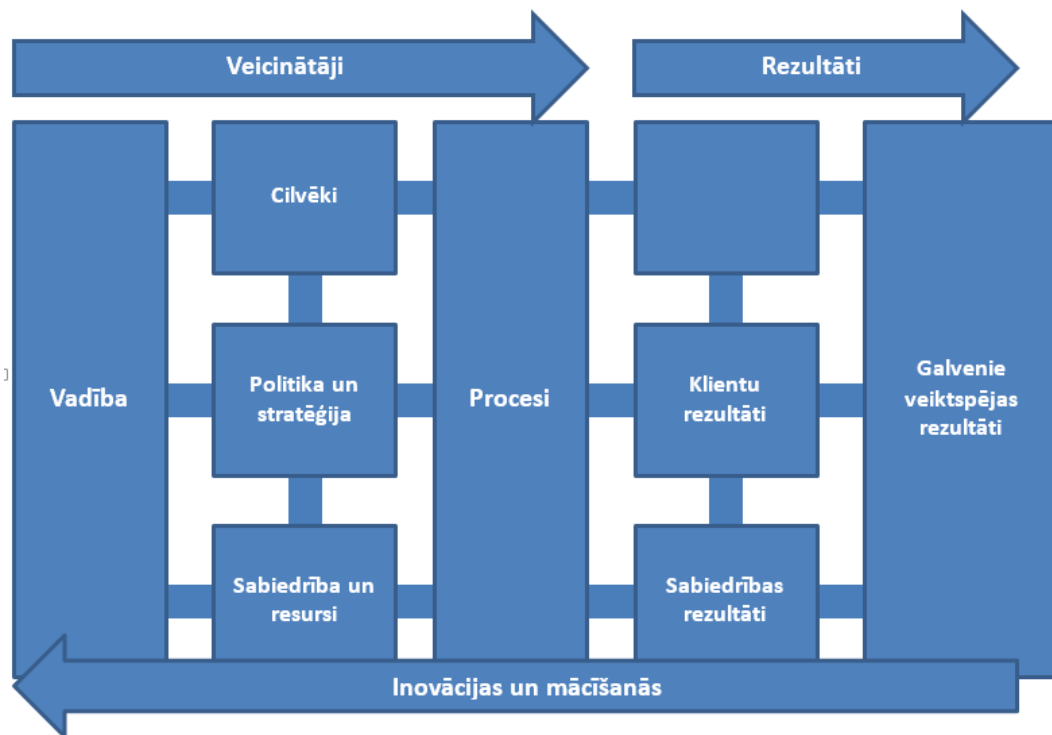
The quality policy is implemented by all RTK structural units and employees.

RTK's quality management and assurance system is an organized structure of responsibilities, activities and resources, which together create procedures and methods to ensure the study process in accordance with customer requirements. It ensures that all activities are fully understood, documented and managed, and that every employee knows what to do

RTK's quality management and assurance system is based on eight quality management principles, which are necessary for continuous improvement of the study process, staff motivation, ensuring the fulfillment of customer requirements and positive influence of society:

- CUSTOMER ORIENTATION - RTK depends on its customers, so it is necessary to understand both the current requirements of customers and their future needs, to ensure that they are met, trying to exceed customer expectations.
- MANAGEMENT - the developed development strategy determines the general goals and the ways to achieve them.
- STAFF INVOLVEMENT - the REC organizes a work environment that allows each employee to get involved in achieving goals.
- PROCESS ORIENTATION - all activities are managed as a single process.
- SYSTEM MANAGEMENT - in order to increase the efficiency of achieving goals, an understandable process system is created and managed.
- IMPROVEMENT OF INDEPENDENT WORK - by constantly analyzing the implementation of processes and customer requirements, there is an improvement of independent work.
- FACT-BASED DECISION-MAKING - Effective decisions are made based on logical analysis of data and information.
- MUTUALLY BENEFICIAL RELATIONS WITH EMPLOYERS 'AND SOCIAL PARTNERS' ORGANIZATIONS - Mutually beneficial relationships increase the chances of achieving better results.

RTK quality management and assurance is based on:

- External regulatory documents (Law on Education, Law on Vocational Education, Law on Higher Education Institutions, etc.).

- Internal regulatory documents, including procedures. Internal regulatory documents, including procedures, are updated once a school year, if necessary. Quality monitoring is based on:
- For discussions and surveys.
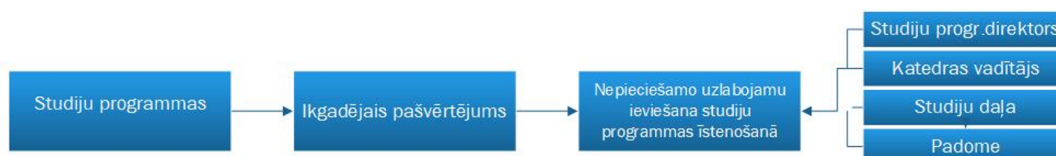- Self-assessment reports (teacher, program, department).

The development of RTK is determined by the "Development and Investment Strategy" (hereinafter - the Strategy). The Council has now approved a strategy for 2021-2027.

The staff responsible for the implementation of the strategic programs has been approved. The fulfillment of the strategy tasks is regularly monitored and an annual self-assessment is compiled, in which the fulfillment is analyzed using the SWID method. The Council approves the fulfillment of the tasks of the strategy and the necessary clarifications.



Regarding the study process, we regularly review the necessary changes in the study plan and study course descriptions. It is reviewed and performed by the director of the respective study program based on the results of discussions and surveys with employers, lecturers and students. The necessary changes are approved at the meeting of the respective department and coordinated with the Study Department. Approved by the Council decision.

The study program "Woodworking" at RTK has been implemented since 2011. During this time, changes were made in the study plan and descriptions of study courses in 2016 and 2018. Changes are currently being prepared, which are planned to be implemented from the 2022/2023 academic year.



The work of lecturers is regularly monitored. The director of the respective study program regularly organizes the observation of lecturers' classes.

At the end of each study year, the lecturers submit a self-assessment to the head of the respective department. The results of student surveys are added to this.

The information gathered by the head of the department is reviewed by the quality evaluation commission. If necessary, if the students and / or the director of the program are dissatisfied with the work of the lecturer, the commission conducts discussions and sets requirements for the improvement of the work. In the next semester, the lecturer's work is intensified.

The work of the lecturers of the study program "Woodworking" is evaluated every year with "good" or "very good". Consequently, there was no need to review the work of a lecturer in a quality assessment commission.
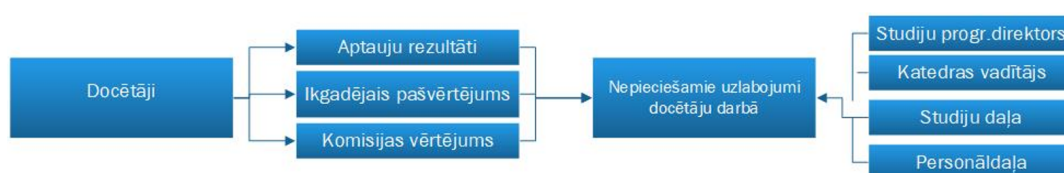


The implementation of the study process is regularly monitored. Based on the results of interviews and surveys, the necessary changes are made to the timetables. Based on the changes in the

composition of the lecturers, as well as on the proposals of the quality evaluation commission, changes are made in the composition of the lecturers in cooperation with the director of the study program and the Personnel Department.

Every semester and in general every academic year, students 'progress, contingent changes, admission results, qualification exam results, research work, graduates' progress, as well as participation in projects are analyzed. The annual results can be found in the "Yearbooks" attached to our website. In the annual evaluation of the study work, which is usually presented at the meeting of the Council at the beginning of the new academic year, the results are evaluated by comparing at least the last three years and the necessary improvements are approved.



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

| 1. | The higher education institution/ college has established a policy and procedures for assuring the quality of higher education. | RTK has established a quality management system policy aimed at: <br> • Development, improvement and implementation of study programs in accordance with external normative documents, process schedule "Study program administration" and internal normative documents. <br> • Assessment of students' knowledge, in accordance with the internal normative document "Regulations on the basic principles and procedures for the assessment of higher professional education", as well as in accordance with specific requirements in each study course to achieve the desired study result. <br> • Supervision of the quality of the work of the academic staff, in accordance with the internal normative document "Procedure for the evaluation of the annual work quality of lecturers", which includes self-evaluation, student surveys, observation and evaluation of classes. <br> • Analysis of students' progress and reasons for exmatriculation. At the end of each semester, students' progress, reasons for exmatriculation, as well as evaluations of the defense of developed qualification papers in study programs are analyzed. <br> • Collection and analysis of information on the further course of study program graduates. <br><br> https://www.rtk.lv/?sadala=203 (latvian) <br><br> The established quality procedures are the responsibility of the study department. The study department maintains and updates quality management procedures |
|---|---|---|

| 2. | A mechanism for the creation and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof, has been developed. | The development of study programmes is regulated by the following internal regulatory documents: 'Procedure for developing study programmes and submitting them for approval.' 'Procedure for developing and updating study course descriptions.' https://muu.rtk.lv/pluginfile.php/22104/mod_resource/content/0/K%C4%81rt%C4%ABba%2C%20k%C4%81d%C4%81%20tiek%20izstr%C4%81d%C4%81tas%20un%20apstiprin%C4%81tas%20iesnieg%C5%A1anai%20studiju%20programmas.pdf (latvian)<br><br>See the attachment (latvian) |
| 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. | Governed by the internal 'Regulations on the principles and procedures for evaluating vocational higher education' https://muu.rtk.lv/pluginfile.php/21911/mod_resource/content/0/Noteikumi%20par%20augst%C4%81k%C4%81s%20profesion%C4%81l%C4%81s%20izgl%C4%ABt%C4%ABbas%20v%C4%93rt%C4%93%C5%A1anas%20pamatprincipiem%20un%20k%C4%81rt%C4%ABbu.pdf (latvian)<br><br>See the attachment (latvian) |
| 4. | Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed. | To get permanently high and oriented on newest technologies and tendencies based education. Complex of actions for qualification maintenance in academical stuff.<br><br>https://muu.rtk.lv/pluginfile.php/18841/mod_resource/content/1/Doc%C4%93t%C4%81ju%20ikgad%C4%93j%C4%81s%20darba%20kvalit%C4%93tes%20izv%C4%93rt%C4%93%C5%A1anas%20k%C4%81rt%C4%ABba.pdf (latvian)<br><br>See the attachment (latvian) |
| 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. | RTC has a student performance database that undergoes continuous revisions.<br>Performance is analysed at the end of every semester.<br>Graduate surveys about their activities and employment post-graduation are conducted every year.<br>Student and instructor surveys are conducted every year to identify problems. |
| 6. | The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing their quality assurance systems. | In accordance with RTC quality management, the desired outcomes are achieved thanks to the facilitators (RTC mmanagement, personel), while the facilitators are, in turn, improved based on the outcomes achieved. |

## 2.1. Management of the Study Field

**2.1.1. Aims of the study field and their compliance with the scope of activities of the higher education institution/ college, the strategic development fields, as well as the development needs of the society and the national economy. The assessment of the interrelation of the study field and the study programmes included in it.**

According to the "Development and Investment Strategy for 2021-2027", RTK's activities are focused on:

• Mission implementation: "To ensure high-quality, dynamic and competitive professional education and improvement of professional qualifications in engineering (STEM) specialties throughout life, in accordance with the requirements of the labor market."

• Achieving the strategic overarching goal (vision): "To be a guarantee for the growth of qualified professionals even in Latvia's leading STEM branch and interdisciplinary colleges."

One of our programs "Woodworking" with the qualification "Woodworking Technologist" corresponds to the study direction "Production and Processing".

The aim of the study program "Woodworking" is to prepare specialists for wood industry companies, production and processing companies, state and public organizations.

The wood processing technologist performs technical tasks related to the increase of production efficiency, improvement of work organization in the field of wood processing, design and manufacture of wood products, as well as use, supervision and repair of equipment and mechanical devices, calculations of material and labor consumption, environmental protection requirements, manages subordinate employees, knows business, economic and accounting regulations, environmental requirements for sawmills and woodworking equipment, labor protection requirements, requirements for the use of personal protective equipment, legal bases, participates in the development of business plans and estimates and performs economic analyzes.

n order to find out the interest of employers in the graduates of the study program, a survey of the largest companies in Latvia related to wood processing was conducted. All companies emphasized the need for graduates of the Woodworking study program. Currently, the situation is that college graduates are able to meet only a small part of the demand of employers, as evidenced by the great interest of employers in the opportunities to involve our graduates or students in their companies.

The availability of jobs and the need for our graduates in the specialty, for example, is evidenced by the fact that 100% from 2020. graduates have started or continue their careers in jobs related to the specialty.

Lecturers actively participate in the work of various professional unions as members. For example, in the Latvian Woodworking Industry Expert Council.

Cooperation with employers also takes place by organizing student study tours and internships in companies related to wood processing: JSC "Latvijas finieris", "Attēls R", etc.

Employers 'recommendations for evaluating students' internships are regularly collected. There were suggestions that more attention should be paid to legislative changes in the sector, as well as to practical work skills. Based on the recommendations, changes were made to the study program plan and the content of individual study courses.

The Vocational Education Competence Center "Riga Technical College" (hereinafter - RTK) is a state-founded educational institution under the supervision of the Ministry of Education and Science, which provides persons with the opportunity to obtain the first level professional higher education and the fourth level of professional qualification. RTK operates on the basis of Cabinet Regulation No. 147 of 27 February 2007 "Regulations of the Vocational Education Competence Center" Riga Technical College "".

https://likumi.lv/ta/id/153846-profesionalas-izglitibas-kompetences-centra-rigas-tehniska-koledza-no likums

The main activities of RTK are:

• Develop and implement first-level professional higher education programs in the fields of engineering, information tenology, social sciences and transport services.

• To implement the educational process, to promote the development of the student's personality and to ensure the possibility to obtain the first level professional higher education and the fourth level professional qualification, as well as to issue diplomas for the first level professional higher education in accordance with the regulatory enactments.

• To provide students with the opportunity to prepare for continuing education in order to obtain a second level professional higher education and a fifth level professional qualification.

• In co-operation with industry organizations and businesses, perform the functions of the industry methodological center, the in-service teacher training center and the assessment of professional competence acquired outside the formal education system.

Riga Technical College implements the study field "Production and Processing" with the study program "Woodworking" which is developed in accordance with the Law on Education of the Republic of Latvia, the Law on Vocational Education and the Law on Higher Education Institutions, as well as the regulations of the Cabinet of Ministers.

The strategic goal of the study field follows from the goal of the first level professional higher education to implement in-depth acquisition of knowledge in a specific field.

The study program "Woodworking" with the acquired qualification is implemented by a woodworking technologist only at the Riga Technical College. The duration of the study program is 2.5 years with a greater emphasis on practical training, both in college and in companies, according to the recommendations of employers.

The main focus is on professional training, which is reflected in students' knowledge, skills and competence. The strategic goal of the study field is to provide students with a set of theoretical knowledge and practical skills to provide professional competence in accordance with a certain professional standard and first-level professional higher education, which would promote competitiveness in changing socio-economic conditions, as well as motivate further education.

Comparing the goals of the study program with the Latvian sustainable development strategy, we can conclude that the study direction ensures the development of Latvia's main capital - people's abilities, knowledge and talents, develops creativity and ability to cooperate, educates young people to be able to enter both local and global markets.

The first level professional higher education study program "Woodworking" can be assessed as a perspective both from the point of view of the goals of higher education of the Republic of Latvia and from the directions of action specified in the National Development Plan for 2021-2027.

An informative report prepared by the Ministry of Economics on medium and long-term labor market forecasts in Latvia states that the most significant labor shortage in the higher education group is expected to be specialists with education in engineering, natural sciences and ICT (STEM). The shortage of suitably qualified specialists could reach 14 thousand by 2027, mainly in the fields of architecture and construction, computer science, physical and engineering sciences. https://www.em.gov.lv/lv/media/598/download

Such forecasts indicate that in the near future the need for 1-level vocational education programs in STEM directions may increase, as is the study program "Woodworking".

The study program "Woodworking" is and will be relevant to prepare woodworking technologists for work in various woodworking companies. This is also indicated by the Latvian Bioeconomy Strategy 2030, which emphasizes the following points:

According to the UN assessment, Latvia's production of primary wood products is expected to grow rapidly (by 54%) by 2030. This is the fastest projected growth among the EU countries, and it is mainly related to Latvia's competitive advantages in the woodworking and furniture industry sector. Rapid growth in domestic consumption is also expected, but not probably due to final consumption, but due to an increase in demand for local further processing of timber.

There are wide opportunities for development in the woodworking and furniture industry sector:

by increasing the supply of local forestry, there is an opportunity to increase primary production and thus increase employment;

to replace the export of forestry and wood industry by-products (chips, firewood, pulpwood) with goods produced in Latvia, for example, production of particle board, pulp industry;

to promote the development of further processing using sawn timber and panels as raw materials, which are currently exported, such as the production of solid wood panels, the production of prefab wooden buildings, the furniture industry, construction carpentry.

As the majority of buyers in the international market perceive the Baltic States as a single region, by 2030 Latvia has the opportunity to take advantage of the trust created by neighboring companies and to rapidly develop the furniture industry (Lithuania's strength) and prefab wooden buildings (Estonia's strength).

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

Strengths of the program:

• Cooperation with Riga Technical University and the Latvian State Institute of Wood Chemistry, as well as with wood processing companies, both in attracting academic staff and in the use of training laboratories;

• Good contact with employers, Riga Technical University and Latvia University of Agriculture, continuation of studies at the next level of education is ensured;

• Social partners involved in the study process (updating study courses, study tours, lectures, providing support at various events);

• Take advantage of the opportunities offered by the EU's Erasmus sub-program for mobility and cooperation in higher education;

• There is a demand for qualified specialists in the labor market;

• The organization of studies promotes the possibility to combine studies with work;

• Professional development of the academic staff;

• Experience of academic staff in projects;

• Doctoral studies of the teaching staff;

• Purchase of woodworking equipment;

• Activities of students and academic staff in various projects and events.

Weaknesses of the program:

• Few students choose to study woodworking;

• The level of preparation of applicants is significantly heterogeneous;

• Students' financial situation - full-time students are forced to work to provide themselves with financial resources, thus the quality of their study results disappears and many students drop out;

• Not all employers support their students;

• Attracting qualified specialists in the field to the work of teachers is financially difficult.

Threats:

• Insufficient number of students;

• A small number of student scholarships

• Students' choice in favor of work;

• Decrease in the number of students due to the demographic situation.

Options:

• To continue to improve the study program, to make changes in the content of study courses in accordance with changes in the professional standard

• To develop new and improving existing methodological materials, to create e-materials

• Opportunities for students and academic staff to participate in various projects and events;

• To involve employers more actively in the study process;

• Carry out internal control of study quality through student surveys and employer evaluation. Taking into account the provided recommendations, suggestions, make improvements in the study materials, improve the quality of study classes, plan the topics of guest lectures, get acquainted with companies of the appropriate profile, attract qualification supervisors and reviewers from companies.

In order to reduce the weaknesses and threats of the program, cooperation is being established with the Latvian Association of Woodworking Entrepreneurs and Exporters, which is also a member of the Latvian Wood Industry Federation, in order to identify and attract prospective students to the program from the work environment. Cooperation with the Association of Furniture Manufacturers in Latvia is also maintained in order to find interested parties among furniture manufacturers who want to supplement their existing professional knowledge and obtain higher education. In order to attract new students, cooperation is maintained with companies where students do internships, as well as study tours are often conducted to companies involved in wood processing to supplement theoretical knowledge, as well as to attract students from the college, and companies to attract potential employees. Riga Technical College also implements professional education programs (after 9th grade), among which there is also the educational program "Manufacture of wood products" with the acquired qualification - carpenter. In recent years, there has been an increase in the number of students enrolled, which indicates a possible increase in the number of students willing to study in the study program "Woodworking" after obtaining professional education.

In order to facilitate the combination of students' studies with work, the study process is organized in the second half of the day, from 15.20, three days a week, which allows students to more easily combine work with the study process. In order to help the student to make everything possible, there is an opportunity for the student to create an individual plan for the study course in coordination with the relevant lecturer.

In order to increase the interest of employers in supporting and motivating their employee's studies, students often associate which course work topics or qualification work topics with the company where they work or do an internship. Thus, a student conducts a research in which the

company itself is also interested, as examples from the qualification papers are:

• Prospects for the development of wood pellets at Timberex

• Improvement of the small log processing line in the company SIA "Kurnas Koks"

• Technological process of garden stairs and optimization of resources SIA "BikoLat"

Development plan for the next six years:

To continue and strengthen cooperation with the Latvian Association of Woodworking Entrepreneurs and Exporters, as well as the Association of Furniture Manufacturers in Latvia, in order to regularly identify potential employees who could become students.

To continue various types of participation in industry-related events, such as: "Latvian Forest Days", in which most Latvian wood industry companies participate, participation in industry-related exhibitions, such as the International Furniture, Interior and Design Exhibitions organized by the BT-1 Exhibition Center. Participation in webinars related to the industry, such as "Versatile use of wood", which is attended by both entrepreneurs and teachers, students who share their experience in discussing course papers and qualification papers, as well as entrepreneurs have the opportunity to submit proposals on topics of interest , which students have the opportunity to develop in course or qualification papers.

Attract qualification supervisors and reviewers from companies of the appropriate profile.

To consider the possibility to envisage different study outputs for the study program "Woodworking", which would mean that part of the study courses would be common, but part with a certain orientation, for example, it would be possible to choose more in-depth study, accordingly, to associate more practices with wood processing processes or, for example, to learn more in depth the design of wood products, the development of cnc programs and the basics of interior design, respectively to associate practices with such a trend. This could attract more students.

**2.1.3. The structure of the management of the study field and the relevant study programmes, and the analysis and assessment of the efficiency thereof, including the assessment of the role of the head of the study field and the heads of the study programmes, their responsibilities, and the cooperation with other heads of the study programmes, as well as the assessment of the support by the administrative and technical staff of the higher education institution/ college provided within the study field.**

One of our programs "Woodworking" with the qualification "Woodworking Technologist" corresponds to the study direction "Production and Processing". Therefore, the study direction and also the study program are managed by one person - the director of the study program.

The study program is administratively subordinated to the head of the Department of Motor Transport and Production Technologies.

Lecturers who lead study courses in the study program "Woodworking" are subordinated to the director of the study program. Lecturers who lead general education study courses are also subordinated to the Head of the Department of General Studies and Management. If the lecturer conducts branch or professional study courses in other study programs as well, he / she shall be subject to the directors of the mentioned study programs. Cooperation and workload in this case is supervised by the Head of the Department of Road Transport and Production Technologies.

Changes in the work of lecturers and proposals for improving the implementation of the study program are supervised by the director of the study program "Woodworking".

All proposals for changes in the implementation of the study program "Woodworking", as well as the improvement of materials and technical base are first considered and decisions are agreed at the department meeting.

Decisions of the department meeting on changes in the implementation of the study program are further coordinated in the Study Department. The most important decisions, such as changes in the study plan, are further considered and approved at the Council meeting.

Decisions of the department meeting on the necessary investments in the improvement of the technical base of the study program are further submitted to the Technical Council for consideration. If the Technical Board supports the proposals, the Department of Economics or the Department of IT Support shall be involved in their further development.

Technical support for students is the provision of appropriate infrastructure with appropriate auditoriums, computer classes, premises and equipment suitable for practical work. For the implementation of the study program, students are provided with the necessary woodworking machines, which are located in the technological flow, including: format sawing machine, longitudinal milling machines, drilling machines, grinding machines, lathe, vacuum press and also available hand tools for woodworking.

To master the automated design system, students are provided with a computer class that includes the following software: AutoCAD; SolidWorks, CosmosWorks. Software licenses are being renewed to allow students to work with the latest versions of software

In order for students to understand digital program control (CNC) machine tools, training in the CAM system MASTERCAM is provided, as well as practice on CNC machine tools. To get an idea of the automation of production processes, Festo process equipment stands are available: level control, flow control, temperature control, as well as FluidLab software.

Students have access to a library with a reading room where they can also do copy and print work.

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

# Description and assessment of the admission system and requirements.

The admission of student candidates to the study programmes of RTC takes place based on their grades for secondary general or secondary vocational education.

The candidates who want to study at RTC must submit documents confirming secondary general or secondary vocational education.

Student candidates who took one of the first three places in international and national competitions approved by the Latvian Ministry of Education and Science within the last three academic years, specifically in the fields of mathematics, physics, computer science, Latvian or foreign language, are admitted for a state-paid student position bypassing the normal competition.

Student candidates who completed vocational secondary education in a related field and passed the national vocational qualification exam with a grade of 7 or higher, receive 2 additional points.Individuals with the status of a low-income person (producing the documents confirming such) are given priority in the case of equal scores.

The admission procedure of RTC in available on its website: www.rtk.lv (http://www.rtk.lv/?sadala=132-  latvian); the e-mail address for admissions is: uznemsana@kcrtk.lv

If the student has a higher education degree, or has completed a part of it, then at the beginning of every semester, the information in the documents submitted by the student is compared to the requirements of the corresponding study programme. The results achieved as part of a study course completed during prior education are recognised if the number of credits specified is no less than the expected number of credits for the study course of the programme in one semester. In individual cases, if the study course names do not match, the student must provide descriptions of the study courses.

RTC has prepared its internal 'Regulations for the recognition of study results gained as part of prior education or professional activities'.

The study programmes are taught in the official national language. Visit the website for detailed information about the study programmes offered: www.rtk.lv -latvian


The procedure for admission of new students is determined by the document "Procedure for matriculation of students, transfer from one course to another, exmatriculation and renewal for studies" - in Latvian.

Recognition of results obtained in previous education is determined by the document "Regulations on Recognition of Results Achieved in Previous Education or Professional Experience" - in latvian. This applies, for example, to results in drawing / engineering graphics / 3D design.


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


The requirements for the successful completion of every course of the level-one vocational higher education study programme were developed, along with an evaluation system and evaluation criteria. The assessment methods are different, depending on the content and objectives of the course. The assessment criteria are shown in the programmes for the courses. As a unifying approach we can point out Bloom's taxonomy for assessing academic performance.

1. Knowledge: remember, recognise, define;
2. Comprehension: clarify, find patterns;
3. Application: generalise, organise;
4. Analysis: compare, contrast, classify;

5. Synthesis: create, build, formulate;
6. Evaluation: discuss, provide arguments, draw conclusions.

At the beginning of the studies, the students are informed of how their knowledge and skills are to be assessed as part of every study course. The information obtained motivates students to study, makes it possible for them to assess themselves, and for the instructors to assess the study process in the student group.

Clear definitions of the goals and objectives of the courses and their assessment criteria are a mandatory part of the development of course programmes. Thus, as they begin with a course, the students are familiar with its content, the requirements for successfully completing it, as well as the assessment criteria. This significantly facilitates the subsequent cooperation between the instructors and the students, and eliminates the likelihood of problem situations. Course and qualification papers may present different variants for a solution, which should preferably be compared. Thus we also develop problem-solving skills in a practical manner.

In order to achieve the results of the study programme within the intended time as part of the study process, and to increase the motivation to study, academic staff office hours are assigned every semester, and can be found at www.rtk.lv. Regular completion of study courses is encouraged by participation in the colloquia and workshops included in the study programmes, as well as the development and defending of practical projects.

https://muu.rtk.lv/pluginfile.php/21911/mod_resource/content/0/Noteikumi%20par%20augstākās%20profesionālās%20izglītības%20vērtēšanas%20pamatprincipiem%20un%20kārtību.pdf - latvia

The assessment methods adopted by RTK are binding on all RTK lecturers. Each lecturer is individually entitled to make unchanged, minimal changes in assessment, if it complies with the generally accepted rules.

The adequacy of assessment methods is assessed on the basis of student (graduate) surveys. Based on the summary of the results of student (graduate) surveys, a decision is made on changes or improvement of assessment methods, if necessary.

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

RTC has an internal communication system created to enable the circulation of information in both the horizontal and the vertical dimension. Important information involving changes in the work process is communicated to every employee in the form of a management order, which is also posted on the website of RTC. Regular circulation of information takes place within the divisions of the institution; its frequency depends on the needs of the division. Internal RTC e-mail, group e-mail for students and Moodle are used for work and other internal communication.

An effective internal quality management system has been put in place to clearly define goals and responsibilities to all stakeholders, so that all activities are fully understood, documented and managed.

RTC follows the principles of academic fairness, including the use of equipment and procedures that prevent instances of plagiarism, fraud and unethical behaviour among its staff and students.

RTC has joined the plagiarism control system maintained by the University of Latvia.

When submitting the Qualification Paper, students must certify with their signature that the paper is not a forgery or plagiarism.

https://muu.rtk.lv/pluginfile.php/21919/mod_resource/content/0/Ētikas%20kodekss.pdf - latvian

Observance of ethics (code) in the college is ensured in mutual communication, as well as in surveys of students and graduates.

In case of suspicion of non-compliance with the ethics (code), an ethics commission is convened, which investigates the circumstances.

RTK uses plag3.lu.lv as a plagiarism control tool ...


## 2.2. Efficiency of the Internal Quality Assurance System


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


RTK's sustainable development is based on an approach of excellence that ensures process planning, implementation, testing, evaluation of results and their further improvement.
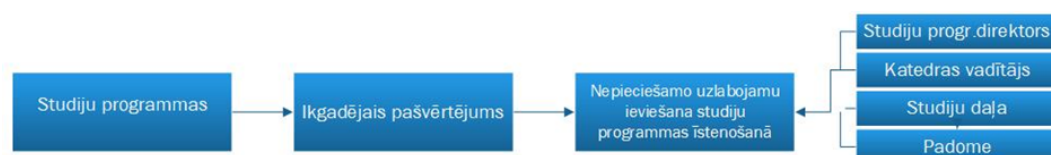
Internal quality monitoring focuses on:

Continuous improvement of the study program and / or study courses.

Regular evaluation of lecturers' work.

Evaluation of the results of the study process, including.

We regularly review and make the necessary changes to the study program study plan and / or study course descriptions. This is done by the director of the respective study program based on the results of discussions and surveys with employers, lecturers and students. The necessary changes are approved at the meeting of the respective department and coordinated with the Study Department. Approved by the Council decision.



The study program "Woodworking" at RTK has been implemented since 2011. During this time, changes were made in the study plan and descriptions of study courses in 2016 and 2018. Changes are currently being prepared, which are planned to be implemented from the 2022/2023 academic year.
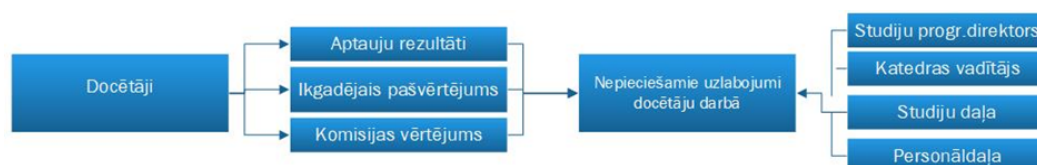
The work of lecturers is regularly monitored. The director of the respective study program regularly organizes the observation of lecturers' classes.

At the end of each study year, lecturers submit a self-assessment to the head of the respective

department. The results of student surveys are added to this.

The information gathered by the head of the department is reviewed by the quality evaluation commission. If necessary, if students and / or the program director are dissatisfied with the lecturer's work, the commission conducts discussions and sets requirements for the lecturer to improve the work. In the next semester, the lecturer's work is intensified.
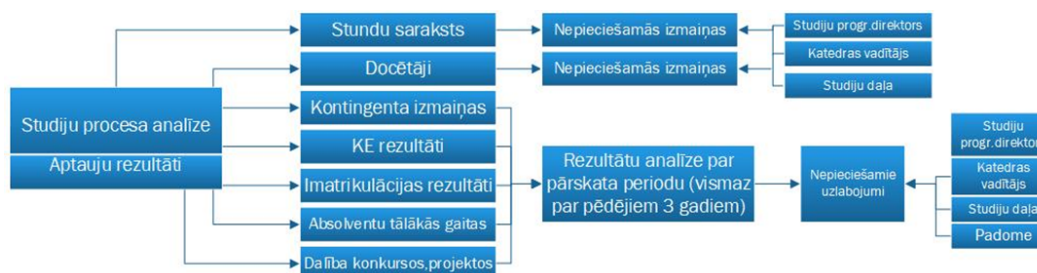
The work of all lecturers of the study program "Woodworking" is evaluated every year with "good" or "very good". Consequently, there was no need to review the work of a lecturer in a quality assessment commission.

Docētāji → Aptauju rezultāti / Ikgadējais pašvērtējums / Komisijas vērtējums → Nepieciešamie uzlabojumi docētāju darbā ← Studiju progr.direktors / Katedras vadītājs / Studiju daļa / Personāldaļa

The implementation of the study process is regularly monitored. The most important processes are depicted in graphs, such as admission, so that the rules can be followed more precisely, and they are regulated by internal regulatory documents.

Based on the results of interviews and surveys, the necessary changes are made to the timetables. Based on the changes in the composition of the lecturers, as well as on the proposals of the quality evaluation commission, in cooperation with the director of the study program and the Personnel Department, changes are made in the composition of the lecturers.

Every semester and in general every academic year, students 'progress, contingent changes, admission results, qualification exam results, research work, graduates' progress, as well as participation in projects are analyzed. The annual results can be found in the "Yearbooks" attached to our website www.rtk.lv. In the annual evaluation of the study work, which is usually presented at the meeting of the Council at the beginning of the new academic year, the results are evaluated by comparing at least the last three years and the necessary improvements are approved.

Studiju procesa analīze / Aptauju rezultāti → Stundu saraksts → Nepieciešamās izmaiņas ← Studiju progr.direktors / Katedras vadītājs / Studiju daļa; Docētāji → Nepieciešamās izmaiņas; Kontingenta izmaiņas / KE rezultāti / Imatrikulācijas rezultāti / Absolventu tālākās gaitas / Dalība konkursos,projektos → Rezultātu analīze par pārskata periodu (vismaz par pēdējiem 3 gadiem) → Nepieciešamie uzlabojumi ← Studiju progr.direktors / Katedras vadītājs / Studiju daļa / Padome

We believe that the quality management and assurance system RTK works effectively. The developed procedures, as well as continuous monitoring of the study process help to eliminate problems at the very beginning of their occurrence. Unfortunately, the problems related to the results of student enrollment and the retention of the contingent are a serious threat to the further development of the study program "Woodworking". The solution is constantly being worked on to improve the results. Our partners in the field of wood processing, as well as graduates, have serious support.

In order to ensure the full achievement of the goals of the study programs, cooperation between the departments and the respective lecturers is maintained in order to make full use of the material and technical base. As an example, specific study stands and equipment are required for full-fledged acquisition of individual study courses - programmable controllers and woodworking automation in the study courses.

There is cooperation with the Latvian State Institute of Wood Chemistry and the Forest and Wood

Products Research and Development Institute, where it is possible to perform some research work, within the course work or qualification work, and accordingly it is possible to perform experiments under the supervision of the course work or qualification work supervisor.

The material and technical base of the woodworking laboratory has been improved by purchasing new equipment and tools in woodworking, including a CNC drilling and milling center with a total investment of 179465.86 EUR from the EU project funds.

The improvement of the study program is also facilitated by the activities of the involved teachers in various projects, for example, Uldis Grīnfelds is a researcher and a member of the Scientific Council is involved in various research in the field of wood. Also the participation of the lecturers of the program in the updating of the woodworking technologist standard, in which Pēteris Sleikšs participated. Also, education of lecturers in higher level doctoral studies and development of dissertations, such as Kristiāns Štekelis and Viktors Gutakovskis.

The improvement of the study program is also ensured by the teaching staff whose main activity is in the companies of the branch at the professional practical level, such as Normunds Švarcs and Pēteris Sleikšs.

**2.2.2. Analysis and assessment of the system and the procedures for the development and review of the study programmes by providing specific examples of the review of the study programmes, the aims, and regularity, as well as the stakeholders and their responsibilities. If, during the reporting period, new study programmes have been developed within the study field, describe the procedures of their development (including the process of the approval of study programmes).**

The evaluation of the study direction (study program) takes place by reviewing the annual self-evaluation of the program. Creating a self-assessment is a labor-intensive process. However, it is known that changes from year to year still affect parts of the program, but not the whole program.

Self-assessment is the main tool and document for the evaluation of the study program (study direction) for compliance with the quality and quality system.

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

**Appeals procedure**

Students who have justified complaints regarding the evaluation of their tested skills and knowledge may submit a reasoned written request to revise the grade within one business day

after the test results are announced.

Students submit their proposals to the course tutors and the tutors inform the students about the progress of the proposals. Proposals shall be examined by the responsible person concerned in agreement with the administration or at an administrative meeting if the proposal affects more or less all the colleges.

Students are informed about the possibility to complain or submit a proposal or review the assessment upon entering the college and this is initially done through the course tutor, the program director or the head of the department.

**2.2.4. Provide information on the mechanism for collecting the statistical data, as developed by the higher education institution/ college. Specify the type of data to be collected, the regularity of collection, and the way the information is used to improve the study field. Describe the mechanism for obtaining and providing feedback, including with regard to the work with the students, graduates, and employers.**

At the beginning of each academic year, the statistical data of the Central Statistical Bureau report "1-higher education institution, college" are filled in.

3 times a year as of 01.07., 01.10., 01.01. the data in the forms "COLLEGE-2" and "COLLEGE-2m" of the Ministry of Education and Science are filled in.

The data in the report and forms are compiled by the Study Department.

At the beginning of each academic year, the data for the "YEARBOOK" for the previous year are summarized:

- Qualification exam results.
- Contingent changes in general and by individual study programs.
- Admission results.
- Lecturers involved in the implementation of study programs.
- Further progress of graduates.
- Participation in projects.
- Economic activity, including investments in the technical provision of study program materials.

The data collected in the YEARBOOK are very important because they show the general trend in the implementation of study programs. The directors of the study programs, the Personnel Department, the Foreign Department, the Economy Department and the Study Department participate in the data collection. The collected data is reviewed at the Council meeting and, if necessary, actions to improve the results are approved. "YEARBOOKS" are available on our website www.rtk.lv

At the end of each semester, the Study Department, in cooperation with the directors of the study programs, summarizes the students' progress and changes in the contingent.

Surveys of students conducted by the Study Department and the directors of the respective study programs on the satisfaction with the organization of the study process and the work of lecturers are regularly conducted, as well as proposals for improvements are summarized. Surveys are conducted for students in Riga, as well as in branches - in Kandava, Liepaja, Daugavpils.

Discussions with lecturers and employers are also conducted on a regular basis. We believe that

the information obtained is very important, as it allows for the prompt detection of problems and the necessary improvements.

There have been no negative evaluations of the implementation of the study program "Woodworking". There were suggestions for the improvement of the content of the program and study courses, which was also done when discussing problems with lecturers and employers. The study program "Woodworking" at RTK has been implemented since 2011. During this time, changes were made in the study plan and descriptions of study courses in 2016 and 2018. Changes are currently being prepared, which are planned to be implemented from the 2022/2023 academic year.

At the end of each study year, students are given questionnaires with questions about the study courses, which were easier and more difficult to learn. What is the satisfaction with the list of classes, as well as whether the opinion about the specialty to be studied has changed and whether there is existing or previous experience in the specialty of woodworking. Students also have the opportunity to write their proposals in the questionnaires.

Similar questionnaires are also issued to graduates and they include questions about students' satisfaction with the acquired study courses, their scope and sequence in 3 study courses. Are students satisfied with the duration of internships and implementation periods? As well as questions about the teaching staff, teachers' professional training, objectivity, attitude towards students, organization of classes and other questions, the answers to which often help to improve the study program.

The evaluation of the qualification examination commission is also evaluated, in which an opinion is given on the topics of the qualification papers and the readiness of students to obtain the qualification.

Also from the internships that students do in companies in the 4th and 5th semesters at the end of the internship there is an evaluation of the internship from the place of internship (company), which also indicates the student's level of preparation, attitude towards work and other information.

All the above information - questionnaire, evaluation of the qualification commission, evaluation of the place of practice is analyzed and taken into account for the improvement of the study process. As an example, in some study courses there is no need to spend more time on a broader acquisition of a topic. Is it not necessary to change a study course to another study course, the topic of which has become more relevant and similar assessment. Of course, you can't rely on just a few students' indications that you don't like a course of study, for example. It is necessary to evaluate from a broader perspective, and if similar proposals emerge for several years, then a change of a study course or a change in its content is considered. Also important is the evaluation of the qualification exam, after which it is possible to judge which topics should be discussed more with students or which topics should be updated in the 3rd year before defending the qualification paper.


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


RTK.LV – latvian

https://www.rtk.lv/?sadala=175 – latvian

https://muu.rtk.lv - latviešu valodā

https://muu.rtk.lv/course/view.php?id=702 - latvian


Person responsible for entering information in VIIS - Zanda Beķe


# 2.3. Resources and Provision of the Study Field


**2.3.1. Provide information on the system developed by the higher education institution/ college for determining and redistribution of the financial resources required for the implementation of the study field and the relevant study programmes. Provide data on the available funding for the scientific research and/or artistic creation activities, its sources and its use for the development of the study field.**


RTK's funding consists of a state grant, own revenues from paid services, funding obtained as a result of international cooperation projects and voluntary donations. The state grant fully covers the costs of the study process. The amount of the state grant is granted and distributed on the basis of the student place costs specified in the regulatory enactments of the Republic of Latvia.

1. Purchased study literature in study programs.

2. Traditional modern presentation tools are used - data / video projectors and presentation software.

3. CAD / CAM program 2018 version.

4. Guest lecturer V. Gutakovskis has updated the methodological materials in the study course "Automation of production processes".

5. Docent K. Štekelis has updated the methodological materials of the course work in the study "Mechanical processing of wood and equipment"

6. Methodological instructions for the development of a qualification paper have been supplemented.

7. Docent A. Kazuša has developed methodological materials in the study course: "Basics of Quality Management".

8. Assistant A. Dubrovskis has developed practical work tasks in the study course "Mechanical wood processing and equipment".

There are practically no state budget funds for the improvement of infrastructure and purchase of equipment, then only the funds of interested employers are actually possible.

RTK research or technical innovation is manifested in students' qualification papers. Funding for qualifications is then also funding for research and innovation.


**2.3.2. Provide information on the infrastructure and the material and technical provisions**

**required for the implementation of the study field and the relevant study programmes. Specify whether the required provision is available to the higher education institution/ college, available to the students, and the teaching staff.**

The resources necessary for the provision of the study direction / program (factory CNC milling machines, specially equipped cabinets - for CNC training, 3D design) are at the disposal and ownership of RTK. These funds are available to students under the guidance of lecturers and lecturers of the respective courses.

Woodworking workshops, a CNC milling machine, a CNC milling machine and, for example, a cabinet for 3D design / training are available for the study direction / program.

**2.3.3. Provide information on the system and procedures for the improvement and purchase of the methodological and informative provision. Description and assessment of the availability of the library and the databases to the students (including in digital environment) and their compliance with the needs of the study field by specifying whether the opening times of the library are appropriate for the students, as well as the number/ area of the premises, their suitability for individual studies and research work, the services provided by the library, the available literature for the implementation of the study field, the databases available for the students in the respective field, the statistical data on their use, the procedures for the replenishment of the library stock, as well as the procedures and possibilities for the subscription to the databases.**

**Methodological, informative (including library resources) and material and technical provision of the study field, its compliance with the requirements of the regulatory enactments regulating the professions to be acquired.**

**The library** is a division of RTC operating in accordance with the internal regulations of the college. The main purpose of the library is to supply the study process with the information resources and services it requires, based on study programme requirements, in all respective specialisations. Regular inventory, cataloguing of the collection, as well as the provision of information and bibliographical services to students, instructors and other staff take place.

The students of the college have access to the libraries and databases of other higher education institutions: Riga Technical University, Latvian University of Life Sciences and Technology, Latvian Maritime Academy.

The **EBSCO** and **Britannica Academic** databases are also available at: http://academic.eb.com. In 2017, an agreement on the use of the EBSCO database at the RTC library was signed with the Cultural Information System Centre. Online access link: http://search.ebscohost.com

There is a digital database at the library of the College.

The reading room (97 m2) has 27 workplaces, with 5 computers and a photocopier. Students and instructors here have free access to reference literature, the latest literature in all fields, as well as fiction literature. The library subscribes to 28 periodicals. It has two rooms for its book collection (193 m2), intended for study literature, fiction, an archive of periodicals, technical textbooks, teaching materials, Latvian National Standards.

The library staff uses the 'Electronic Union Catalogue of the Libraries of National Importance'. The library uses the interlibrary loan service (SBA) of the National Library of Latvia (LNB) and Riga Technical University. It has been possible to order and issue literature electronically via LNB SBA since 2009. Books and teaching materials in foreign languages (English, German, Russian) are available at the library.

Annual student surveys show that the students want the equipment of the field of study to be more modern and complete. This is also admitted by the staff working in the field of study, the RTC management, and the Expert Council. As a result, the expansion and updating of equipment takes place continuously.

The improvement of methodological and informative provision is carried out in accordance with the renewal of industry standards, based on surveys of students and graduates, as well as in communication with potential employers.

The RTC Library is open from 08:00 to 18:00 on Mondays and Tuesdays, and from 08:00 to 18:00 on Wednesdays, Thursdays and Fridays. Especially on Mondays and Tuesdays, the library is open to students - after business hours. Websites are available at all times. Usage statistics are not collected.

The content of the RTC library is usually updated at least once a year, then the information required for the study field is supplemented.

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

Actively uses the MOODLE system and other distance learning platforms (ZOOM, Team, etc.). In addition, the MOODLE system is used to receive tasks.

Zoom and MS Team platforms are used in the distance learning process. Prior to the pandemic, distance learning platforms were practically not used.

The survey data show that the ZOOM platform is the most widely used by RTK staff. The MOODLE platform is the most suitable for RTK needs.

**2.3.5. Provide information on the procedures for attracting and/or employing the teaching staff (including the call for vacancies, employment, election procedure, etc.), and the assessment of their transparency.**

# Information about the hiring and employment

# processes for teaching staff

The academic staff at the college is elected as part of an open competition in the manner prescribed in the Law on Higher Education Institutions, and in accordance with the 'Regulations on academic positions and their election procedure' adopted by the college council. In accordance with these regulations, the college determines the number of its academic staff positions to comply with the requirements of the Law on Higher Education Institutions, and the amount of state funding provided by the Ministry of Education and Science. Openings for academic positions are announced as part of an open competition, by publishing a notification in the Latvijas Vēstnesis newspaper.

Candidates for the position of a 'docent' must have a doctoral degree, with publications appropriate for the sub-field in question, and must be capable of leading scientific research or artistic creation processes, and conducting educational activities. Candidates for the position of a 'lecturer' must have a master's or a doctoral degree, with scientific publications or published teaching materials appropriate for the field in question, and must be able to independently teach courses, conduct workshops and practical activities.

In accordance with Section 39. of the Law on Higher Education Institutions, taking into account the need to acquire practical skills and knowledge, a person with higher education without a scientific doctoral degree or without a professional doctor's degree in arts may hold the position of docent, lecturer and assistant in professional study programme profile subjects, if they have sufficient practical work experience. Lecturers without a scientific or academic degree must have at least five years of hands-on professional experience in the subject taught.

The election of the academic staff takes place in secret, during the council meeting that takes place at the soonest time after the 1-month period following the announcement of the competition expires. The academic staff is elected for a period of six years.

If the college has a vacant or temporarily vacant permanent docent or lecturer position, the college council may decide not to announce a competition, and instead to hire a guest docent or lecturer for a period of up to two years, granting them the same rights, duties and remuneration, as those of elected docents and lecturers.

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

The academic staff can participate in courses and workshops covering the latest learning and teaching methods; their participation in advanced training courses as part of workshops and exhibitions organised by employers is encouraged.

The academic staff and the management of the study programme participate in various experience-

sharing events and projects; they cooperate with foreign higher education institutions and competence centres, meeting with representatives of the respective bodies and with social partners, to discuss the current events in the industry, analysing their results and introducing adjustments in the study programme.

Unlike universities, education at the college does not have an extensive theoretical component and the research work is performed by its academic staff and students; however, scientific research elements are gradually integrated into the study process, from resolving specific questions as part of unsupervised study activities, to comparing different variants in the context of term papers and qualification papers.

Lecturers (teachers) have opportunities to improve and maintain their qualifications, for example:

Christoffer Stokkebro - PLM Group - Cloud Data Management February 15, 2022

RTK has a regulation "Procedure for evaluating the annual quality of lecturers' work":

https://muu.rtk.lv/pluginfile.php/18841/mod_resource/content/1/Docētāju%20ikgadējās%20darba%20kvalitātes%20izvērtēšanas%20kārtība.pdf - latvian

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

Quantity of lectores - 18.

The academic workload is shown in the attached .xls list.

Research work is not performed by academic staff. Except in cases when the academic lecturer participates in projects or research within the framework of the student's qualification work.

Guest lecturers and guest lecturers participate in research, but not in connection with RTK.

The mentioned teaching staff does not perform administrative work.

**2.3.8. Assessment of the support available for the students, including the support provided during the study process, as well as career and psychological support by specifying the support to be provided to specific student groups (for instance, students from abroad, part-time students, distance-learning students, students with special needs, etc.).**

In the implementation of the study process, we take into account the principles of student-centered teaching and learning: the contingent of students and the diversity of their needs are respected, creating appropriate learning methods and tasks, using various pedagogical methods according to possibilities and circumstances. During the study process, the student's tendency to independence is promoted, at the same time ensuring the guidance and support of the teaching staff. Mutual respect is promoted between the teaching staff and the students.

In order to determine the mutual relations between the administrative, academic staff and students, lecturer E.Tože (Jackson) developed the RTC Code of Ethics, which is based on the European Schools Council document, the Education Law, the Latvian Code of Administrative Violations and RTK internal regulations. It is available in the RTK library to all students, teachers and staff, to the group curator and deputy director for upbringing.

The purpose of the Code of Ethics is to encourage students and academic staff, as well as other members of the College, to be fair, honest and trustworthy, to perform their direct duties responsibly and in good conscience, and to follow basic ethical principles in their interactions and behaviors. Tože E. "Implementation of the Code of Ethics in the Work of RTK Teachers, Employees and Students".

RTK staff does not have a psychologist.

A student can receive support in the form of advice while studying at RTK from the course curator or the head of the department.

Career support is provided by the course tutor or faculty through personal contacts.

# 2.4. Scientific Research and Artistic Creation

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

The study program "Woodworking" is mainly focused on the acquisition of professional skills and competencies.

There is no emphasis on science and research in the study program.

Students have the opportunity to perform some research work, within the course work or qualification work and, accordingly, have the opportunity to perform experiments at the Latvian State Institute of Wood Chemistry or the Forest and Wood Products Research and Development Institute under the supervision of the course work or qualification supervisor.

By coordinating the topic of the course paper or qualification paper with the director of the study program and the supervisor, it is possible to perform research work, if the appropriate technical support for the performance of tests / experiments is available.

**2.4.2. The relation between scientific research and/or artistic creation and the study process, including the description and assessment of the use of the outcomes in the study process.**

The study program "Woodworking" does not place emphasis on the scientific research process.

**2.4.3. Description and assessment of the international cooperation in the field of scientific research and/or artistic creation by specifying any joint projects, researches, etc. Specify those study programmes, which benefit from this cooperation. Specify the future plans for the development of international cooperation in the field of scientific research and/or artistic creation.**

There is no international scientific research in the study program "Woodworking".

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

The involvement of the teaching staff of the study field (program) in scientific research does not take place due to the specialists prepared by the program (wood processing technologists).

Faculty members who are involved in the study program participate in research projects for as much as they work in companies whose business includes research projects.

Example - Uldis Grīnfelds.

**2.4.5. Specify how the involvement of the students in scientific research and/ or applied research and/or artistic creation activities is promoted. Provide the assessment and description of the involvement of the students of all-level study programmes in the relevant study field in scientific research and/ or applied research and/or artistic creation activities by giving examples of the opportunities offered to and used by the students.**

Graduates of the study program "Woodworking" have the opportunity to publish the topic of their qualification paper in the collection of scientific articles organized by PIKC "Riga Technical College", if the topic of the paper meets the requirements and the student wants to publish their work.

The publications are available at: https://rtk.lv/?sadala=470

Also, the graduates of the study program have created some publications that, for example;

1. Andris Stāmers, RTK Scientific Articles 2019 collection "Analysis of computer programs used in the wood industry", 2. Kristaps Berens, in the collection of RTK Scientific Articles 2019 "Production of oil-based finishing material"

**2.4.6. Provide a brief description and assessment of the forms of innovation (for instance, product, process, marketing, and organisational innovation) generally used in the higher education institution, especially in study field subject to the assessment, by giving the respective examples and assessing their impact on the study process.**

In college, innovation and technical (to an lesser extent in the artistic) are reflected in students' qualification works.

Students' suggestions for changes in study forms have also been considered.

The college has an exhibition of student qualification papers works.

# 2.5. Cooperation and Internationalisation

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

RTK cooperates with the University of Agriculture of Latvia.

Cooperation between institutions allows to improve the quality of education and learn about the latest trends and future opportunities (Latvia's poor demographic situation, especially in certain regions).

The main cooperation partners for the study field and the program are potential and existing students' employers.

Cooperation with employers and employers 'organizations allows to improve the satisfaction of employers' requirements with the quality of education to be achieved by students.

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

The teaching staff of the department participates in Erasmus + activities. RTK implements Erasmus + KA2 (KEY ACTIVITY 2 - COOPERATION FOR PROMOTION OF INNOVATION AND EXCHANGE OF GOOD PRACTICE), sector "Sectoral Skills Alliance" in the project "Quality Practices for the Labor Market" (No.2014-1-LV01-KA202- 000522).

In cooperation with foreign universities, the lecturers of the study field and the program learn about various exhibitions (especially exhibitions) and seminars, by attending which it is possible to expand their vision in the professional field.

The study program "Production and Processing" mostly uses cooperation contacts from other study fields.

**2.5.3. Specify the system or mechanisms, which are used to attract the students and the teaching staff from abroad. Provide the assessment of the incoming and outgoing mobility of the teaching staff in the reporting period, the mobility dynamics, and the issues which the higher education institution/ college faces with regard to the mobility of the teaching staff.**

The teaching staff of the department participates in Erasmus + activities. RTK implements Erasmus + KA2 (KEY ACTIVITY 2 - COOPERATION FOR PROMOTION OF INNOVATION AND EXCHANGE OF GOOD PRACTICE), sector "Sectoral Skills Alliance" in the project "Quality Practices for the Labor Market" (No.2014-1-LV01-KA202- 000522).

One second year student 2020/2021. participated in ERASMUS + internship in Germany, wood processing company HOLTA 9, Hamburg.

On June 21-23, 2021, Anda Kazuša implemented ERASMUS + staff mobility at Kaunas Technical College (Kaunas Technical College / KTK) in Lithuania.

No 21.06.2021. until 23.06.2021. At Kaunas Technical College (Kaunas Technical College / KTK), Mikhail Stepanov implemented teaching mobility within the Erasmus + program.

https://rtk.lv/?sadala=1970 - latvian.

## 2.6. Implementation of the Recommendations Received During the Previous Assessment Procedures

**2.6.1. Assessment of the fulfilment of the plan regarding the implementation of the recommendations provided by the experts during the previous accreditation of the study field, as well as the assessment of the impact of the given recommendations on the study quality or the improvement of the study process within the study field and the relevant study programmes.**

The implementation of the recommendations set during the previous accreditation has improved the material and technical base of the study program "Woodworking", as well as the theoretical materials available in the library in the field of woodworking have been supplemented.

The involvement of students in scientific research works has been intensified, as well as the possibility of publishing these works in RTK scientific articles.

Students are offered opportunities to improve their knowledge and skills through internships in foreign companies with the support of Erasmus projects.

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

The following recommendations were made during the previous accreditation:

1) To promote the share of research in the field of wood processing.

The study program "Woodworking" is more focused on the acquisition of practical skills and abilities in the field of woodworking, not so much on scientific research activities. However, taking into account the recommendation, students are offered the opportunity to complete a term paper or a qualification paper in the field of scientific research related to woodworking, in coordination with the supervisor, evaluating the available opportunities for experiments or research.

2) To define more clearly the goals and results of practical training.

Descriptions of study course internships have been improved, internships are logically arranged by semesters and are related to the theoretical basis of previously acquired knowledge.

3) Increase the library's books on woodworking, including in English.

Books related to woodworking are purchased every year, including in English.

4) To further develop training equipment, to provide direct CNC woodworking equipment

Every year the equipment is replenished and renewed, as well as a CNC woodworking machine is purchased and provided for students to acquire practical skills.

5) Involve students in international exchange projects

Students are offered opportunities to improve their knowledge and skills through internships in foreign companies with the support of Erasmus projects.

6) Continue to invest in staff development and involve teaching staff in international exchange projects

Each year, the teaching staff develops practical and pedagogical skills, which are registered and supervised by the staff.

# Annexes

| I - Information on the Higher Education Institution/ College | | |
|---|---|---|
| Information on the implementation of the study field in the branches of the higher education institution/ college (if applicable) | | |
| List of the governing regulatory enactments and regulations of the higher education institution/ college | Documents_LAT_Plus_ENG.zip | Normativie dokumenti_Latv.zip |
| The management structure of the higher education institution/ college | RTK_structure.png | RTK_struktura.png |
| **II - Description of the Study Field - 2.1. Management of the Study Field** | | |
| Plan for the development of the study field (if applicable) | Field of study development plan.docx | Studiju virziena attīstības plāns.docx |
| The management structure of the study field | Studiju virziena vadība_ENG.docx | Studiju virziena vadība.docx |
| A document certifying that the higher education institution or college will provide students with opportunities to continue their education in another study programme or another higher education institution/ college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated. | Sadarb_Univ.zip | Sadarb_Univ.zip |
| A document certifying that the higher education institution or college guarantees compensation for losses to students if the study programme is not accredited or the study programme license is revoked due to actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme. | Kompens_neakr.docx | AIC_90.edoc |
| Standard sample of study agreement | par.docx | par.docx |
| **II - Description of the Study Field - 2.2. Efficiency of the Internal Quality Assurance System** | | |
| Analysis of the results of surveys of students, graduates and employers | Absolventi_Gradu.docx | Absolventi_Gradu.docx |
| **II - Description of the Study Field - 2.3. Resources and Provision of the Study Field** | | |
| Basic information on the teaching staff involved in the implementation of the study field | Docetaji_eng.xls | Docetaji.xls |
| Biographies of the teaching staff members (Curriculum Vitae in Europass format) | Personel_CV_ENG.zip | Docetaji_CV.zip |
| A statement signed by the rector, director, head of the study programme or field that the knowledge of the state language of the teaching staff involved in the implementation of the study programmes within the study field complies with the regulations on the state language knowledge and state language proficiency test for professional and official duties. | AIC_51_LV_ENG.docx | AIC_51.edoc |
| A statement of the higher education institution/ college on the respective foreign language skills of the teaching staff involved in the implementation of the study programme at least at B2 level according to the European Language Proficiency Assessment levels (level distribution is available on the website www.europass.lv, if the study programme or part thereof is implemented) | | |
| **II - Description of the Study Field - 2.4. Scientific Research and Artistic Creation** | | |
| Summary of quantitative data on scientific and/ or applied research and / or artistic creation activities corresponding to the study field in the reporting period. | Zinātniskā_pētniecība.docx | Zinātniskā_pētniecība.docx |
| List of the publications, patents, and artistic creations of the teaching staff over the reporting period. | Zinātniskā pētniecība un mākslinieciskā jaunrade.doc | Zinātniskā pētniecība un mākslinieciskā jaunrade.doc |
| **II - Description of the Study Field - 2.5. Cooperation and Internationalisation** | | |
| List of cooperation agreements, including the agreements for providing internship | SADARBĪBA AR PARTNERIEM.odt | SADARBĪBA AR PARTNERIEM.odt |
| Statistical data on the teaching staff and the students from abroad | Arvalstu stud_mac_sp.docx | Arvalstu stud_mac_sp.docx |
| Statistical data on the incoming and outgoing mobility of students (by specifying the study programmes) | Informācija atrodama gada grāmatās_LV_EN.docx | Informācija atrodama gada grāmatās_LV_EN.docx |
| Statistical data on the incoming and outgoing mobility of the teaching staff | Mācībspēki_mob_LV_EN.docx | Mācībspēki_mob_LV_EN.docx |
| **II - Description of the Study Field - 2.6. Implementation of the Recommendations Received During the Previous Assessment Procedures** | | |
| Report on the implementation of the recommendations received both in the previous accreditation and in the licensing and/ or change assessment procedures and/ or the procedures for the inclusion of the study programme on the accreditation form of the study field. | Report on the implementation of recommendations_eng.doc | Rekomendāciju izpildes pārskats_Kokapstrade.doc |
| An application for the evaluation of the study field signed with a secure electronic signature | PARAKSTAM_RTK_Ražošana un pārstrāde.edoc | PARAKSTAM_RTK_Ražošana un pārstrāde.edoc |
| **III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme** | | |
| Sample of the diploma and its supplement to be issued for completing the study programme | | |

| | | |
|---|---|---|
| For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable) | | |
| Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable) | | |
| Statistics on the students in the reporting period | P5_studentu_statistika_ENG.doc | |
| III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof | | |
| Compliance with the study programme with the State Education Standard | | |
| Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable) | | |
| Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable) | | |
| Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme | | |
| The curriculum of the study programme (for each type and form of the implementation of the study programme) | | |
| Descriptions of the study courses/ modules | | |
| Description of the organisation of the internship of the students (if applicable) | | |
| III - Description of the Study Programme - 3.4. Teaching Staff | | |
| Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable) | | |
| Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable) | | |

# Other annexes

| Name of document | Document |
|---|---|
| Akreditācijai-2021.docx | Akreditācijai-2021.docx |
| STUDIJU PROGRAMMAS PĀRVALDE.doc | STUDIJU PROGRAMMAS PĀRVALDE.doc |
| Kārtība, kādā tiek izstrādātas un apstiprinātas iesniegšanai studiju programmas.pdf | Kārtība, kādā tiek izstrādātas un apstiprinātas iesniegšanai studiju programmas.pdf |
| Noteikumi par augstākās profesionālās izglītības vērtēšanas pamatprincipiem un kārtību.pdf | Noteikumi par augstākās profesionālās izglītības vērtēšanas pamatprincipiem un kārtību.pdf |
| Docētāju ikgadējās darba kvalitātes izvērtēšanas kārtība.pdf | Docētāju ikgadējās darba kvalitātes izvērtēšanas kārtība.pdf |
| 6_Nolikums par vēlēšanām akadēmiskajos amatos_LAT.pdf | 6_Nolikums par vēlēšanām akadēmiskajos amatos_LAT.pdf |
| 6_Riga technical college regulation on election to academic occupations_ENG_Velesanas_akad_amatos.docx | 6_Riga technical college regulation on election to academic occupations_ENG_Velesanas_akad_amatos.docx |
| RTK_stratēģija_2021-2027_Kopsavilkums-EN.docx | RTK_stratēģija_2021-2027_Kopsavilkums-EN.docx |
| Application for evaluation | AIC_24_ENG.edoc |
| Iesniegums novērtēšanai | AIC_24.edoc |

# Wood Processing (41543)

| | |
|---|---|
| Study field | *Manufacture and Processing* |
| ProcedureStudyProgram.Name | *Wood Processing* |
| Education classification code | *41543* |
| Type of the study programme | *First level professional higher education study programme* |
| Name of the study programme director | *Kristiāns* |
| Surname of the study programme director | *Štekelis* |
| E-mail of the study programme director | *kristians.stekelis@kcrtk.lv* |
| Title of the study programme director | *Maģistrs* |
| Phone of the study programme director | *+37126097486* |
| Goal of the study programme | *The aim of study programme is:* <br> *1. To prepare students for working in wood production according to 4. level of qualification of wood production technologie standard and first level higher education requirements, that are capable to do work, can organise and manage stuff.* <br> *2. Promote skill and knowledge acquiring, attitude formation, that provides for student to get qualification and promotes their competitiveness in variable social and economical circumstances.* <br> *3. Create motivation for professional development and continuing education in engineering or other area and to give for student possibility to get higher professional education.* |
| Tasks of the study programme | *Task of study programme is to prepare qualified specialists, that are comprehensive, competitive in labour market in wood production area specialists, that are able to work in furniture and wood production companies and related companies.* <br> *1. To provide process of studies with metodic material, to develop material and technical basis with modern technical equipment and modern equipment.* <br> *2. To provide participation of employer in design of content of studies and organisation of qualification exam.* <br> *3. To make applied research in working field, organise student conferences and to publish the results.* |

| Results of the study programme | The study program "Woodworking" envisages the acquisition of knowledge, skills and attitudes in accordance with the state first level professional higher education standard and the professional standard in lectures, seminars, practical classes, internships outside the educational institution. |
|---|---|
| | The results obtained in the study program are in accordance with the state first level professional higher education standard and professional standard and are linked to the European Qualification Framework (EQF). Graduates of the study program "Woodworking" must have appropriate knowledge, skills and competence in the professional field. |
| | *Knowledge of:* |
| | • *Woodworking technologie;* |
| | • *Regulated and legal requirements for the operation of woodworking in Latvia and the European Union;* |
| | • *small business organization, work planning and management;* |
| | • *environmental protection, occupational safety, fire safety and hygiene requirements.* |
| | *Skills:* |
| | • *Can read technical documentation and evaluate equipment specifications.* |
| | • *Able to perform strength and safety testing of woodworking equipment.* |
| | • *Able to operate woodworking equipment.* |
| | • *is able to control the technical condition of woodworking equipment* |
| | • *Is able to control the observance of safety equipment when using it.* |
| | • *Make an assessment of the quantitative and qualitative operation of woodworking equipment.* |
| | • *Is able to calculate the unit cost of a woodworking unit per energy unit.* |
| | • *is able to critically evaluate risk factors and offer solutions;* |
| | • *is able to evaluate the laws and regulations related to the protection of the environment in connection with the woodworking;* |
| | *Competence:* |
| | • *Able to control the technical condition of woodworking equipment and compliance with its operating rules.* |
| | • *Ability to make the right decisions quickly in specific production situations.* |
| | • *Ability to plan and organize the repair of basic woodworking equipment and auxiliary equipment.* |
| | • *Ability to analyze production bottlenecks and assess the expected, ongoing or completed reconstruction of individual stages or business units.* |
| | • *Ability to ensure compliance with environmental and labor protection legislation.* |
| | *The study program of woodworking provides the competitiveness and professional growth opportunities of the graduates of the program in the field of woodworking operation, work in the development Woond and improvement of new systems, products and technologies and applied research and pedagogy, as well as continuing education for a bachelor's degree.* |

| Final examination upon the completion of the study programme | Qualification paper |
|---|---|

# Study programme forms

**Full time studies - 2 years, 6 months - latvian**

| Study type and form | Full time studies |
|---|---|
| Duration in full years | 2 |
| Duration in month | 6 |
| Language | latvian |
| Amount (CP) | 100 |
| Admission requirements (in English) | Secondary education |
| Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english) | - |
| Qualification to be obtained (in english) | Woodworking technologist |

**Places of implementation**

| Place name | City | Address |
|---|---|---|
| Vocational education competence center "Riga Technical College" | RĪGA | BRASLAS IELA 16, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1084 |

# 3.1. Indicators Describing the Study Programme

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

The professional standard has changed and updated. The study program has been modified in accordance with the standard. The subjects Environmental and Civil Protection and Labor Protection have been introduced. Subject Environmental, civil and labor protection is excluded from the program.

Until now, we were ready to provide part-time and part-time training. However, this type of training was not implemented because there was no demand from students. There are still no part-time and part-time students. As there is no demand from students for this type of training, it is not planned to implement it in the future.

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

The main goal of the first level higher professional education study program "Woodworking", the successful award of the study program Woodworking Technologies, the fourth level of education in Latvia (LQF level 5):

- To prepare students for work in the woodworking industry;

- To promote the acquisition of knowledge and skills that ensure the development of the organizer's talents and abilities for the work of a middle-level manager;

- To provide an opportunity for the learner to prepare for continuing education in higher level study programs and advanced qualification courses and seminars.

Tasks:

to provide basic knowledge and professional competencies, as well as to prepare persons for independent highly qualified work in the field of woodworking.

In order to achieve the set goals, the program envisages the provision of knowledge, the creation and development of a set of knowledge, skills and attitudes necessary for the performance of professional activities in accordance with the qualification.

The knowledge, skills and competencies that students will acquire within the program and study course are clearly formulated in the study program and in each study course.

The skills, knowledge and competencies to be acquired must be specified in the requirements set out in the woodworking standard

competencies and abilities, taking into account the changing requirements of the labor market, because by making changes, the sustainability of the study program is ensured.

Woodworking technologies that have mastered this study program can work in various industrial companies or continue their studies at Riga Technical University or other higher education institutions.

Persons with general secondary education or secondary professional education can start studies.

Students are matriculated in the programs on a competitive basis, in accordance with the matriculation regulations both in state-funded budget places or for self-financing.

The study program "Woodworking" with the acquired qualification woodworking technologist fully corresponds to the study direction "production and processing", because this field best describes the acquired qualification. The wood processing technologist carries out his professional activity in wood processing companies of various profiles (for example, in sawmills, veneer and plywood, wood panel and furniture production plants) under the supervision of a higher level management or in one of the individual commercial activities. The main area is the production of new products or the processing of wood materials, such as the production of wood pellets. The title of the program fully reflects the scope and qualifications that are acquired in the field of woodworking. The code of the study program 41 543 corresponds to the content of the program (41 - 1st level professional higher (college) education (4th level professional qualification), to be implemented after obtaining general or professional secondary education. technology and production of products) Cabinet of Ministers Regulations No. 322 "Regulations on the Classification of Education in Latvia" The duration of the study program is 2.5 years, which complies with the regulations of the Cabinet of Ministers No. 322 and is optimal for full-fledged acquisition of the program.

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

The study program prepares specialists necessary for the national economy in close cooperation with the LDDK (Latvian Employers' Confederation) in accordance with the professional standard.

100% of study graduates are employed and about 70% or more graduates work in the specialty.

The high employment and loyalty of graduates can be explained by the specifics of the study program and the fact that mostly students find jobs in the field already during their studies - within the internship. The employment of graduates is indicated by the annual compilation of information, which is reflected in the annual yearbooks of PIKC "RTK", which can be viewed at: https://www.rtk.lv/?sadala=460

### 3.1.4. Statistical data on the students of the respective study programme, the dynamics of the number of the students, and the factors affecting the changes to the number of the

**students. The analysis shall be broken down into different study forms, types, and languages.**

The "part-time" and "part-time" types of training were not implemented during the evaluation period due to a lack of demand from students. During the reporting period, the implementation of the study program was performed full-time. From the academic year 2013/2014 to the academic year 2021/2022, a total of 80 students have been admitted, of which 26 have graduated, while 10 are continuing their studies.

The highest drop-out rate is observed during 1 semester. In fact, some students do not start their studies at all a few times in September or do not start their studies at all. Some do not want to combine studies with work, family life and leisure. A small dropout is also observed in further courses, which is often related to the choice of the academic year and, accordingly, non-renewal after a break in studies. A relatively rare reason is a qualification paper that is of inadequate quality or has not been fully developed in order to be able to defend it.

**3.1.5. Substantiation of the development of the joint study programme and description and evaluation of the choice of partner universities, including information on the development and implementation of the joint study programme (if applicable).**

## 3.2. The Content of Studies and Implementation Thereof

**3.2.1. Analysis of the content of the study programme. Assessment of the interrelation between the information included in the study courses/ modules, the intended learning outcomes, the set aims and other indicators with the aims of the study course/ module and the aims and intended outcomes of the study programme. Assessment of the relevance of the content of the study courses/ modules and compliance with the needs of the relevant industry, labour market and with the trends in science on how and whether the content of the study courses/ modules is updated in line with the development trends of the relevant industry, labour market, and science.**

The study program "Woodworking" complies with the regulations of the Cabinet of Ministers No. 141 "Regulations on the State Standard for First-Level Professional Higher Education": http://likumi.lv/doc.php?id=6397(Latvian language)

The volume of the study program is 100 credit points (150 ECTS) according to the 1st level professional higher education state standard, study courses are 75 CP (of which general education study courses are 20 CP (30 ECTS) and branch study courses are 55 CP (82.5 ECTS), internship 16 CP (24 ECTS ) and qualification work 9 CP (13.5 ECTS) This division is appropriate for achieving the goals of the professional study program.

The goals of the study course are related to the goal of the whole study program - to prepare specialists in the woodworking industry with the qualification of a woodworking technologist who performs technical tasks related to daily production process management in a woodworking company, increasing production efficiency and improving work organization in wood processing. Supervision of the design and manufacture of wooden products, as well as the use of equipment and mechanical devices. Calculates material and labor consumption, manages basic business and economic issues, participates in the development of business plans and estimates. Implement environmental protection and occupational safety requirements by coordinating subordinate employees.

The duration of the study program implementation for full-time studies is 2.5 years, one CP corresponds to the learner's 40 working hours per week, i.e. 20 contact hours and 20 independent work hours in the full-time study program. Interns are 40 hours a week. The study program and study plan determine the study courses to be acquired, their forms, scope, distribution by semesters and sequence. The schedule of the study process determines the terms of the study year. Study course programs indicate the topics of studies and practice. During the implementation of the program, students take 10 exams, 23 tests "with assessment" and 17 tests "without assessment", as well as develop 5 course papers. In order to promote the improvement of the quality of studies and provide students with the opportunity to submit proposals and complaints on various study-related issues in accordance with the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (2015, approved by the Bologna Ministerial Meeting in Yerevan on 15 May 2015), Riga Technical College provides submission and review of students' proposals and complaints. RTK website has a section for alarms: https://www.rtk.lv/?sadala=7195 (Latvian language)

Several study courses are taught by guest lecturers from companies, such as materials training, CNC programming, technical measurement in woodworking, wood product design. Cooperation agreements cover cooperation in science and education.

RTK participated in the approbation of the project results Erasmus + strategic partnership (KA2) innovation support project "Development of interactive and animated drawing teaching aids", materials

https://liggd.lt/diad-tools/gb/training-materials

Within the study direction, there is a regular and active cooperation with companies, employers, the Latvian Association of Woodworking Entrepreneurs and Exporters with the aim to be informed about the latest and most relevant in the industry.

The study courses are developed in accordance with the standard requirements of the woodworking technologist profession and current trends in the woodworking industry. Emphasis is placed on CNC software and processing, various drawing and construction software AutoCAD, Solidworks that are relevant in the work environment. The study courses are supplemented with topics to which students indicate during their internship in the company, as well as company recommendations. As an example, it was recommended that companies learn more about drawing in AutoCAD.

The study program is more focused on the practical orientation, not so much on the scientific, which is also not important for a woodworking technologist. Greater emphasis is placed on modern and current technologies in the study courses. Nevertheless, students have the opportunity to link their qualification work with the topics of scientific orientation, which are indicated in section 3.2.6.

### 3.2.2. In the case of master's and doctoral study programmes, specify and provide the

**justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation. In the case of a doctoral study programme, provide a description of the main research roadmaps and the impact of the study programme on research and other education levels (if applicable).**

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

The implementation of the study courses is carried out with the help of lectures, practical / laboratory work and practice. Students are explained the theoretical material on which to pass tests, tests. In addition to the study courses in the field, an independent work report or presentation must be created, which is related to the topic of the study course, but the student can choose to examine a topic in more depth and this topic is usually presented to his / her course members. This approach provides a more comprehensive insight into various topics related to the study course and promotes the student's skills in speaking in front of the audience and presenting their work on a topic of interest to them. Students are recommended to think about the topic of the qualification paper already in the first year, if the topic is intended already during the studies it is possible to do part of the practical work on the topics that are related to the topic of the qualification paper. In this way it is possible for students to gather information in a timely manner and to perform practical work, the data of which should be used in the qualification work.

In practical, laboratory work, certain specific tasks must be performed - calculations, laboratory measurements and the like, which are assessed with a mark or test.

Students' study results are evaluated on a 10-point scale, considering 4 points (almost average) as the lowest successful evaluation. If the grade in the study course is unmarked, then it must be passed.

At the beginning of the study course, the lecturers introduce the requirements of the study course and the evaluation criteria, so that from the very beginning the students have an understanding of the set requirements. The evaluation criteria for each study course are indicated in the description of the study courses, in the development of which emphasis is placed not only on knowledge, but also on skills and competences. Lecturers also use the possibilities of the e-environment when advising students and accepting completed tasks. Progress is being made in the implementation of the theoretical part of study courses in the e-environment.

There are 5 compulsory course papers in the implementation of the study program, the topics of which are determined in each study course, however, the student often has the opportunity to choose a topic that is attractive to them and it is possible to link it with the topic of their

qualification paper.

Thus, during the studies the student can prepare a part of the materials that can be used in the qualification work. After fulfilling the requirements of the respective study course (completed independent works, passed tests and so on), the student is admitted to the session, where according to the study course a test, a mark or an exam must be passed, which also reflects the students' level of knowledge. Also, if there has been a course paper in the relevant semester, it must be submitted and presented in an open session during the session. All interested people can attend the presentation, including students of other courses, lecturers.

This approach strengthens the student's presentation skills not only among his / her group colleagues, but also to a wider audience, which is very useful during the defense of the qualification paper.

Various methods are used to acquire study courses: lectures, seminars, practical work, tests, study tours to companies, factories, development of term papers. Guest lecturers as well as practitioners from companies are invited to study certain topics.

**3.2.4. If the study programme envisages an internship, describe the internship opportunities offered to students, provision and work organization, including whether the higher education institution/ college helps students to find an internship place. If the study programme is implemented in a foreign language, provide information on how internship opportunities are provided in a foreign language, including for foreign students. To provide analysis and evaluation of the connection of the tasks set for students during the internship included in the study programme with the learning outcomes of the study programme (if applicable).**

Internship documentation in the college was developed on the basis of March 20, 2001. Regulations of the Cabinet of Ministers No. 141 "Regulations on the first level professional higher education state standard": http://likumi.lv/doc.php?id=6397(Latvian language)  The organization of the internship takes place in accordance with the regulations of the Cabinet of Ministers No. 785 „Organization of study practice and insurance procedure for learners": https://likumi.lv/ta/id/252862-macibu-prakses-organizacijas-un-izglitamų-apdrosinasanas-kartiba(Latvian language)

The internship is organized according to the study process schedule of the study program "Woodworking". The evaluation of the results achieved in the internship is determined during each internship, providing evaluation criteria and documentation that must be completed during the internship.

Students can also do internships in European Union companies (Erasmus + internship mobility).

The time and content of the internship corresponds to the theoretical part of the study courses. The aim of the internship is to provide a link between the knowledge acquired in college and the real work environment, as well as to enable students to acquire practical work skills and knowledge. The task of the practice is to deepen and strengthen the theoretical knowledge, using it in solving specific practical tasks, to develop the skills of the future specialist.

The first two internships: The internship of woodworking machines is implemented in the 2nd semester of the 1st year and the CNC internship is implemented in the 1st semester of the 2nd year

at the college with professional teaching staff in the field of practical work. This placement is due to the fact that students have acquired theoretical material during their internship and can improve their practical skills. The practice is evaluated with a mark.

Internship in the company is planned for the 2nd semester of the 2nd year and qualification internship is planned for the 1st semester of the 3rd year. This placement of internships allows students to identify the possibility of associating their qualification work with solving a situation of interest or problems in the company. Internships are planned after the acquisition of theoretical studies and are planned in the structural units of companies / organizations. Its purpose is to strengthen and apply knowledge in the work environment. During the internship, students prepare an internship report, which is submitted and defended at the end of the internship. The implementation of the internship program is evaluated with the evaluation "passed" or "failed". The assessment is carried out by internship supervisors in the workplace and at the college.

The college does not provide students with internships outside the college, however, by maintaining a link with graduates, as well as employers with whom successful internships are implemented, students are offered companies where it is possible to do an internship. In recent years, entrepreneurs often offer internships and work independently to industry-related entrepreneurs.

Planned internships and qualification internships in the study program "Woodworking"

| Amount of credit points / semester | Name of the practice | | | |
|---|---|---|---|---|
| | Woodworking machine practice | CNC practice | Company practice | Qualification practice |
| 2 semester /3KP | X | | | |
| 3 semester /3KP | | X | | |
| 4 semester /5KP | | | X | |
| 5 semester /5KP | | | | X |

**3.2.5. Evaluation and description of the promotion opportunities and the promotion process provided to the students of the doctoral study programme (if applicable).**

**3.2.6. Analysis and assessment of the topics of the final theses of the students, their relevance in the respective field, including the labour market, and the marks of the final theses.**

A total of 30 students have graduated from the woodworking program "Woodworking" since the 2013/2014 academic year. All qualification topics are industry-related and relevant. The topics of the qualification papers could be divided into 4 main groups:

1. Production and technological processes, examples of qualification work topics:

• Improvement of the technological process of wooden spectacle frames

• Prospects for the development of wood pellets at Timberex

• Improvement of small log processing line in the company SIA "Kurnas Koks"

• Technological process of garden stairs and optimization of resources SIA "BikoLat"

2. Automated design, examples of qualification topics:

• Analysis of computer programs used in the wood industry

• Advantages of automated design using CAD / CAM systems for the production of parts of various scales

• Analysis and comparison of computer programs for construction of wooden products

3. Scientific research, examples of qualification work topics:

• Extraction of natural dyes from bark

• Potential evaluation of agricultural biomass incinerators

• Production of linseed oil based finishing material

4. Wood products, examples of qualification topics:

• Manufacture of wooden armrests

• Design heater

• Hunting towers portable structures

• Combined children's furniture

Some of the topics are closely related to the improvement or refinement of a company's production process. Some topics are related to automated design - program development or evaluation of computer programs used in the company. There are topics that have a research orientation, as well as topics that can be introduced into production or improve the production of an existing product.

Qualification papers are usually developed at a high level, as indicated by a score of 8 and 9 points.

Summary of evaluations of qualification papers

| Rating | Number of qualification papers |
|--------|-------------------------------|
| 10 | 1 |
| 9 | 9 |
| 8 | 11 |
| 7 | 3 |
| 6 | 5 |

5                1


# 3.3. Resources and Provision of the Study Programme


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


For the implementation of the program, students are provided with the necessary woodworking machines, which are located in the technological flow, including: format sawing machine, longitudinal milling machines, drilling machines, grinding machines, lathe, vacuum press and also available hand tools for woodworking.

To master the automated design system, students are provided with a computer class that includes the following software: AutoCAD; SolidWorks, CosmosWorks. In order for students to understand digital program control (CNC) machine tools, training in the CAM system MASTERCAM is provided, as well as practice on CNC machine tools.

To get an idea of the automation of production processes, Festo process equipment stands are available: level control, flow control, temperature control, as well as FluidLab software. In addition, projectors are available to better inform students.

It is possible for academic staff and students to use for scientific activity (creative work):

• Electronic joint catalog of libraries of national significance
http://www.lnb.lv/lv/lasitjais/katalogi-datubazes-kartotekas/valsts-nozimes-bibliotekuelektroniskais-kopkatalogs

 • Scientific and popular scientific literature in various fields is available in the OAPEN Online Library electronic collections database of the international project OAPEN (Open Access Publishing in European Networks) http://www.oapen.org/home;

• The Digital Book Index offers access to more than 165,000 digital books from more than 1,800 publishers, available free of charge at http://www.digitalbookindex.org/about.htm;

• GoogleScholar, (http://scholar.google.com/) search engine for scientific publications on the Internet;

• Social networks such as ResearchGate (http://www.researchgate.net/), the world's largest free social network for scientists and researchers.

The library is a structural unit of PIKC "Riga Technical College" and operates in accordance with internal regulations. The main task of the library is to provide the study and study process with the necessary information resources and services in accordance with the requirements of study programs in all specialties.

At the beginning of 2022, the library collection - 18,046 items, including books - 18,041 items, of which 16,447 items - textbooks. Audiovisual documents - 5 units. Paper periodicals - 16 titles.

Electronic - e-newspaper "Education and Culture", e-magazine "School Psychology", Normative acts in education, database Methodological materials for schools (grades 1 - 12). In 2022, the database letonika.lv will be available for college teachers and students.

In 2016, the PIKC RTK library was included in the unified state library information system, which envisages performing library processes in the automated information system SCHOOL ALISE. Computerized processing and cataloging of the collection's books has started in the library. Readers will be able to search for the necessary publications both on-site and remotely via the Internet.

Information in librarie is available in latvian.

The electronic catalog is available at: http://skolas.biblioteka.lv/Alise/lv/69/home.aspx , https://skolas.biblioteka.lv/Alise/lv/home.aspx

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

**3.3.3. Indicate data on the available funding for the corresponding study programme, its funding sources and their use for the development of the study programme. Provide information on the costs per one student within this study programme, indicating the items included in the cost calculation and the percentage distribution of funding between the specified items. The minimum number of students in the study programme in order to ensure the profitability of the study programme (indicating separately the information on each language, type and form of the study programme implementation).**

The study program "Woodworking" is implemented in the state language, in person. Duration of studies - 2.5 years.

Number of state budget places in the program - 80.

The minimum number of students allowed in the program - 18.

The state budget grant from the general revenue for the provision of studies is 1,625,525 euros, of which 391,332.72 euros are provided for the provision of studies in the program "Woodworking", providing 4891.66 euros per student in the program.

In 2020, 48% of all funding for studies amounted to 3,149,644 euros from the EU structural funds, 0.5% from tuition fees, 1.5% from foreign financial assistance and others.

Of all expenses, 18% were salaries, 45% - fixed capital formation, 7% - goods and services, 30% - employer's mandatory state social insurance contributions, social benefits and compensations.

The source of funding is state funding for higher education and European education projects, as well as other sources of funding for higher education in Latvia.

# 3.4. Teaching Staff

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

The qualification of the teaching staff (lecturers and guest lecturers) involved in the implementation of the study program is sufficient and complies with the conditions for the implementation of the study program and the requirements of regulatory enactments provided by Cabinet Regulation No. 569 of 11 September 2018 procedures for the improvement of professional competence ". https://likumi.lv/ta/id/301572-noteikumi-par-pedagogiem-nepieciesamo-izglitibu-un-profesionalo-kvalifikaciju-un-pedagogu-profesionalas-kompetences-pilnveides (latvian language)

Both local and freelance employees with appropriate qualifications for the respective study course are involved in the implementation of the study program "Woodworking". In total, 4 doctors of science work in the implementation of study courses; 8 - masters and 6 lecturers with higher professional education.

Faculty members who implement study courses in the study program "Woodworking"

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

The turnover of lecturers in the study program "Woodworking" is minimal, because all those involved are specialists in their profession. Newly arrived lecturers are often younger, more energetic and have an up-to-date knowledge base.

**3.4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals or peer-reviewed monographs may be additionally specified. Information on the teaching staff included in the database of experts of the Latvian Council of Science in the relevant field of science (total number, name of the lecturer, field of science in which the teaching staff has the status of an expert and expiration date of the Latvian Council of Science expert) (if applicable).**

**3.4.4. Information on the participation of the academic staff, involved in the implementation of the doctoral study programme, in scientific projects as project managers or prime contractors/ subproject managers/ leading researchers by specifying the name of the relevant project, as well as the source and the amount of the funding. Provide information on the reporting period (if applicable).**

**3.4.5. Assessment of the cooperation between the teaching staff members by specifying the mechanisms used to promote the cooperation and ensure the interrelation between the study programme and study courses/ modules. Specify also the proportion of the number of the students and the teaching staff within the study programme (at the moment of the submission of the Self-Assessment Report).**

Most of the lecturers teach subjects in several study programs, as well as in other educational institutions. The program directors and the heads of the study field co-operate with each other and show maximum support for the development and opportunities of the teaching staff.

The study courses are arranged sequentially so that the acquired knowledge, skills and abilities would be useful for the acquisition of further study courses. For example, in the 1st year - in the 1st semester there is engineering graphics and from the 1st year in the 2nd semester the Automated Design Systems (CAD, CAM, CAE) start, in which the general basics of engineering graphics are useful. Is the second example CNC practice planned at the end of the 2nd year -1 semester, when students have mastered the study course CNC programming, in which the acquired knowledge, skills, abilities are essential for mastering full-fledged CNC practice.

Due to the small number of students, students from different programs are often combined by teaching one study course, if it is the same for several study programs, such as physics, higher mathematics. This allows for the efficient use of teaching resources.

At the time of submitting the self-assessment, the study program "Woodworking" has 1 course - 5 students, 2 courses - 5 students and 3 students - 2 students. combine with other study program courses combine to have an optimal workload of teachers, as well as there are some teachers who teach a small study course, which is specific but small in scope, such as Labor protection - 1 CP, Basics of research work - 1 CP

# Annexes

| III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme | | |
|---|---|---|
| Sample of the diploma and its supplement to be issued for completing the study programme | Diploms.zip | Diploms.zip |
| For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable) | | |
| Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable) | | |
| Statistics on the students in the reporting period | P5_studentu_statistika_ENG.doc | P5_studentu_statistika (1).doc |

| III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof | | |
|---|---|---|
| Compliance with the study programme with the State Education Standard | P6_atbilstiba valsts standartam_ENG.docx | P6_atbilstiba valsts standartam.docx |
| Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable) | P7_atbilstiba standartam_ENG.docx | P7_atbilstiba standartam.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 | P8_studiju kursu kartējums_Eng.doc | P8_studiju kursu kartējums.doc |
| The curriculum of the study programme (for each type and form of the implementation of the study programme) | P9_studiju plans_2021_ENG.xls | P9_studiju plans_2021.xls |
| Descriptions of the study courses/ modules | Studiju kursu apraksti-KOKAPSTRĀDE-EN.7z | Studiju kursu apraksti.rar |
| Description of the organisation of the internship of the students (if applicable) | Mācību prakses organizēšana.pdf | Mācību prakses organizēšana.pdf |

| III - Description of the Study Programme - 3.4. Teaching Staff | | |
|---|---|---|
| Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable) | | |
| Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable) | | |