

APPLICATION

Study field "Transport Services" for assessment

Study field	<i>Transport Services</i>
Title of the higher education institution	<i>Rīgas Tehniskā koledža</i>
Registration code	<i>3397002057</i>
Legal address	<i>BRASLAS IEĻA 16, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1084</i>
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Self-evaluation report

Study field "Transport Services"

Vocational education competence center "Riga Technical College"

Self-evaluation report	2
Study field	4
1. Information on the Higher Education Institution/College	4
2.1. Management of the Study Field	18
2.2. Efficiency of the Internal Quality Assurance System	31
2.3. Resources and Provision of the Study Field	41
2.4. Scientific Research and Artistic Creation	50
2.5. Cooperation and Internationalisation	58
2.6. Implementation of the Recommendations Received During the Previous Assessment Procedures	68
Annexes	72
Other annexes	74
Telematics and Logistics (41840)	80
Study programme	82
3.1. Indicators Describing the Study Programme	82
3.2. The Content of Studies and Implementation Thereof	101
3.3. Resources and Provision of the Study Programme	117
3.4. Teaching Staff	121
Annexes	127

1. Information on the Higher Education Institution/College

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

Riga Technical College (hereinafter referred to as **RTC**) is a state-founded professional higher education institution under the supervision of the Ministry of Education and Science of the Republic of Latvia. It provides individuals who have obtained secondary education with the opportunity to obtain short-cycle (first-level) higher professional education, which corresponds to the fifth level of professional qualification in the Latvian Qualifications Framework, in accordance with Articles 1, 4, and 5 of the Professional Education Law. SP code, first-level higher professional education study programs.

RTK operates on the basis of Cabinet of Ministers Regulation No. 105 Riga on February 20, 2024 (prot. No. 8 § 9) Regulations of Riga Technical College (<https://likumi.lv/ta/id/349923-rigas-tehniskas-koledzas-nolikums>)(Latvian only).

The legal status of RTK is a state direct administrative institution.

Registration number in the Register of Educational Institutions: 3347002057

Registered address: Braslas iela 16, Riga, LV-1084

According to the amendments to the Law on Vocational Education, which entered into force on 01.04.2022, RTK does not have a branch, but a place of implementation of educational programs. The Vocational Education Law does not give colleges the right to create branches within the meaning of the Law on Higher Education - i.e. structural units that have some organizational autonomy, but in accordance with Article 15, Part 3, the college, in coordination with the founder - the Ministry of Education and Science, can create places for the implementation of educational programs. Unlike the branches defined in the Higher Education Law, RTK educational program implementation sites do not have their own organizational independence, separate personnel and material and technical base. They do not carry out economic activity, but by their nature could be compared to representative offices within the meaning of the Higher Education Law, because they were created in cooperation with the state's regional technical schools, are located in their premises, and in them, a small number of individual lectures included in the course of study, which do not require specialized laboratories or other specific material and technical equipment and which can be visited by residents of the region and students of technical schools in order to familiarize themselves with the study process and to interest the students and residents of the regional technical school in continuing their studies at RTK.

RTC, in accordance with Article 15 (3) of the Law on Vocational Education and in accordance with letter No. 4-9.2e/22/3612 of the Ministry of Education and Science of 29.12.2022, currently has program implementation places:

3 Ledmanes Street, Riga

16 Stradnieku Street, Daugavpils

6 Valteru Street, Kandava

The structure of the college with the places of implementation of the programs can be found in the appendices .1. - LV and 1.2. - EN.

„Development and investment strategy for 2021-2027" has been developed at Riga https://rtk.lv/usr/rtk_strategy_2021-2027_en.pdf, Technical College. See in appendices 30.2. – EN.

RTC mission

To provide quality, dynamic and competitive vocational education and raise vocational qualification in engineering and technical (STEM) specialties throughout life in accordance with labour market requirements.

RTC vision

To become the leading STEM discipline and inter-discipline college in Latvia – guaranteed growth for qualified professionals.

Strategic objectives of RTC

- To offer and implement educational programmes in accordance with the development trends of the national economy and modern-day education
- To ensure a quality educational process involving competent educators who are oriented towards consistently raising their qualifications and motivated students who are oriented towards acquiring education
- To provide opportunities for workers in the economic sector, other applicants and RTC teaching staff to acquire modern vocational education and raise their professional qualification

At RTC, after obtaining secondary education, one can acquire short-cycle (level 1) higher professional education that corresponds to the fifth level of professional qualification framework in Latvia, according to Sections 1, 4, and 5 of the Vocational Education Law, in 10 study programs and 5 study fields (tables 1.1.-1.4.).

Table 1.1.

RTC study programmes

Fields of studies	SP code - first-level higher professional education study programs	Accreditation period
1. Information technology, computer engineering, electronics, telecommunications, computer management and computer science	41 483, Information technologies	20 June 2030
2. Mechanics and Metalworking, Thermal Energy, Thermal Technology, and Mechanical Engineering	41 521, Engineering mechanics (acquired qualifications - mechanical engineer, mechatronics specialist)	February 2, 2025
	41 522, Thermal Energy	February 2, 2025
	41 522, Refrigeration Equipment	February 2, 2025
	41 521, Automotive transport	February 2, 2025
3. Energetics, Electrical Engineering, and Electrical Technology	41 522, Electrical equipment	March 2, 2029
4. Production and processing	41 543, Woodworking	February 2, 2025

All study programs are implemented only in Latvian.

All study programs are implemented in Riga, but to meet the needs of employers and municipalities in regions, we offer studies in program implementation places in Daugavpils and Kandava.

The structure of the college with the places of implementation of the programs can be found in the appendices 1.1. – LV and 1.2. – EN.

Most of the students who start their studies already have a paid job, mainly in the industry in which they want to enhance their knowledge and skills. Thus, RTC provides them with an opportunity to obtain higher education and/or further education without interrupting their employment relationships.

The number of students studying in level short-cycle higher professional education programs was quite stable from the academic year 2009/2010 to 2013/2014. Due to the worsening demographic situation in the country, the total number of students has decreased since 2014/2015. The number of self-financed students has significantly decreased.

The number of students studying in RTC program implementation places has increased on average by 15% since their establishment until 2019, while decreasing slightly in Riga. From the 2019/2020 academic year, the number of students in program implementation places has decreased on average by 20% each year, but by 10% overall in the college. The decrease in the number of students is explained by a significant decrease in the number of residents aged 20 to 29, according to statistics, as well as the impact of the Covid-19 pandemic. Starting from the study year 2019/2020, the study programme is only implemented in Riga.

Table 1.2.

The number of students studying in RTC program implementation places

Academic year	2013 /2014	2014 /2015	2015 /2016	2016 /2017	2017 /2018	2018 /2019	2019 /2020	2020 /2021	2021 /2022	2022 / 2023
Number of students	766	746	696	726	725	676	598	580	480	422
Including self-financing	162	99	74	121	57	26	16	30	28	14

Table 1.3.

Number of students in locations of program implementation

Academic year	2013 /2014	2014 /2015	2015 /2016	2016 /2017	2017 /2018	2018 /2019	2019 /2020	2020 /2021	2021 /2022	2022 / 2023
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Number of students	96	112	143	179	212	224	190	128	121	63
Including self-financing	13	15	21	25	29	33	32	3	13	0

Table 1.4.

Student number dynamics in programs:

• **“Information technology”**

Academic year	2013 /2014	2014 /2015	2015 /2016	2016 /2017	2017 /2018	2018 /2019	2019 /2020	2020 /2021	2021 /2022	2022 / 2023
Number of students	133	141	122	114	117	133	125	118	97	90
Including self-financing	17	19	18	16	16	20	21	4	11	6

• **“Electrical equipment”**

Academic year	2013 /2014	2014 /2015	2015 /2016	2016 /2017	2017 /2018	2018 /2019	2019 /2020	2020 /2021	2021 /2022	2022 / 2023
Number of students	82	92	100	137	140	120	121	140	101	91
Including self-financing	11	12	14	18	19	18	20	2	8	1

• **“Thermal energy”**

Academic year	2013 /2014	2014 /2015	2015 /2016	2016 /2017	2017 /2018	2018 /2019	2019 /2020	2020 /2021	2021 /2022	2022 / 2023
Number of students	58	48	49	57	56	28	25	22	22	20
Including self-financing	8	6	7	8	8	4	4	0	5	0

• **“Refrigeration equipment”**

Academic year	2013 /2014	2014 /2015	2015 /2016	2016 /2017	2017 /2018	2018 /2019	2019 /2020	2020 /2021	2021 /2022	2022 / 2023
Number of students	0	31	36	37	45	34	31	44	41	46
Including self-financing	0	4	5	5	6	5	5	0	1	2

• **“Automotive Transport”**

Academic year	2013 /2014	2014 /2015	2015 /2016	2016 /2017	2017 /2018	2018 /2019	2019 /2020	2020 /2021	2021 /2022	2022 / 2023
Number of students	170	140	126	132	118	120	102	99	72	64
Including self-financing	22	19	18	18	16	18	17	15	11	3

• **“Engineering mechanics”**

Academic year	2013 /2014	2014 /2015	2015 /2016	2016 /2017	2017 /2018	2018 /2019	2019 /2020	2020 /2021	2021 /2022	2022 / 2023
Number of students	95	92	75	86	102	122	104	75	77	67
Including self-financing	12	12	11	12	15	17	16	3	2	1

• **“Woodworking”**

Academic year	2013 /2014	2014 /2015	2015 /2016	2016 /2017	2017 /2018	2018 /2019	2019 /2020	2020 /2021	2021 /2022	2022 / 2023
Number of students	33	22	9	20	21	12	15	15	12	14

Including self-financing	4	3	1	3	3	2	3	1	0	1
• “Telematics and logistics”										
Academic year	2013 /2014	2014 /2015	2015 /2016	2016 /2017	2017 /2018	2018 /2019	2019 /2020	2020 /2021	2021 /2022	2022 / 2023
Number of students	73	70	74	58	56	53	61	56	31	19
Including self-financing	10	9	11	8	8	8	9	4	1	0

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

The Council is the collegial management and decision-making body of the RTC staff.

The Council is composed of 13 members:

College Director.

Deputy Director, whose responsibilities include college development issues.

Three student representatives, authorised by the student council.

Seven academic staff representatives.

The Head of the College's Finance Unit or, in his absence, the acting head appointed by order of the College Director.

The Chairperson of the Council is elected for three years. The College Director shall not be eligible for election as Chairperson of the Council. The same person may be elected to the office of Chairperson of the Council for one term.

The Chairperson of the Council plans, organises, convenes and chairs a meeting of the Council, organises the preparation of the agenda for a meeting of the Council, ensures order during a meeting of the Council, signs the minutes of the Council and other documents drawn up by the Council, invites invitees to participate in meetings of the Council, if necessary.

Functions of the Council:

Approves the long-term and medium-term development strategy of the College and submits it to the Founder for approval.

Develops and approves regulations on academic positions at the College and the procedure for election to these positions, as well as criteria for the evaluation of academic staff.

Elects academic staff.

Decides on the requirements, procedures and tests for acquiring qualifications.

Prepares proposals on tuition fees for short-cycle vocational higher education programs at places of study which are not funded from the state budget and submits them to the founder for approval.

Determines the allocation of study places for students in short-cycle vocational higher education programs financed from the state budget.

In cooperation with the College Director, develops the College Statutes and amendments thereto.

To carry out its functions, the Council performs the following tasks:

- Approves the college's study development plan.
- Approves the college's applied research development plan and encourages specific directions for applied research development.
- Decides on the launch, content and development of short-cycle vocational higher education programs as well as on their termination.
- Decides on the launch, content, development and termination of other vocational training programs.
- Approves the admission rules established by the College.
- Reviews and approves sketches of the college flag, emblem, logo and breast badge. Develops and proposes the establishment, reorganisation and liquidation of educational and research units of the College.
- Determines the number of deputy directors of the College on the proposal of the College Director. (appendix 1.2.LV and 1.2.2.2.ENG) Available on the website <https://www.rtk.lv/lv/par-mums/dokumenti/>

The Council shall have the right to receive information from the College Director and departments necessary for the performance of the functions and tasks assigned by the Council, to establish expert, methodological, ethical and other advisory groups to address specific issues, as well as to develop projects for the performance of tasks within the competence of the Council.

The audit committee is elected by RTC staff in a closed election and consists of three people. The committee includes one elected representative of the academic staff, one elected representative of the general staff, and one elected representative of the student self-government. Only members of the respective categories of staff can be elected to the audit committee. The committee cannot include employees in administrative positions or on the Council.

The audit committee has the right to verify compliance with regulatory acts, regulations, decisions of the Council and Director, and access all documents related to RTC's financial and economic activities. (appendix 1.2.2. LV and 1.2.2.2.2. ENG) Available on the website <https://www.rtk.lv/lv/par-mums/dokumenti/>

The Code of Ethics has been in operation since 04.11.2020 and is up to date for any college affiliate. The college educators, as well as employees, sign that they have become acquainted with the Code when starting their employment relationship. The College shall establish, by order of the Director, an Ethics Commission, which shall evaluate complaints regarding non-compliance with the basic principles of professional ethics and behaviour. (Annex 1.2.1.LV and 1.2.1.1.ENG)

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

The goal of quality management is to ensure that RTC operates in accordance with the development strategy, external and internal regulatory documents, contractual obligations, and the requirements of clients and employers.

RTK's quality policy is focused on unified operation, mission implementation, achievement of strategic goals, sustainable operation, development of the quality management and assurance system, determining the achievement of quality-related principles in studies, research and cooperation with society. The purpose of the quality policy is to promote the development of RTK by determining the guidelines and principles by which it is possible to ensure a consistently high quality of the college's activities. In order to implement the quality policy, RTK is based on such values as excellence, creativity, openness, in order to promote the creation and implementation of a quality culture in each workplace and RTK as a whole. RTK's study processes are clearly structured and responsible for each of them are determined. The collective responsibility lies with RTK's decision-making bodies - the RTK Council and the director, who decide on measures to ensure the quality of studies. The college administration is responsible for the functioning of the study quality management system and supervises the study process. Personnel responsibility for the quality of study program implementation is assigned to heads of departments, directors of study programs. Each teaching staff is responsible for the quality of the taught course content and implementation. The right and duty of students is to promote the implementation of RTK's goals and excellence in studies by participating in RTK's collegial institutions and regularly expressing their opinion in student surveys. The study quality assurance system provides for compliance with the principles of academic honesty in the behavior of students and staff, which includes objectivity, responsibility, mutual respect and trust, excludes deception and fraud, and promotes the quality and prestige of Latvian education and science. The goal of study quality is to implement high-quality, science-based and recognized studies that provide competent, intelligent and competitive specialists - practitioners for the development of the economy and society.

See Annex 1.3.1 for the RTK “quality Management Manual” (LV) as well AS 1.3.2. (ENG).

The quality Management Manual (hereinafter - Manual) is a document describing the quality policy, objectives and quality management system of Riga Technical College (hereinafter - RTC). The quality manual contains the quality management system procedures and defines the structure of the documentation to be used in the quality management system.

It is focused on unified action, implementing the mission, achieving strategic goals, sustainable operation, developing quality management and assurance systems, and achieving the principles of quality in studies, research, and collaboration with society. For the RTC “Quality policy” see Annex 1.3.4 and 1.3.5 (in English). See Annex 1.3.6 and 1.3.7 (in English). For process management see Annex 1.3.9 and 1.3.10 (in English).

Quality policy shapes the framework for RTC's development and investment strategies, and sets overall intentions and directions for ensuring and improving the quality of studies.

The goal of the quality policy is to promote the development of RTC by continuously improving quality and defining the principles and organizational processes for its implementation.

The following basic principles are taken into account when implementing the quality policy:

- **Competence** - the quality of RTC's activities is ensured by employees with professional knowledge and skills, accumulated experience, and continuous professional development, guaranteeing students the opportunity to receive quality education.
- **Partnership** - effective long-term collaboration with employers and other stakeholders in the STEM field at the local and international level.
- **Sustainability** - active and responsible action in education for sustainable development in response to society's needs.
- **Participation** - involvement of students in the improvement of the educational process, and participation of teachers and staff in the development and maintenance of quality management systems.

The basis of RTC's sustainable development is the EFQM (European Foundation for Quality Management) excellence model, whose main components are leadership and management, personnel strategy, partnerships and resources, processes, products and services, as well as the main performance results of personnel (including students) and society. The excellence approach ensures process planning, implementation, verification, evaluation of results, and further improvement.

The EFQM model of excellence in Latvia is successfully used in their work by state administrative institutions, many educational institutions, as well as other organizations. It is supervised by the Latvian Quality Society.

Only in Latvian:

<https://www.kvalb.lv/efqm/efqm-zinas/params/post/2209325/efqm-izcilibas-modelis-2020/>(in Latvian)

<https://tap.mk.gov.lv/valsts-parvaldes-politika/kvalitates-vadiba/Kvalitates-vadibas-modeli/EFQM-izcilibas-modelis/> (in Latvian)

<https://www.trusteddecisions.com/lv/wiki/efqm-modelis/> (in Latvian)

<https://profizgl.lu.lv/mod/book/view.php?id=23319&chapterid=7110> (in Latvian)

<https://biznesam.lv/izdevumi/efqm-izcilibas-modelis-biznesa-organizacijam/> (in Latvian)

The excellence approach ensures process planning, implementation, verification, evaluation of results and further development. The model is based on the Sustainable Development Goals of the United Nations.

<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

The full name of the model is the **European Foundation for Quality Management Excellence model** (www.efqm.org). Excellence models are quality management models that cover all the activities of the organization and evaluate them in a unified system. It was developed in 1992 as a framework of evaluation criteria for the European Quality Award.

The quality policy shall be implemented by all RTK departments and staff. See Annex 1.3.11 for the procedures for assessing the annual quality of lecturers work.

The RTC quality management and assurance system is an organized structure of responsibilities, actions, and resources that together create methods and systems to ensure a high-quality, science-based, and internationally recognized study process, which provides the economy and society as a whole with competent and internationally competitive professionals.

The RTC quality management and assurance system consists of interrelated subsystems:

- Work planning and organization management systems.
- Work execution management systems.

RTC's development and investment strategy and its appendices form the basis of work planning. In addition, RTC develops detailed action plans that identify, describe, and initially structure the activities necessary to achieve RTC's goals.

Organization management, in turn, is the process of defining the sequence of actions and sub-actions, and their performers, implementation, and change management. Currently, both action planning and management are based on the organizational structure of RTC, determining the sequential actions, their sub-actions, performers, necessary resources, implementation method, deadlines, mutual interaction, which together create a comprehensive process structure that determines how organizational units operate and interact to achieve the predefined goals of this collaboration in the most effective way.

At the core of the RTC quality management and assurance system are eight quality management principles necessary for continuous improvement of the study process, staff motivation, ensuring customer requirements and positive impact on society:

- **Customer focus** - RTC depends on its customers, so it is necessary to understand both their existing requirements and their future needs, ensuring their fulfillment while trying to exceed customer expectations.
- **Leadership** - the development and investment strategy determines the general goals and ways to achieve them.
- **Employee involvement** - RTC is organized in a work environment that allows each employee to participate in achieving goals.
- **Process orientation** - all activities are managed as a unified process.
- **System management** - a clear process system has been established and is being managed to increase the effectiveness of goal achievement.
- **Continuous improvement of work** - continuous improvement of work takes place by constantly analyzing the implementation of processes and customer requirements.
- **The effective decision-making** - the decisions are made based on a logical analysis of data and information.
- **Mutually beneficial relationships with employers and social partner organizations** - increases the opportunities to achieve better results.

The quality of the work of the personnel is essentially ensured and controlled in accordance with the regulations in force in the State and specified in internal regulatory enactments of the RTK. The RTK has developed and operates a staff quality assessment system. The procedures for the annual evaluation of the quality of work of lecturers shall determine the organisation for the evaluation of the quality of work of lecturers in catheters and the procedures for the establishment and operation of the work quality evaluation Commission of lecturers.

Procedures for the assessment of the annual quality of work of RTK lecturers. Approved 07.13.2023. Published: [docetaju_ikgadejas_darba_kvalitates_izvertesanas_kartiba-2.pdf \(rtk.lv\)](#) (rtk.lv) (only in Latvian)

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

1.	The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.	<p>Since 2024, RTK has developed a "Quality Management Manual", which clearly defines the management system, quality assurance, internal control management system, external quality and control system, as well as public information and public information.</p> <p>RTK has developed and implemented a Quality Policy, which is publicly available on their website at https://www.rtk.lv/?sadala=5082</p> <p>Surveys of students, lecturers and employers are conducted every year.</p> <p>At the end of the academic year, an annual evaluation of teachers' work takes place.</p> <p>Problems are identified and resolved in a timely manner.</p>
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.	<p>The study program is developed in accordance with:</p> <ul style="list-style-type: none">• Article 55, Clause 1 of the University Law, which determines the description of study content and implementation.• Regulations on the state standard of national professional higher education (MK 13.06.2023. note No. 305.), which determine the basic parts, scope, basic principles and basic forms of the study program.• Professional standard, which determines the knowledge, skills and competences required for obtaining a professional qualification. <p>The development of study programs is regulated by internal normative documents:</p> <p>"Procedures for the development and submission of study programs for approval" (05.12.2023. No.1.1.-2/25-RTC (See annexes 1.4.4.LV AND 1.4.5. ENG)</p> <p>"Procedures for the development and updating of course descriptions" (05.12.2023. No.1.1.-2/26-RTC)</p> <p>https://rtk.lv/usr/dok/kartiba_studiju_program_aktualizetas.pdf -LV https://rtk.lv/usr/dok/ang_kartiba_studiju_prog_aktualizets.pdf -ENG</p> <p>Study course programs are updated in all cases when changes are made to the study program based on the decision of the College Council.</p> <p>Study course programs are updated every two academic years, taking into account the shortcomings noticed during the study course management, introduced innovations, student suggestions, as well as new technologies.</p> <p>The study program director approved by the College Council is fully responsible for updating study course programs.</p> <p>Study course description example (See Annex 1.4.11.11.)</p> <p>Recognition of previously completed study courses (See Annex 1.4.12.12.)</p> <p>Agreement between RTU and RTK (See Annex 1.4.13.13.)</p>

<p>3. The criteria, conditions, and procedures for the evaluation of students' results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and made public.</p>	<p>The evaluation of RTK students' study achievements is focused on:</p> <ul style="list-style-type: none"> • Promoting students' responsibility for the results to be achieved in the study process. • Motivating students to improve their study achievements by self-assessment. • The necessary updating of the study process to improve study achievements. <p>The basic principles of evaluation of study achievements are as follows:</p> <ul style="list-style-type: none"> • Summing up positive achievements. • Mandatory assessment for learning the mandatory content included in the main parts of study programs. • Openness and clarity of requirements regarding the set of basic requirements for evaluating the acquired education, according to the goals and tasks of study programs and study courses. • The variety of test methods used in the assessment. • Relevance of assessment to students' analytical and creative abilities, knowledge, skills and abilities. • The basic forms of evaluation of the study program are an exam and a test. • Completion of the study course in the exam is evaluated in a 10-point system: <ol style="list-style-type: none"> 1. very high learning level ("10" - excellent, "9" - excellent); 2. high learning level ("8" - very good, "7" - good); 3. average learning level ("6" - almost good, "5" - average, "4" - almost average); 4. low learning level ("3" - weak, "2" - very weak, "1" - very, very weak); • In the test, the completion of the study course is assessed with "passed" or "failed", or with an assessment in a 10-point system, according to the study program. • At the end of the study program, a state final exam is held - a qualification exam, which is evaluated in a 10-point system and a component of which is the defense of the qualification work. <p>Governed by internal regulations - "Principles and Procedures for Evaluating Higher Professional Education" (12.10.2023. No.1.1.-2/15-RTC)</p> <p>See Appendix 1.4.6. and 1.4.6.6.-EN</p> <p>If a student has already studied at a higher education institution, his achievements can be recognized in the process of studying at the RTC.</p> <p>on of previously studied study courses" (20.12.2023, No. 1.1.-2/32 - RTK) (see Appendix 54.1- only in Latvian)RTC has developed an internal regulatory document "Procedure for recognition of previously studied study courses" (20.12.2023, No. 1.1.-2/32 - RTK) (see Appendix 54.1- only in Latvian)</p>
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4	<p>Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.</p>	<p>The annual work quality evaluation of the academic staff (more precisely, lecturers) is carried out by the director of the study program and the lecturers' work quality evaluation commission.</p> <p>During the academic year, the director of the study program, with the participation of the head of the department or a representative of the administration, observes and evaluates two lessons for each lecturer. Not less often than once during the academic year, the director of the study program, with the participation of the head of the department or a representative of the administration, conducts a student survey.</p> <p>At the end of the academic year, but no later than July 1, each lecturer submits his/her work self-evaluation and information about success in groups to the director of the study program.</p> <p>The quality of the lecturer's work is evaluated by the director of the study program in the following activities:</p> <ul style="list-style-type: none"> • Self-esteem. • Student survey. • Observing and evaluating lessons. <p>At the end of each academic year, but no later than August 25, the director of the study program summarizes the qualitative results of the lecturers' work, submits them to the head of the Studies Department and informs them openly at the department meeting.</p> <p>The director of the study program has the right to submit his opinion or suggestions about the qualitative indicators of any lecturer's work to the Studies department.</p> <p>The study part gathers the submitted lecturers' job descriptions and study program directors' proposals for review by the annual lecturers' work quality evaluation commission.</p> <p>The commission is an evaluation body and a decision-making body, the purpose of which is to promote the improvement of the professional competences of lecturers, increasing the responsibility of lecturers for study results.</p> <p>The Commission makes its decisions in an open vote with a simple majority of the Commission members present. In case of an equal number of votes, the vote of the President of the Commission is decisive.</p> <p>Committee meetings are recorded.</p> <p>The minutes are signed by the head of the meeting and the secretary.</p> <p>A brief description of each lecturer's work and a quality assessment with recommendations for further action, signed by all members of the commission, are added to the committee protocol.</p> <p>The committee submits the list to the College Director for decision.</p> <p>Governed by internal regulations for „Annual Evaluation of Teaching Quality.”</p> <p>(07.12.2023. Nr.1.1.-2/28 - RTC)</p> <p>https://rtk.lv/usr/dok/docetaju_ikgadejas_darba_kvalitates_izvertesanas_kartiba-2.pdf - LV</p> <p>https://rtk.lv/usr/dok/rules_on_academic_integrity-en.pdf - EN</p> <p>See also in attachments 1.4.6.LV, 1.4.6.6.ENG, 1.4.10.LV, 1.4.10.10.ENG, 1.4.7.LV, 1.4.8.LV, 1.4.9.LV, 1.4.9.9.ENG</p>
5.	<p>The higher education institution/ college ensures the collection and analysis of the information on the study achievements of the students, employment of the graduates, satisfaction of the students with the study programme, efficiency of the work of the academic staff, the study funds available, and the disbursements thereof, as well as the key performance indicators of the higher education institution/ college.</p>	<p>The Student Performance Database is continuously reviewed by the Quality Assurance Office.</p> <p>And performance analysis is conducted at the end of each semester.</p> <p>Graduate surveys on further education and employment are conducted annually.</p> <p>Student and teacher surveys are conducted annually to identify problems.</p>

<p>6. The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing their quality assurance systems.</p>	<p>The quality of studies is ensured by:</p> <ul style="list-style-type: none"> • a diverse offer of study programs in line with the development trends of the industry and centered on students; • higher education based on practice and research, focused on student competence as a result of the teaching and learning process; • joint studies of several fields, project work principles, as well as learning methods based on innovations and technologies; • competent academic staff; • modern study environment and efficient study process organization. <p>The quality of studies is characterized by:</p> <ul style="list-style-type: none"> • graduate employment; • level of student satisfaction; • level of satisfaction of graduates; • level of satisfaction of employers; • dynamics of the number of students; • RTK's external quality assessment compared to equivalent higher education institutions; • External quality assessment of RTK study programs and competitive advantages compared to equivalent study programs of higher education institutions; • number of students involved in research. <p>The implementation, provision and maintenance of academic and professional standards at RTK takes place in accordance with Fig. 5. the reflected system, which includes the concept of ensuring, implementing and maintaining successive requirements, standards and established criteria. The documents governing RTK's core activities and support processes are as follows: regulations, internal regulations, procedures, orders, decisions, methodological instructions, etc., incl. supporting elements (descriptions, protocols, acts, reports, reports, correspondence, submissions, forms, etc.). When developing internal regulatory documents, RTK observes the hierarchy of documents and ensures coherence, i.e. when developing a document of any level, RTK ensures its compliance with hierarchically higher documents (vertical integration) and coherence or non-overlapping with other internal regulatory documents (horizontal integration), including an indication of this interconnection. The principle of non-overlap states that the document clearly separates competencies and information exchange to avoid inconsistencies between internal acts; and the principle of coherence, ensures that documents are mutually agreed upon to achieve common goals.</p>
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2.1. Management of the Study Field

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

The aim of the study programme is to offer and implement educational programmes in line with the development trends of the economy and modern education. This is correlated with the RTC Development and Investment Strategy for 2021-2027, Strategic Programme Objective 1- offer and implement education programmes according to national economy and trends in modern education.

The study programme "Telematics and Logistics" is based on the acquisition of a set of knowledge and practical skills provided for in the Professional Standard for Logistics Specialist ([PS-148.pdf \(visc.gov.lv\)](#)) (only Latvian) in order to ensure professional competences corresponding to the first level of professional higher education (level 5 professional qualification). The **aim of this direction of study** is to fit into the overall development strategy of the College by preparing logistics specialists to work as functional level managers in enterprises engaged in logistics, international and national freight or passenger transport, wholesale, retail, manufacturing and service provision, as well as in state and local government institutions whose activities are related to the transport and/or logistics sector or involve the organisation of logistics activities, or working as a self-employed person or sole trader.

Logistics specialists are in high demand into society and economy of the country and companies are willing to participate in the study process to provide up-to-date knowledge and skills on the latest technologies used in transport and logistics, so that students can better enter the labour market and work for companies. Short-cycle vocational higher education is an important instrument for the growth of the Latvian economy, which is particularly important for the improvement and development of the study programme "Logistics and Thematics". It is important to provide opportunities for higher vocational education with a practical orientation in a short period of time. As this sector is developing very rapidly, the study programme included in the field of study should be developed in cooperation with employers. We have now agreed to work with companies in the sector to further develop the programme. The rapid development of logistics and transport technologies and the weak knowledge of science subjects among applicants has been the reason for the sharp decline in the number of students in similar study programmes at other institutions. RTC is closely following the development of the sector. The establishment of the Logistics Centre at the College will further improve the quality of the study programme "Logistics and Telematics", as well as enable close cooperation with industry companies, EU and national organisations (Latvian Logistics Association, European Logistics Association).

For 2024, RTK intervened:

the Latvian Logistics Association, which brings together leading logistics, transport, customs clearance, international trade companies, shipping lines, port terminals and individual specialists, as well as educational and research institutions in these fields; Latvian Packaging Certification Centre.

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.

In order to contribute to the achievement of the objectives of the study field of RTC, "Transport Services", the management of the study field ensures the relevance of the study field's activities to the challenges of today's changing conditions. Based on the experience gained, thorough analysis of the study and research process and results, the management of the study field evaluates the study content, provision and organisation, as well as research performance. Based not only on the analysis of each aspect of study and research, but also on the data obtained from students, graduates and employers' surveys, the management of the study field carries out a SWOT analysis.

Strengths

Weaknesses

-
- Experienced and qualified lecturers - Quality of the study process, characterised by a flexible approach to planning the study process, a creative approach to the learning process, a large number of practical classes in specialisation study courses
 - Good contacts with employers in Latvia and the EU, as well as cooperation with industry associations: LIKTA, LETERA, LTA, LEEA.
 - Graduates are in demand and competitive in the labour market.
 - Technical and material base corresponding to modern requirements. The training uses modern equipment used in the sector, as well as modern logistics computer programmes.
 - The study programme is focused on the labour market and its requirements. The content of the study programme is updated in accordance with the requirements of the sector.
 - The lecturer meets almost all the criteria for expert status of the Latvian Academy of Sciences.
 - Subscriptions to EBSCO and acquisitions of scientific literature in the field. - The lecturers have carried out serious research in logistics, the results of which are published in scientific journals with index SCOPUS, Thomson Reuter, Web of Sciences.
 - International cooperation - ERASMUS+ student mobility placements in companies in Spain, Malta, Lithuania, etc.
 - Good cooperation with educational institutions in Latvia and the EU.
 - The College is not registered as a scientific institution, as this is not in line with the specific nature of colleges and the direct objectives of an educational institution, which makes it impossible to apply for certain project activities and difficult to demonstrate scientific capacity.
 - Applicants have poor knowledge of science subjects.
 - Small number of lecturers with doctoral degrees.
 - Insufficient use of e-learning opportunities.
 - Insufficient opportunities for internships of lecturers in companies.

Opportunities

- The sector is growing rapidly and the demand for specialists is increasing. The sector is one of the most export-oriented with high added value.
- Good feedback from graduates and employers.
- Lecturers and students have extensive opportunities to participate in international projects.
- Opportunity of creating a logistics centre at the college to strengthen cooperation between the college and companies in the sector to improve the programme.
- Opportunity to offer students not only a diploma but also a certificate, to introduce a "diploma + certificate" system.
- Opportunity to involve the Latvian Logistics Association (LLA) as well as the European Logistics Association (ELA www.elalog.eu)
- Opportunity to carry out research together with companies and students, to collect and publish the results in scientific journals with SCOPUS or WEB OF SCIENCES index;
- Opportunity to purchase an electric warehouse forklift to train students to use it and to issue forklift driving licences to students.
- Opportunity to obtain the status of an expert of the Latvian Academy of Sciences (at least one lecturer)
- To adapt the content of the programme to foreign students and to license the programme for acquisition in foreign languages.

Threats

- Emigration of young people and skilled professionals.
- Insufficient funding for higher education.
- The technical and material base is rapidly becoming obsolete. It is difficult to attract new and qualified lecturers, including industry experts and PhDs. Deteriorating demographics could lead to pandemics or emergencies.
- Increasing interest of young people in studying outside Latvia. The possibility of free education abroad.

Strengths.

RTC has the material and technical facilities meeting modern requirements. The training uses up-to-date equipment used by the industry as well as modern logistics computer programmes. Students have the opportunity to get acquainted with modern technologies used in the logistics and transport sector, used in warehouses, transport organisation and other areas. One of the lecturers - the programme director dr.oec. Pāvels Patļins meets almost all the criteria for the status of expert

of the Latvian Academy of Sciences. Publications are currently in the pipeline. The lecturers have carried out serious logistics research, the results of which are published in scientific journals with SCOPUS, Thomson Reuter, Web of Sciences index.

The College lecturers have several publications in scientific journals, as well as in international conference proceedings indexed in SCOPUS and other databases. The analysis of the current situation of the study field shows that the main strengths that make the study field successful are also related to the practical orientation of the study programme, integrating a large number of practical classes and four study internships into the study process, the qualifications, professional experience and involvement of lecturers in the updating of the study programme content, as well as extensive cooperation with various institutions in the field of culture.

Weaknesses.

It cannot go unmentioned that the applicants have a poor knowledge of science subjects. During the training, students are offered to study science subjects, which helps to overcome this problem. The demographic situation in the country has had an impact on the decrease in the number of students in all educational institutions and this is also observed in the study field of RTC "Transport services". The information obtained from the questionnaires is analysed in order to target the information channels that attract the interest of potential students. In order to mitigate the impact of the temptation of studying abroad, a well-thought-out strategy is being developed to promote the study programme through social networks and by actively showcasing students' creative projects and inviting them to participate in the Open-Door Week and Shadow Day at the College.

Threats.

Threats are associated with possible pandemics or emergencies, and with the emigration of young people and skilled professionals.

Opportunities. In order to realise the opportunities highlighted for the study field, the College is planning activities in the following directions:

1. to continue more actively using the Erasmus+ mobility opportunity for mobility of lecturers and students, increasing the share of incoming students,
2. implementation of study courses in the electronic study environment Moodle (training of lecturers in the design and management of e-learning environment materials, as well as training of students) in order to be able to provide part-time face-to-face educational work when the demand arises;
3. cooperation with professionals and institutions in the field of scientific research, activating the scientific research activities of lecturers and increasing the quality and creativity of students' study and qualification work and participation in scientific research conferences organised by the College;
4. to improve the content of the study programme in order to attract foreign students by activating the Quality and Competence Development Centre and developing opportunities for cooperation with foreign higher education institutions in accordance with the field of study;
5. the possibility to offer students not only a diploma, but also a certificate, by introducing a "diploma + certificate" system. It is planned to offer students the opportunity to pass the Certificate of Competence in Logistics, which will be recognised by the Latvian Logistics Association as well as leading transport and logistics companies;
6. the possibility of establishing a logistics centre at the college to strengthen cooperation between the college and companies in the sector in order to improve the programme. The Logistics Centre will enable the academic process to be linked and integrated with the processes of the transport and logistics sector; it will help to organise cooperation between

- the College and companies in the sector, as well as other organisations;
7. opportunity to conduct research with companies and students in the field, and to compile and publish the results in SCOPUS or WEB OF SCIENCES indexed scientific journals. Some of the lecturers have extensive experience in developing and publishing research in international journals and conference proceedings. There are plans to develop this area further by attracting both new teachers and students to research;
 8. opportunity to purchase an electric warehouse forklift to train students to operate it and to provide students with a forklift driving licence. The purchase of a forklift truck is planned with the aim of enabling students to pass the forklift driving licence in addition to their diploma, which is positively perceived by several employers;
 9. opportunity to become an expert of the Latvian Academy of Sciences (at least for one associate professor). Director of the Logistics Programme, lecturer in logistics dr.oec. Pāvels Patļins, is planning to become an expert of the Latvian Academy of Sciences in the near future;
 10. in the near future, it is planned to translate the study programme into English and offer training opportunities to students from European and Asian countries.

Appreciating the development plan of the study direction "Transport services" for the next six years, the key points of the study can be noted. It should be noted that the development plan for the study direction is developed in accordance with the recommendations of employers, companies from the logistics and transport sector.

To realize the development plan, it is planned to join the Logistics Association; invite guest speakers from both employers and guest speakers from partner universities; increase the number of students; purchase a warehouse liftfork, arrange documentation and permits to issue driving licences to students after passing the courses; to strengthen co-operation between employers, updating of study course descriptions, as well as to improve and purchase current cases for supplementation of the material technical base each study year. It can be concluded that, once these points of the plan will have been completed, the "Transport services" study direction will become stronger and even more competitive for the today's market. The Study direction "Transport services" Development Plan attached (see Annex 2.1.2.1.).

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

The governance scheme of the study direction can be found in Annexes 2.1.3. LV and EN.

The study direction "Telematics and Logistics" was implemented in RTK General studies and Guidance Chair until April 30, 2024. As of May 1, 2024, the study direction "Telematics and Logistics" is being implemented in the Chair of Computer and Electronics.

The Head of the Department cooperates with the study programme directors, as well as with the departments supporting the study process:

- Human Resource Department - involvement of lecturers in the study process.
- Student service- student number retention, motivation, organisation of the study process, etc.
- Foreign Affairs Department - involvement of students and lecturers in ERASMUS+ projects.
- IT Support Department - equipping computer classrooms with IT technology and updating them regularly.
- Housekeeping - management of economic issues.

The main tasks of the study programme directors are to attract students, motivate them, eliminate weaknesses in programme delivery and develop the programme in line with labour market requirements.

The cooperation between the head of the study direction and the programme director is effective, as the programme director can devote more time to the issues related to the successful implementation of the programme. Cooperation with lecturers and students is progressing well.

Together with the Student service solutions are being sought to retain the student numbers, improve the quality of studies and further develop the study programmes.

Erasmus+ internships and training opportunities for lecturers, mobility for lecturers and mobility for students are planned in cooperation with the Foreign Affairs Department.

The Head of the Department of General Studies and Management, together with the IT Support Department and the Housekeeping Department, deals with the improvement and equipping of classrooms with the necessary equipment.

In cooperation with the Human Resources Department, issues related to the attraction of lecturers and their professional development are addressed.

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.

RTC "Matriculation Procedures" are approved by a decision of a meeting of the Council (formerly the Board). There are no additional requirements or skills tests for admission to study programs offered by RTC; applicants are admitted on the basis of their secondary education academic performance. Applicants applying to RTC must submit documents certifying their secondary education.

Applicants who have obtained the first three prizes in the last three school years in mathematics, physics, informatics, Latvian language, foreign language in international and republican Olympiads approved by the Ministry of Education and Science of the Republic of Latvia, as well as applicants who have volunteered for and completed national defence service, are admitted to full-time studies outside the competition for state budget funding.

Applicants who have completed vocational secondary education in a related specialisation and passed the national examination with a score of 7 and above receive additional 2 points.

Applicants for full-time studies at the College are enrolled on a competitive basis:

1. On the basis of the total number of points obtained in two national examinations

- the Latvian language, Mathematics or Physics, or

- the English language

in accordance with the following table: 2.1.4.1.

State exam levels	Points	Total score if coefficient for national exam in maths k = 2	Total score if coefficient for national examination in Physics k=1,5	Total number of points if coefficient for State examination in Latvian and foreign language k=1
A	5	10	7,5	5
B	4	8	6	4
C	3	6	4,5	3
D	2	4	3	2
E	1	2	1,5	1
F	0	0	0	0

As many RTC students already have some higher education or have completed a part of it, at the beginning of each semester, the information in the submitted documents is compared with the requirements of the relevant study program. Results achieved in the corresponding study course of the previous education are recognized if the number of credit points indicated is not less than the number of credit points planned for the corresponding program's study course in one semester. In individual cases, if the study course titles are not appropriate, students must submit course descriptions.

RTC has developed an internal regulatory document "Regulation on the recognition of study results achieved in previous education or professional experience" (12.10.2023., Nr.1.1.-2/18 – RTK).

The regulation on recognition of study results achieved in previous education or professional experience can be found by logging into the electronic platform MOODLE.

Applicants who wish to study at RTC and have completed secondary education must submit documents certifying their secondary education. Outside the competition, full-time students are admitted for state budget funding, who have been ranked in the top three in international and national Olympiads in mathematics, physics, computer science, Latvian language or a foreign language in the last three years.

Applicants who have obtained a related vocational education and passed the state professional qualification exam with a score of "7" or higher receive an additional 2 points.

In case of an equal number of points, preference is given to persons with low-income status (by submitting relevant documents).

Applicants for full-time studies at the College are enrolled through a competition based on:

1. The total number of points obtained from two state exams
 - in Latvian language,
 - mathematics or Physics, or English language

total number of points acquired according to the table:

State exam levels	Points	Total number of points, if the coefficient for the state exam in mathematics is k=2.	Total number of points, if the coefficient for the state exam in physics is k=1.5.	Total number of points, if the coefficient for the state exam in Latvian language and a foreign language k=1.
A	5	10	7.5	5
B	4	8	6	4
C	3	6	4.5	3
D	2	4	3	2
E	1	2	1.5	1
F	0	0	0	0

1. After extracting the average grade from the transcript (grade = points), adding them up.

Candidates who have obtained secondary education until 2004 or abroad, or are individuals with special needs who have received medical exemptions from state exams, participate in the general competition. In these cases, the total number of competition points is calculated by adding:

- the average grade of the diploma;
- the score of two exams (if they are specified) or the scores of two final evaluations, at the choice of the candidate, using the attached Table 1:

Table 1

Final evaluation of an exam (marks)	Marks (points) In Latvian language	Marks (points) In foreign language	Total number of points in mathematics (Coefficient k=2)	Total number of points in physics (Coefficient k=1.5)
9 - 10	5	5	10	7.5

7 - 8	4	4	8	6
6	3	3	6	4.5
5	2	2	4	3
4	1	1	2	1.5

For candidates who have obtained secondary education after 2012, the corresponding levels of the State exam are determined as follows:

Exam	A (%)	B (%)	C (%)	D (%)	E (%)	F (%)
Latvian	80 - 100	65 - 79	50 - 64	36 - 49	21 - 35	5 - 20
Foreign language	84 - 100	68 - 83	52 - 67	36 - 51	19 - 35	5 - 18
Mathematics	85 - 100	62 - 84	40 - 61	23 - 39	12 - 22	5 - 11
Physics	83 - 100	65 - 82	46 - 64	30 - 45	19 - 29	5 - 18

National examinations levels are converted into points, according to Table 1.

The following coefficients shall be applied to the results of the centralised examinations for general secondary education to ensure comparability:

Central examinations at the optimal level of acquisition of the curriculum content are applied a coefficient of 0.75, equivalent to the central examinations at the highest level of acquisition of the curriculum content. A coefficient of 0.5 shall be applied to the central examinations at the general level of acquisition of the curriculum content, equivalent to the central examinations at the higher level of acquisition of the curriculum content.

RTC matriculation procedure for academic year 2024/25 (07.03.2024. No.1.1.-2/1-RTK) is available in Latvian at <https://rtk.lv/usr/kol/imatrikulacija-2024-2025.pdf>

In 2022, a Cooperation Agreement was signed between Alberta College and Riga Technical College, in which the parties undertake to implement multilateral cooperation, as well as to provide study opportunities for students in the event that either party discontinues its study programs or the program/direction is not accredited.

See information in Latvian <https://wwwold.rtk.lv/?fails=1705596127.pdf> and in English at <https://wwwold.rtk.lv/?fails=1705596210.pdf>

In 2022, Cooperation Agreements were signed between Riga Technical University and Riga Technical College in the following fields of study:

"Mechanics and Metalworking, Thermal Power Engineering, Heat Engineering and Mechanical Engineering", see in Latvian at <https://wwwold.rtk.lv/?fails=1656919767.pdf>

"Energy, Electrical and Electronic Engineering", see in Latvian at <https://wwwold.rtk.lv/?fails=1656919696.pdf>

"Manufacturing and processing", see in Latvian at <https://wwwold.rtk.lv/?fails=1656919620.pdf>

"Information technology, computer engineering, electronics, telecommunications, computer

management and computer science", see in Latvian at <https://wwwold.rtk.lv/?fails=1656919552.pdf>

"Transport services", see in Latvian at <https://wwwold.rtk.lv/?fails=1709737932.pdf>,

where RTU undertakes to provide opportunities for continuation of studies for students who have started their studies at RTC but have discontinued their studies, assuming the obligation for these students to complete their studies by transferring the relevant credit points,

The payment of tuition fees and their recovery is regulated by the internal normative document "Procedures for Payment of Tuition Fees" (14.12.2023. Nr.1.1.- 2/31-RTK). See in Latvian at <https://wwwold.rtk.lv/?fails=1705587050.pdf> <https://wwwold.rtk.lv/?fails=1705587154.pdf> - in English.

The study agreement for full-time studies financed by the state budget is attached as Appendix .

As most RTC students have already completed some higher education or part of it, at the beginning of each semester the information presented in the documents is verified against the requirements of the relevant study programme. The outcomes of the relevant course of study of the previous education are recognised if the number of the credit points reported is not less than the number of the credit points planned for one semester of the course of study of the relevant programme. In certain cases, where the titles of the courses of study are not appropriate, students are required to submit study course descriptions.

The Commission for Assessment and Recognition of Learning Outcomes Achieved in Prior Learning or Professional Experience (hereinafter referred to as the Commission) shall consist of the academic staff of the College in each subject area represented in the Latvian Classification of Education.

The Commission is obliged to examine the applicants' applications and make a decision on the recognition or refusal to recognise the study results achieved, and to inform the applicant in writing of the decision made.

The recognition of learning outcomes achieved in previous education or professional experience shall be subject to the following criteria:

- The documents presented contain clear, unambiguous and complete information on the learning outcomes achieved.
- At least one credit point may be awarded for the learning outcomes achieved. The applicant's prior education fulfils the requirements for admission to the relevant study programme.
- In the examinations set by the Commission, the applicant has demonstrated knowledge, skills and competences that meet the requirements of the study programme or part thereof.

The learning outcomes achieved in the professional experience shall be recognised up to a maximum of 30 per cent of the professional or academic study programme.

The learning outcomes achieved in professional experience shall be recognised as follows:

- In the relevant part of the study programme, which consists of an internship, in addition, these learning outcomes have been achieved in the field of professional activity corresponding to the curricular thematic area of the study programme.
- - In a study programme, a study course or study module that provides practical knowledge, skills and competence. In this case, the person shall compulsorily take the examinations specified in the relevant study course or study module.

RTC has developed an internal normative document "Regulations on the Recognition of Study Outcomes Achieved in Previous Education or Professional Experience" (12.10.2023., No.1.1.-2/18 - RTK).

See in Latvian at <https://wwwold.rtk.lv/?fails=1705652502.pdf> well as as Appendices 2.1.4.4., 2.1.4.5., 2.1.4.6., 2.1.4.7. – LV and in English <https://wwwold.rtk.lv/?fails=1705652682.pdf> well as as Appendices 2.1.4.8., 2.1.4.9., 2.1.4.10. – EN.

Dati par imatrikulāciju: pielikumā 2.1.4.10. - LV; 2.1.4.11. - EN.

Since 2013. RTK has applied recognition of previously acquired or non-formal education to 4 students in the “Telematics and logistics” study programme.

2017 study year - 1 for a student; 2021 study year - 1 for a student; 2022 study year-for two students.

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.

Student achievement assessment is carried out in accordance with the Cabinet of Ministers Regulations No. 305 of June 21, 2023, "Regulations on the State Standard of the State Professional Higher Education" and RTC's internal regulatory document "Regulations on the Basic Principles and Procedures for the Assessment of Higher Professional Education". (12.10.2023. 1.1.-2/15-RTK). See Annexes 34.1. – LV and 34.2. – EN,

Basic principles of evaluation are as follow:

1. accumulation of positive achievements;
2. compulsory assessment of the acquisition of the compulsory content included in the main parts of the study program;
3. openness and clarity of requirements regarding the set of basic requirements for the evaluation of the acquired education, in accordance with the aims and tasks of the study programs and study courses;:
4. the variety of test methods used in the assessment;
5. compliance of the assessment with the students' analytical and creative abilities, knowledge, skills and abilities;
6. the basic forms of study program acquisition evaluation are an exam and a test;
7. in the exam the acquisition of the study course is assessed in a 10-point system.
8. The completion of a study course is evaluated both on a 10-point scale and a pass/fail scale.

The results of study work are monitored and evaluated:

- during the semester;
- at the end of the semester - exams, tests;
- after completing the full study program - state examination.

During the semester, students' theoretical knowledge is tested and evaluated based on individual study work results: tests, essays, development of computer programs and databases, participation in discussions. The acquisition of practical skills is monitored by organizing practical tasks and internships. The forms of examinations during the semester are chosen to motivate students to work regularly and systematically.

Exams or passes are organized both in writing and orally. The final evaluation of the study course is obtained using the principle of adding up positive achievements. In the final evaluation, the exam accounts for 70% and the interim evaluations for 30%. This distribution may differ in different study courses.

After internships, students submit an internship report, which includes a description of the work done during the internship and an analysis of the results. The defense of internships is accepted by a commission.

The state examination consists of a qualification exam, which includes a qualification work. The qualification work is an individual work with a practical orientation. It should reflect the ability to select and systematize material, offer various problem-solving options, choose the most suitable solution, justify the choice, and format the qualification work.

This assessment system allows each student's individual abilities to be successfully demonstrated, motivates systematic work, and provides an opportunity to comprehensively assess a student's knowledge, skills, and abilities.

The implementation of the RTC study process takes into account the principles of student-centered education:

- students and graduates are regularly surveyed to identify problems in the implementation of study programs, make changes to study program and/or course content.
- As the majority of our students already work in the field, we support independence in studies by offering teacher consultations, distance learning, and study materials in the electronic environment MOODLE. RTC has developed an internal normative document "Regulations on Work in the Distance Learning Process" (12.10.2023. Nr. 1.1.-2/16 - RTC) (see Annex 52.1. - only in Latvian).
- If necessary, we support studies according to individual plans. An internal normative document "Regulations on the Organization of Studies According to Individual Plans" has been developed.(12.10.2023. Nr. 1.1.-2/13 - RTC) (see Annex 53.1. - only in Latvian).
- All teachers support students in the study process, but the study program director manages the program. If changes in the organization of the study process or career are necessary, students can receive support from the Study Department. RTC has developed an internal normative document "Code of Ethics". (see Annex 44.2.)
- Students have the right to appeal all decisions made by RTC officials, including teachers, to the director.

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 joined the unified computer-aided plagiarism control system CAPS, which was proposed by RTU. This is necessary to be able to prevent, identify and eliminate plagiarism among diploma theses of different years. This system not only allows to check the content of the qualification papers of the graduates, but also to use the system in the daily study process, when lecturers can check course papers, reports, essays, argumentation papers, etc.

However, the College has identified some cases where academic integrity has been breached.

In order to raise awareness of academic integrity and to prevent breaches, RTC has developed an internal normative document " Regulations for Academic Integrity". (07.12.2023., Nr.1.1. – 2/27-RTK). 42.1.-LV un 42.2.-EN.

In the study course “Fundamentals of research work”, as well as the applied Latvian language, students are presented with the development, drawing up of the course work, qualification work. Students are also presented with the use of computer-aided-plagiarism control systems CAPS. Students are shown how this system works in the Moodle system. In order to promote the continuity of information, student groups will be added to the mykoob.lv system through the 2024/2020 academic year, where each student will be able to see both ratings, attendance and communication with faculty at a convenient time each day.

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.

RTC's quality policy is focused on the implementation of the mission, achieving strategic objectives, ensuring sustainable operations, developing a quality management and assurance system, and achieving quality-related principles in studies, research, and cooperation with society.

The RTC quality management and assurance system consists of interrelated subsystems:

- Planning and organization management systems.
- Work execution management systems.

RTC's development and investment strategy and its appendices form the basis of work planning. In addition, RTC develops detailed action plans that identify, describe, and initially structure the activities to be carried out to achieve RTC's goals.

The quality management and assurance at RTC are based on:

- External normative documents (See the links, only Latvian: [Education Law](#) , [Vocational Education Law](#) , [Higher Education Law](#)).
- Internal normative documents, including procedures.

Links to documents in English here:

RIGA TECHNICAL COLLEGE STRATEGY OF DEVELOPMENT AND INVESTMENTS:
https://rtk.lv/usr/rtk_strategy_2021-2027_en.pdf

Quality policy <https://rtk.lv/usr/dok/1711362023.pdf>

Code of Ethics https://rtk.lv/usr/dok/1.2.1.1._code_of_ethics-en.pdf

Rules on Academic Integrity https://rtk.lv/usr/dok/rules_on_academic_integrity-en.pdf

Quality management manual (see Annex 2_2_1-2)

Internal normative documents, including procedures, are updated once a year if necessary.

Quality is ensured by:

- A diverse selection of study programs that correspond to industry development trends and are centered on the wishes of students.
- Competent academic staff who regularly acquire new knowledge and skills by working on various international projects and continuing their education.
- An innovative study environment based on the latest technology and an effective study process organized around practice and research.

Quality management is based on:

- Discussions and surveys. Regular discussions and surveys help to timely identify dissatisfaction with the implementation of study programs and improve the quality of the organization of the study process.
- Annual evaluation of development and investment strategies. At the end of each year, the working groups summarize the indicators of the strategic action plan implementation and make proposals for further actions. The summarized results and proposals are approved by the RTC Council. If necessary, the Development and Investment Strategy is revised.
- Self-assessment reports (by teachers, programs). Every year, the study program director develops a self-assessment of the study program. Based on suggestions from students, teachers, and employers, the study program or individual courses are updated. The necessary changes to the study program are approved by the RTC Council.
- Evaluation of the college's teaching staff. At the end of each academic year, the doctors of the study programme "Telematics and Logistics" of the study direction "Transport services" shall submit their work self-assessments to the director of the study programme. The study program director submits the summarized self-evaluations along with survey results to the commission for evaluating the quality of teachers' work. 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 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.
- Annual analysis of the study process .The implementation of the study process is regularly monitored.

Quality is characterized by:

- Results of state exams.
- Percentage of graduates.
- Percentage of dropouts overall and in each program separately.
- Further education and employment of graduates in the chosen field.
- Admission results.
- Satisfaction of students, graduates, and employers.
- Participation in competitions, projects, etc.
- Teacher continuing education.
- Percentage of students and teachers involved in research.
- Methodological materials and/or publications developed by teachers.
- Collaboration agreements with employers and social partners.

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 <https://rtk.lv/lv/par-mums/dokumenti/>. 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.

In ensuring the quality of studies of the study programme "Telematics and Logistics" of the study direction "Transport services", RTC shall comply with the requirements of the laws and regulations of the Republic of Latvia regulating higher education, the requirements of internal regulatory enactments of RTC, as well as standards and guidelines for ensuring quality in the European higher education area.

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.

By monitoring the quality of the study process with the above-mentioned activities, we have ensured the effectiveness of our quality assurance system. Regular evaluations, discussions, surveys, and data analysis provide an opportunity to quickly identify problems and find solutions.

In ensuring the quality of studies of the study programme "Telematics and Logistics" of the study direction "Transport services", RTC shall comply with the requirements of the laws and regulations of the Republic of Latvia regulating higher education, the requirements of internal regulatory enactments of RTC, as well as standards and guidelines for ensuring quality in the European higher education area.

The quality of studies shall be ensured by:

- a diverse, sector-specific and student-centric offer of study programmes;
- practical and research-based higher education based on student competence as a result of the teaching and learning process;
- multi-sector joint studies, project work principles and innovation and technology-based learning methods;
- competent academic staff;
- a modern study environment and an efficient organisation of the study process.

The quality of studies shall be characterised by:

- employment of graduates;
- level of satisfaction of students;
- level of satisfaction of graduates;
- the level of satisfaction of employers;
- the dynamics of the number of students;
- External quality assessment of the RTK compared to equivalent higher education institutions;
- External quality assessment of RTK study programmes and competitive advantages compared to equivalent study programmes of higher education institutions;
- number of students involved in research.

The implementation, provision and maintenance of academic and professional standards in the RTK shall be carried out in accordance with a system which includes a concept of provision, implementation and maintenance of successive requirements, standards and established criteria. The documents governing RTC activities and support process are as follows: by-laws, internal regulations, procedures, orders, decisions, methodological instructions, etc., including supporting elements (descriptions, minutes, acts, inquiries, reports, correspondence, submissions, forms, etc.). When drawing up internal normative documents, the RTK shall observe the hierarchy of documents and ensure coherence, i.e. when drawing up a document at any level, the RTC shall ensure conformity thereof with higher documents (vertical integration) and coherence or non-overlap with other internal normative documents (horizontal integration), including an indication of their interconnection. The principle of non-overlapping requires that the document clearly distinguishes between competences and exchanges of information in order to avoid inconsistencies between internal acts; and the principle of coherence, ensure that documents are mutually consistent to achieve common objectives.

The study processes of the RTC study line “Transport services” are clearly structured and responsible for each of them are identified. Collegiate responsibility lies with the decision-making bodies of the college – RTC City Council and Director, as well as the heads of the catheters, who decide on measures for ensuring the quality of studies. The college administration shall be responsible for the functioning of the quality management system of studies and shall perform supervision of the study process. Processes for quality assurance in RTK are implemented during the strategic planning, process management, results management and internal control phases. Strategic planning is based on national legislation in the field of higher education, as well as higher education policy planning documents and quality standards. Planning in the RTC includes activities that contribute to and support the achievement of the RTC's strategic objectives, e.g. through the development and implementation of strategic action plans, thematic plans, actions and programmes of different activities. Process management in the RTK is implemented through the development and implementation of internal normative documents and process descriptions in the areas covered by the RTK. Results management is implemented through RTK databases, reports, etc. documents and processes that are part of the internal control system. The purpose and task of internal control is to ensure a common understanding of the implementation and compliance of the quality system among all RTC staff.

Improvement of the study direction “Transport services” is planned in co-ordination with RTC Development and Investment Strategy for 2021-2027. Control of the plan and evaluation of operational efficiency shall be implemented within the framework of the annual self-assessment of the study direction. These processes take place at the level of RTC Council, study programme management, as well as administration. In order to promote the quality and competitiveness of RTC study programmes, RTC attracts external funds. RTC provides and continuously develops a learning and teaching learning environment and a range of supportive and accessible learning

resources. RTC shall develop and build on-site and on-line infrastructure and its supporting elements. The provision of study programme training and research resources shall be planned during the development of the study programme, development, needs shall be planned in the context of the development of the study direction, envisaging RTK resources for it. At the beginning of each semester, submissions are received regarding the necessary training resources for the sub-sectors, which are examined in the chairs.

For the achievement of the work objectives, Riga Technical College shall maintain and provide centralised access to the following IT resources for its employees and educatees:

- Google Workspace for Education services site <https://www.gmail.com>;
- Microsoft Office 365 A1 for services site <https://www.office.com>;
- e-learning and conferencing site <https://muu.rtk.lv>;
- user account for self-service site <https://sspr.rtk.lv>.
- access to an e-library;
- access to audience computers;
- access to a wireless network.

Principles of student-centric education shall be taken into account in the implementation of the study process of the study programme “Telematics and Logistics” of the RTC study direction “Transport services”:

- Students and graduates are regularly interviewed in order to identify problems in the implementation of the study programme, to make changes in the content of the study programme and/or study courses.
- Since most of our students already work in the industry, we support autonomy in our studies by offering donor counseling, remote studio and study materials in the electronic environment MOODLE. The RTC has developed an internal normative document “procedures regarding work in a remote study process”. In Latvian- https://rtk.lv/usr/kol/kartibu_par_darbu_attalinata_studiju_procesa.pdf and
- https://rtk.lv/usr/kol/kartibu_par_darbu_attalinata_studiju_procesa.pdf -in English.
- If necessary, we support the study according to the individual plan. An internal normative document “Regulation on study Organisation by individual plans” has been developed. In Latvian - https://rtk.lv/usr/kol/studentu_individu_lie_pl_ni.pdf and in English - https://rtk.lv/usr/kol/study_individual_palns.pdf

See also chapter 1.3.

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).

Study programmes are the central focus of RTC's mission. Programmes provide students with both academic knowledge and professional skills, as well as general knowledge that develops their personality and can be used in their future careers. RTC has developed and approved a Procedure for the Development and Updating of Study Course Programmes [1] which sets out the procedure for the development, approval and updating of study programmes.

Guidelines for the development and approval of study programmes are the following:

- programmes are designed in accordance with the RTC strategy, strategic development guidelines, national standards;
- programmes have clearly defined expected learning outcomes;
- programmes are designed with the involvement of students and employers (social partners);
- external expertise is involved in programme evaluation;
- the programmes include the Council of Europe's objectives for higher education:

1. preparation for future careers (employment)
2. preparation for a life in democratic cooperation,
3. personal development,
4. creating a broad knowledge base and promoting science, innovation.

- programmes are designed to provide students with a barrier-free learning experience;
- the programmes define the expected student workload using ECTS (in accordance with the legislation of the Republic of Latvia);
- programmes include appropriately designed internship opportunities, practical studies where appropriate.

RTC study programmes are developed in accordance with the Law on Higher Education, the Law on Vocational Education, the State Standard for Higher Education, the Standard for Vocational Secondary Education, the Regulations on Licensing of Study Programmes, the Procedure for Licensing of Vocational Education Programmes, and other requirements of external normative acts.

Standard [2]:

Universities/colleges should continuously monitor and periodically evaluate their programmes to make sure that the objectives are being achieved and that they meet the requirements of students and society. Review ensures continuous improvement of programmes. All planned or implemented measures should be notified to all stakeholders.

Each year, in accordance with the requirements of the Accreditation Regulations for Universities, Colleges and Study Areas and RTC's internal normative act, as well as the use of the Key Performance Indicator (KPI) method, RTC's annual reports and self-evaluation reports of the study area are prepared. When preparing the self-assessment report, the RTC Council, together with the representatives of students and employers, assesses the relevance of the study programme

content to the requirements of society and developments in the field, student satisfaction with the courses and the programme, the qualifications of the teaching staff and the provision of resources. Student surveys and alumni surveys are used to measure student satisfaction. Self-evaluation reports are approved by the RTC Council. The final decision on the self-assessment report is taken by the RTC Director. The approved self-evaluation report of the study programme shall be posted on the RTC website for public access [3]. At least once during the accreditation period of the programme or the study field, the academic staff shall update the study courses included in the programme in accordance with the RTC procedure for the development and updating of study courses. The quality of the study courses shall be monitored by the responsible teaching staff in the field approved by the Director. Monitoring of students' achievements is ensured by the use of the e-learning environment. The quality of the study process is monitored by the heads of study programmes, heads of departments and the Study Department.

[1] RTK "Procedures for the development and updating of study programmes". Approved: 05.12.2023., see Appendix 2.2.2.

[2] Standards and guidelines for quality assurance in the European Higher Education Area (EHEA).

Approved by the Bologna Process Ministerial Meeting in Yerevan on May 15, 2015. Published: https://aic.lv/content/files/AIC%20ESG2015%20int-1_2.pdf

[3] RTC Self-Assessment Reports. Published: <https://www.rtk.lv/lv/par-mums/dokumenti/>

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.

RTK has developed "Procedures for submission and examination of proposals and complaints of students and persons who attend educational programmes at Riga Technical College"(13.05.2024., Nr. 1.1.-2/6), describing the procedure for examination of both complaints and proposals. A complaint regarding any interference with the interests of the student, as well as suggestions, may be submitted orally, in writing or by sending an e-mail:

- the Director;
- Deputy Directors;
- the Office of the Director;
- any college employee.

Latvian and English in annexes 2.2.3.-LV and 2.2.3.-ENG.), students have the right to participate in discussions on improving and enhancing the study process, organizing practical training, technical innovation, discipline, scholarship awards, and solving household issues. It is the duty of the entire student body to protect the property of the college, to systematically acquire theoretical and practical skills in the chosen specialty, to complete the tasks provided for in the study plans and programs in the specified time, to be cultured, polite, disciplined and not to perform actions that could harm the prestige of the college. Students have the right to participate in the discussion of issues related to the improvement and improvement of the study process, the organization of

practical training, technical creativity, discipline, the awarding of scholarships and solving household issues.

The study contract stipulates that students have the right to appeal decisions by all officials, including teachers, to the director.

When starting their studies at RTC, students are informed of the opportunities to express complaints and suggestions to the relevant program director, department head, or study department manager.

The consideration of complaints and suggestions at RTC is carried out in accordance with the internal normative document "Code of Ethics" (1.1.-2/29-RTK) (see in Latvian <https://rtk.lv/usr/dok/etikas-kodekss.pdf> and English https://rtk.lv/usr/dok/1.2.1.1._code_of_ethics-en.pdf .

The task of the Code is to encourage all members of the RTC collective to be fair, honest and reliable, responsible and to perform their direct duties with the best of conscience, following the basic principles of ethics in mutual communication and behavior.

In the event of a violation of the norms of the Code, one has the right to submit a complaint to the director of studies or, with appropriate justification, to the head of the relevant department or the head of the Studies Department. If it cannot be solved alone, the head of the Studies Department turns to the College Director with a request to refer the issue to the Ethics Commission for consideration.

In the event that a violation of the Code's norms is resolved alone, the head of the unit must inform the Director of the College about the case under consideration.

The Ethics Commission informs the Director of the College about the reviewed cases in accordance with the procedures established by the Ethics Commission.

If the student's or employee's behavior is in violation of the Code, the College Director may issue a disciplinary order.

Non-examination of the case by the Ethics Commission cannot be the basis for non-application of disciplinary punishment.

As the study process at RTC is constantly monitored through regular surveys or discussions, problems are identified and resolved in a timely manner. In recent years, the Department of Studies has not received written complaints from students.

It is important to note that students have the opportunity to contact the RTC management even outside the official admission time to make proposals for improving the study process. In this case, students usually first contact the director of the study program. If the director of the study program cannot solve a question, then the student or the director of the study program himself turns to the head of the department or the Department of Studies, according to the question to be solved. RTC has a student self-government, where representatives of student groups can discuss important issues and, if necessary, ask officials for help.

Students also have the opportunity to receive individual consultations from the director of study programs or the curator. RTK management meetings are held once a year with all study program groups, as well as informative meetings with each study group separately during the semester. In the study program, meetings are held not only in person, but also remotely, on the Moodle Big Blue Button platform, so that as many students as possible can participate in the meeting. Many questions are also addressed in informal group chats on the messaging tool WhatsApp.

Students often approach the director of the study program with a question about accessing their account in the Moodle system. Such questions are quickly resolved by an employee of the IT support department.

In the order of "Students and persons studying educational programs at Riga Technical College, the procedure for submitting and considering proposals and complaints" it is established that complaints about any violation of the student's interests, as well as suggestions can be submitted orally, in writing or by sending an e-mail:

- to the director;
- for deputy directors;
- in the director's office;
- to any employee of the college.

The procedure for handling complaints and proposals is clearly defined in the internal regulations (see appendix 2.2.3. LV)

Till now no complaints have been received from students of "Telematics and Logistics", but several years ago there was a complaint from a student of "Computer system Administrators" about the uselessness of one course of study. That complaint was examined and the course of study was replaced by another course of study.

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.

RTC students' performance and changes in the number of students are summarised and analysed at the end of each semester. Students studying in state-budget funded study places who have failed to meet their academic obligations within the prescribed time limit for unexcused reasons are transferred to self-financed study places. Students who do not conclude contracts for self-funded studies shall be expelled in accordance with the internal normative document "Procedure of RTC for competition for state budget-funded study places and transfer to self-funded study places" (02.10.2023. No.1.1.-2/8RTK). See in Latvian and English https://rtk.lv/usr/kol/45.1._rot_cijas_k_rt_ba-lv.pdf and https://rtk.lv/usr/kol/45.2._the_procedure_for_competing_for_budget-funded_study_places_and_transfer_to_self-funded_study_places-en.pdf , as well as Annexes 2.2.4.1 - 2.2.4.4.

All full-time budget and fee-paying students who have met all academic and/or financial obligations by the end of the current semester, in accordance with the study timetable, participate in the rotation. Academic debt grades obtained after the end of the semester and before the decision on transfer from state-funded to self-funded places or vice versa shall not be taken into account.

The allocation and rotation of study places financed by the state budget shall be carried out by RTC in accordance with the agreement between the Ministry of Education and Science on the funding allocated from the state budget for studies and the agreed number of study places in the programmes implemented.

Students' performance outcomes are stored in the Student Service Database and the contingent changes in the VIIS system. The database is used by the Student Service to prepare Academic statements in case students decide to discontinue their studies, as well as to inform any student and lecturer about the grades obtained during the study process. At the start of a new academic year, the results of students' achievements and changes in the contingent are presented to the staff of RTC, including lecturers.

RTC has bilateral cooperation agreements with the Latvia University of Life Sciences and Riga Technical University,

The database is used to prepare the performance reports for the diploma supplements. Upon graduation, the academic performance of students is stored in the Student Database for five years, as well as in printouts. They are then transferred to the RTC archive.

The study programme, as well as RTC as a whole, organises various surveys of students, graduates and employers. Annex 2.2.4.5 provides information on the results of the survey of graduates of the study field "Transport Services" in the period 2013-2023. Annex 2.2.4.6 contains information on students' satisfaction with the quality of studies (summary of the survey results). The results of the surveys are presented to the lecturers, the Head of the Department and the Study Department in a summarised form. Shortly before graduation, students are surveyed about their satisfaction with the study process and the content of the study programme. Employers are regularly consulted about the content of the study programme and the students' preparedness for practical work in the company. At the end of the internship, students are required to submit an annex to the Agreement called "Internship Assignment" (see "Internship Organisation Procedures" in Latvian and English at <https://rtk.lv/usr/vakpraks/prakses-nolikums.pdf> and https://rtk.lv/usr/karjatb/organization_of_internships.pdf where the company's internship supervisor gives a brief description of the student and his/her achievements, often with an indication of how the content of the study could be improved. Overall, the survey results show a positive trend in satisfaction with the curriculum and programme content, the lecturers and the learning environment and infrastructure. For some study courses, the intended outcomes and their evaluation criteria were clarified, as well as the descriptions of the independent assignments.

See Annex 2.2.4.7 for the results of the labour and education market assessment on the availability of jobs for graduates, as well as the results of the employer survey.

Riga Technical College has concluded a mutual cooperation agreement with Riga Technical University on the possibility to continue studies in case the College discontinues the "Telematics and Logistics" programme. See Annex 2.2.4.10.

Riga Technical College has a long-standing cooperation with employers, who also participate in the assessment of students' qualification works. Every year our students go to companies for internships (SIA "DSV", Latvijas Pasts, SIA "EKL/LS", etc.) See Annexes No.2.2.4.8, No.2.2.4.9.

Riga Technical College has signed a cooperation agreement with Riga Building College on joint goals of scientific activities, cooperation of lecturers, development of study materials. See Annex No.2.2.4.11.

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).

Information on study fields and study programmes is published on the Riga Technical College website <https://www.rtk.lv/lv/augstaka-izglitiba/studiju-programmas/> Since April we have switched to the new website.

As RTC study process is conducted only in the Latvian language, the main language of the website is Latvian.

<https://www.rtk.lv/lv/augstaka-izglitiba/studiju-programmas/telematika-un-logistika/>

The website administrator is responsible for the placement of information on the RTC website. The head of each unit monitors the compliance of the information on the RTC website and ensures that the information produced complies with the regulatory documents.

The person responsible for entering and complying with the information in the National Educational Information System (VIIS) is the Head of the Study Department. The technical input of information is carried out by the clerk of the Study Department. The Human Resources Officer is responsible for updating the information in the register of academic staff in VIIS.

Taking into account the specifics of the college's operation, information circulation is both external and internal. (Appendix 2_2_5_1) Internal information circulation takes place through various communication channels: for communication with students, it is the Whats up app, internal e-mails, the Moodle website, study program directors who communicates with the group, informative message boards. External information circulation includes international contests, television, the college's website, cooperation with employers, various social networks, and the press.

2.3. Resources and Provision of the Study Field

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

The financial resources of Riga Technical College consist of the following sources: state budget subsidy from general revenues for the provision of studies, financial resources allocated by the Ministry of Education and Science of the Republic of Latvia for the development of scientific activities "Development of scientific activities in higher education institutions and colleges", which

are granted for the results of research-based higher education (Performance-based funding), college income from paid services and other college income, projects funded by European Union organisations and other international organisations (Erasmus+). The main source of funding for the study programme "Telematics and Logistics" is the Ministry of Education and Science of the Republic of Latvia. According to the agreement with the Ministry of Education and Science, 352 students are studying at Riga Technical College on the state budget funds, of which 20 are studying in the programme "Telematics and Logistics". The total annual expenditure amounts to EUR 1981321 (EUR 1900172 State budget subsidy/base funding and EUR 81149 Performance funding), of which on average EUR 5629 per student. The items included in the cost per student of the study programme "Telematics and Logistics" are shown in (Table 2.3.1.1.).

Table 2.3.1.1.

Calculation of costs per student per year, EUR

Salary per study place per year	Employer's compulsory state social insurance contributions	Goods and services per study place per year	Annual amount per study place for research	Fixed asset costs per study place per year	Social benefits/scholarships per student	TOTAL per study place per year
3808,29EUR	898,38 EUR	405,48 EUR	230,54EUR	34,09 EUR	251,98EUR	5628,76EUR

The figure below shows the percentage distribution of funding between the specified positions.

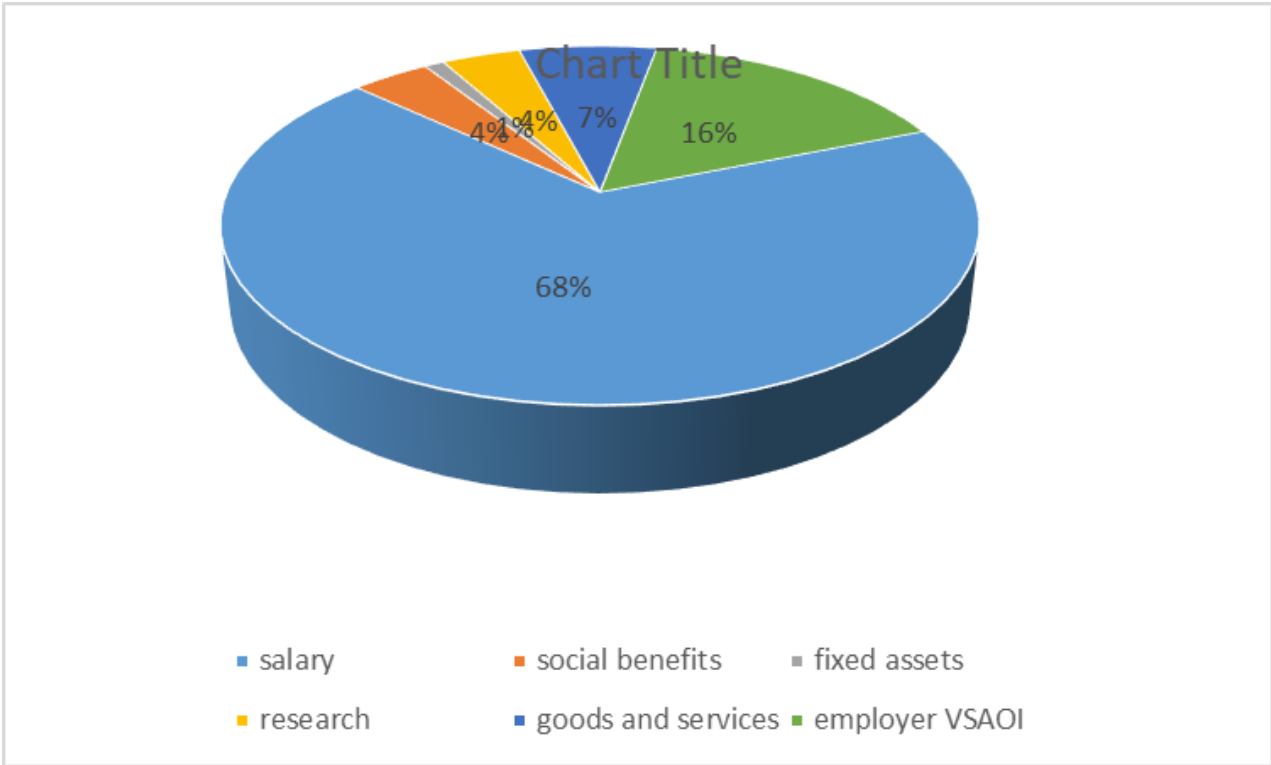


Fig.2.3.1.1. The percentage distribution of funding between the specified positions.

The state funding is sufficient/adequate for the 20 students of the study programme "Telematics and Logistics" and the programme currently has 20 students, which ensures the cost-effectiveness of the programme. With this level of funding, the minimum number of students per study place per

year is 15 to make the programme viable and cost-effective.

Attracting more fee-paying students would allow additional funds to be allocated to the "fixed assets" cost line and to research.

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 study programme "Telematics and Logistics" is implemented at RTC - 16 Braslas Street, Riga (Priekuļi branch - Priekuļi Technical College until the academic year 2020/2021). The programme tikk April 30th 2024 Year was organised by the Department of General Studies and Management. The task of the academic staff is to ensure the quality of teaching of the theoretical and practical part of the relevant study courses at their workplaces. In spring 2018, a computer classroom (Room 419) was set up for the training of Logistics students. The following software products are installed on these computers: 1) Tildes Birojs 2016 for non-commercial educational purposes (EDU) on 16 computers; 2) Simulation Equipment (hereinafter SI) - Logistics software licence "JS Baltija 3.5 Pro Logistics" for the acquisition of skills in the transport and logistics sector for non-commercial educational purposes (EDU), made available for use by the National Centre for Education Content (VISC) within the framework of the ESF co-financed project "Development of the sectoral qualification system for the development and quality assurance of vocational education project No.8 .5.2.0/16/l/001". 3) 3 sets of Simulation Equipment (hereinafter referred to as SI) - "Beer distribution game" type supply chain simulation board game (hereinafter referred to as SI) for training purposes in the Transport and Logistics Sector for the purpose of non-commercial educational skills training (EDT). The academic staff was familiarised with the possibilities of using the software and the technical conditions for the maintenance of the software were discussed. For the academic year 2021/2022, Room 258, Room 409 were renovated and refurbished. In the academic year 2023/2024, 25 computers with appropriate software for logistics training were purchased, installed and set up in room 363. For the academic year 2023/2024 the following classrooms have been renovated and equipped: 362,363, 364, 419, 602, 604. Each classroom is equipped with a projector, a computer for teaching staff.

In order to improve and develop the practical approach to individual study courses in the programme "Telematics and Logistics", a logistics workshop has been set up, where practical work is carried out within the framework of study courses. The material base consists of various items of equipment used in warehousing and transport work. In addition to the materials listed in the table below, the classrooms are equipped with desks, chairs and stationery to support the learning process.

Study conditions and material and technical provision are improved every study year. In order for students from socially vulnerable groups to be provided with computer equipment, RTK has participated in the project "Reducing the digital gap in socially vulnerable groups and education in institutions" and received computer equipment.

2.3.3. Provide information on the system and procedures for the improvement and purchase of the methodological and informative provision. Description and assessment of

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

The library is a structural unit of RTC and operates in accordance with internal normative acts. Its main task is to provide the learning and study process with the necessary information resources and services in accordance with the requirements of the study programs in all specialties.

The library's collection includes 18,046 units, including 18,041 books, of which 16,447 units are textbooks, of which 1,000 units relate to Information Technology. Audiovisual documents - 5 units. Periodicals in paper format - 16 titles.

Electronic resources include the e-newspaper "Izglītība un Kultūra," the e-journal "Skolas Psihologija," and normative acts in education. Access to the databases letonika.lv (only in Latvian), soma.lv (only in Latvian) and EBSCO.com is available to RTC students. Sign up with Mykoob.

EBSCO is a leading provider of research database, e-journal and e-package subscription management, book inventory development and collection management, and a leading provider of library technology e-books to universities, colleges, government.

The library (117.4 m²), after the reconstruction and renovation of the library premises in 2013, has 31 workstations, 6 computers, a multi-functional device (combined printer, copier). A book protection system has been introduced in the library - security gates. RTK bibliary working times are between 8.00 and 17.00, one day a week until 18.30.

Photocopying and page printing with a printer are available at the library - a paid service in accordance with the Cabinet of Ministers Regulations No. 171 "Price list of paid services of colleges under the Ministry of Education and Science" as of March 18, 2021. Library readers have access to free permanent and wireless Internet connection. In the reading room, students and teachers have free access to reference publications, the latest publications in all fields, and literature. 15 periodical publications are available in paper format. The library's collection includes books and teaching aids in foreign languages - English, German, and Russian.

In 2016, the RTC library was included in the unified state library information system, which provides for library processes to be carried out in the automated information system SKOLU ALISE. The computerized processing and cataloging of the collection's books have been started in the library. Readers, both in the library and remotely using the Internet, can search for the necessary publications.

The library's book collection is regularly supplemented with the latest and most relevant publications, taking into account the suggestions of teachers.

The electronic catalog is available at the following address: <http://skolas.biblioteka.lv/Alise/lv/69/home.aspx>, <https://skolas.biblioteka.lv/Alise/lv/home.aspx>

For logistics students, lecturers have added various books on logistics, as well as recent books and material on current issues in various courses, to the Exabis library section of Moodle (<https://muu.rtk.lv/blocks/exalib/index.php?courseid=1>). In the future, it is planned to purchase Jerry Rudd A Practical Guide to Logistics: An Introduction to Transport, Warehousing and Distribution 2nd Edition, Kogan Page (2023); Gwynne Richards (Author), Susan Grinsted (Author) The Logistics and Supply Chain Toolkit: Over 100 Tools for Transport, Warehousing and Inventory Management 3rd Edition, Kogan Page (2020); Gwynne Richards. Warehouse Management: The Definitive Guide to Improving Efficiency and Minimizing Costs in the Modern Warehouse 4th Edition, Kindle Edition, Kogan Page (2021); Yingli Wang, Stephen Pettit E-Logistics: Managing Digital Supply Chains for Competitive Advantage 2nd Edition, Kindle Edition, Kogan Page (2021).

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.

As the majority of our students already work in the field, we support independence in studies by offering teacher consultations, distance learning, and study materials in the electronic environment MOODLE. RTC has developed an internal normative document "Regulations on Work in the Distance Learning Process". See English - 2_3-4_2 .

ection 4.4 of the procedures for the organisation and implementation of Remote training Cabinet No. 111 (Feb. 2022.8) prescribes:

4.4. in full and part-time studies at the level of higher education, remote learning may be implemented up to 50 per cent of the number of contact hours specified for implementation of the relevant study programme, which is indicated in the study plan of the relevant study programme approved by the educational institution.

(<https://likumi.lv/ta/id/329849-attalinato-macibu-organizesanas-un-istenosanas-kartiba>)(olny in Latvian)

The RTK Remote learning process Organization States that:

1. At the College, up to 50 per cent of the number of contact hours specified in the approved study plan for the study programme concerned may be carried out in the form of distance learning.

2. Distance learning shall be implemented as an effective, qualitative, comprehensive and inclusive part of the face-to-face studies in order to provide students with the opportunity to acquire the expected outcomes of the study process and to develop the transferable skills, as well as to ensure a differentiated, personalized and interdisciplinary study process.

3. Depending on the purpose, task and possibilities of distance learning, it can be used for:

- Various forms of study organization, including individual and group work, tutorials, project work;
- Various venues including libraries, laboratories, research institutions, museums, nature, home;

Study materials and requirements for study courses are available on the MOODLE platform.

Students can connect to remote lectures and consultations, as well as use video recordings for studies.

In 2020, the Big Blue Button (BBB) video conference system was integrated into the Moodle platform for providing remote classes, consultations, and tests.

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.

Election procedure for lecturers is regulated by the RTC "Regulations on Elections to Academic Positions" (08.12.2004. Reg.No.01-05-209). See in Latvian at https://www.rtk.lv/usr/dok/velesanas_akad_amatos_nolikums.pdf in English https://www.rtk.lv/usr/dok/regulations_on_elections_to_academic_positions.pdf as well as in Appendices 46.1.-LV and 46.2.-EN

Academic positions at RTK are a doctor, lecturer and assistant. The doctors shall be elected for a term of six years. (annex 2_3_5_2) Academic posts shall be elected in an open competition where one person may claim only one academic post. The election of doctors, lecturers and assistants by secret ballot shall take place in the RTK Duma after nominations nominated by the independent academic unit – the cathedral, division (hereinafter – structural unit) or nominated by the applicant person himself or herself. The elections shall take place not later than within one month from the day of the announcement of the tender.

Guest doctors are recruited under Section 40 of the higher Education Act, which stipulates that if there is a vacant academic position, RTK Duma may decide not to advertise a competition but to hire a guest doctor, guest speaker or a roaming visitor for up to two years. In order to apply for a vacancy, the College shall issue an open competition to the teacher in accordance with this Regulation for academic positions for which the term of office expires during the relevant term, as well as for vacant academic positions with full or part-time duration. The competition shall be announced at least one month before the elections, publishing a notice in the newspaper "Latvijas Vestnesis". The applicant shall submit to the Staff Department the relevant documents not later than one month after publication in the newspaper. a tender for several posts in the unit has been launched, then the number of vacancies shall also be disclosed in the newsletter. When voting, the members of the Council shall express their attitude towards the election of a candidate for office by removing from the bulletin one of the words "elect" or "do not elect" appearing alongside the name of the applicant in the bulletin, and shall leave in the bulletin a number of applicants not exceeding the number of vacancies.(annex 2_5_3_3)

Vacancies are also publicly advertised on the RTC website <https://www.rtk.lv/lv/par-mums/vakances>

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 RTK has developed an internal normative document “procedures for the assessment of the annual quality of work of doctors” (07.12.2023. No. 1.1-2/28 – RTK). (Attachment No. 2_3_6_1), as well as Attachments 2_3_6_2; 2_3_6_3; 2_3_6_4; LV and 2_3_6_5; 2_3_6_6; 2_3_6_7; 2_3_6_8 – EN. It States that, at the end of each academic year, the lecturer must submit to the director of the study programme the self-assessment of his or her work and information regarding success in groups. The annual work quality evaluation of a lecturer shall be performed by the director of the study programme in the following activities:

- Self-esteem.
- Student survey.
- Conducting and evaluation of classes.
- The self-assessment of the teachers' work includes the following issues:
organisation of the study process in classes.
- Evaluating student achievement.
- Consultancy and support for students.
- Participation in college events and loyalty.

Professional development of lecturer, providing information on exchange of experience and traineeships, further training courses, methodological work developed and scientific research publications. Qualitative indicators of the work of lecturer submitted by the director of the study programme shall be compiled by the deputy director in the field of studies and education and submitted for examination to the annual work quality evaluation Commission of lecturer. The professional development of the doctors shall be supervised by the RTK personnel Unit, in accordance with 11.09.2018 Cabinet Regulation No. 569 “Regulations regarding Education necessary for teachers and procedures for improvement of Professional competence of teachers”.

MK No. 569, " Regulations regarding Education necessary for teachers and procedures for improvement of Professional competence of teachers", 16 point determines that academic staff of institutions of higher Education and colleges shall, until the end of the term of election, acquire professional improvement programmes regarding innovations in the higher education system, didactic of institutions of higher education or management of educational work in the amount of 160 academic hours (including at least 60 contact hours). Professional development may include appropriate international mobility as well as participation in conferences and seminars, as evidenced by documents submitted by academic staff.

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.

In recent years, the quality of studies has been improving due to changes in teaching staff. This is due to the fact that the new lecturers are younger, more energetic and have an up-to-date knowledge base. This has also been observed in student surveys and feedback on the quality of education.

According to the statistics in the College's yearbook, on average 95% of graduates work in a profession that is relevant to their study programme.

The qualifications of the teaching staff (lecturers and guest lecturers) involved in the implementation of the study programme are sufficient, which meets the conditions of the study programme implementation and the requirements of the normative acts stipulated by the Cabinet of Ministers Regulation No. 569 of September 11, 2018 "Regulations on Education and Professional Qualifications Required for Teachers and the Procedure for the Professional Competence Development of Teachers".

Teaching staff continuously improve their qualifications and professional competence both in various seminars, courses, conferences, master classes, etc., and in all kinds of international mobility projects, thus ensuring sufficiently high study results.

18 lecturers participate in the implementation of the study programme, 5 of whom hold a doctoral degree in the relevant field, 12 hold a master's degree, 3 hold a bachelor's degree, and 3 hold a professional higher education degree. One lecturer got a Master's degree in April 2024.

The workload of a lecturer is 840 hours per year. 1 credit point corresponds to 26 hours. The remuneration depends on the academic position and is approved by a decision of the RTC Council on the basis of the Cabinet of Ministers' Regulation of 05.07.2016 No. 445 "Regulations on Teachers' Remuneration".

The teaching staff workload is 840 hours per year. 1 ECTS equals 26 hours. Work the payment depends on the academic position and is approved by a decision of the RTK City Council, based on 05/07/2016 Cabinet Regulation No. 445 "teachers' salaries rules".

From 1 March 2024, Regulation (21.02.2024 No 1.2-1/51), monthly rates of pay per one load is determined by:

- Assistant – EUR 1200,00
- For the lecturer – EUR 1400.00
- For Docent – EUR 1700,00

If the number of contact hours of a lecturer decreases, the salary decreases accordingly. On the other hand, if the workload increases, the salary also increases.

Additional funding has been allocated for research and methodological work. For a list of lecturers involved in the implementation of the study

programme, see Annexes 3.1 - LV and 3.2 - EN For lecturers' CVs, see Annexes 4.1 - LV and 4.2 - EN.

Teaching staff collaborate individually and within departments and interdepartmental units. Cooperation is to be evaluated positively. The aim of the academic staff development plan of the Department of General Studies and Management at the moment is: to ensure a highly qualified academic staff for the study process. To achieve this goal, the following development priorities are set: 1. improvement of professional qualifications; 2. improvement of pedagogical qualifications; 3. development of digital skills of the academic staff.

In implementing the components of the work quality monitoring system of college academic staff, a system for the evaluation of the annual work quality of teaching staff has been established, the basic components of which are:

- Prior self-assessment
- Student Survey
- watching and evaluating instructor classes
- Summary of the quality evaluation of the donor

The components of the policy and motivation system for the development of the staff of the college teaching staff shall also provide for the compensations specified in regulatory enactments for the partial covering of the study expenses of academic studies, as well as the partial covering of the expenses for improvement of competence and improvement of qualification thereof. The college's motivation and development system provides for trainers, endowed in college internal documents, material stimulus guarantees and procedures for granting bonuses for performing additional administrative and technical work, and bonuses for performing additional pedagogical work. In the College's Eastonotic, the employee motivation and Development system includes guarantees for faculty to receive insurance policies as part of the Health Insurance and Medicaid Insurance program. The internal rules "procedures for awards" and "costs for the remuneration of academic staff and employees and procedures for the award of benefits" (Annexes 2.3.7.3 and 2.3.7.4) define what awards are in college.

There are the following awards in college:

- College knowledge Article;
- Written gratitude from the college principal;
- College Honorary Ph. D.;
- A diploma in graduating from college with excellence;
- Money prize or gift.

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.).

All teachers provide support to students in the study process, but the director of the study program manages it. If changes in the organization of the study process or career are necessary, students can receive support from the Study Department. Also, students have access to a social pedagogue, a career counselor, who helps advise on the specifics of choosing a profession.

So far, we have been able to solve all student problems together. All teachers and administration are always open to necessary support and solutions.

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).

RTC's objective of scientific research and innovation is to promote the competitiveness of RTK and its study programmes by achieving the study results in research and creativity set by the programmes, promoting the implementation of researchbased studies, developing the research competences and results of academic staff and students, especially in the field of applied research and creativity, developing cooperation with employers and other interested parties. The following priorities for the research and innovation strategy have been identified, taking into account the needs and interests of stakeholders:

- 1.strengthening research and innovation capacity;
- 2.development of research and creativity of teaching staff and students;
- 3.cooperation with external stakeholders in research and innovation.

A close link between the study process and the scientific research activity carried out is an essential prerequisite for the preparation of high level specialists, the development of excellence, and RTK international cooperation. Both faculty and students are involved in research.

During the previous strategic planning period, it has been achieved that the content of qualification work, course work and research work is improved in accordance with the needs of enterprises and experience gained during practice.

- The purpose of results management is to enable the performance and performance of the

RTK, its departments and academic staff to be monitored and analysed, enabling: assess the RTC's progress towards achieving the objectives set out in the Strategy;

- compare RTC performance with other colleges, performance across different areas and scales of activity (Within the RTC, within different bodies, nationally, internationally).
- link performance indicators to the remuneration system for academic staff.

Structured results management will ensure continuous monitoring of the results achieved by the RTC, as well as the possibility to use the information obtained in decisionmaking on the need to implement appropriate activities.

RTC's objective of scientific research and creativity is consistent with the objectives of college and study direction.

The RTC has developed a "Strategy for the Development of Scientific Research and Innovation 2021-2027" (07.06.2022. No 1.1-2/8 - RTC). This can be seen in Annexes 51.1-LV and 51.2-EN).

The development of science and research is a priority direction of general development of the country, regulated by several national strategic and normative documents: Latvian national Development Plan 2021-2027 (Napa 2027). NAP2027 is the hierarchically highest national-level medium-term development planning document. It also sets medium-term priorities in the field of education and science, emphasising the direction of action: Science for public Development, Economic Growth and Security. Science, Technology Development and Innovation Guidelines 2021-2027 (ZTAIP2027). ZTAIP 2027 contributes to the strategic objectives set out in Napa 2027 in line with the 'knowledge and the objectives and objectives of the "Science for the Development of society, Economic Growth and Security" action line and the "qualitative, accessible, inclusive Education" action line. STI policy is designed to build a R & D framework that ensures the sustainable development of human capital, knowledge, skills, competences and technologies, thus contributing to the acquisition of quality education and skills, the enhancement of social and economic prosperity and security, the improvement of quality of life and the transition to a climate neutral economy.

The Education Development Guidelines 2021-2027 (IAP 2027), linking to ZTAIP 2027, are shaping up for measures to strengthen research-based higher education, provide opportunities for academic staff development and growth.

The Law on Scientific activity (in force from 19.5.2005) stipulates that it is the duty of the college to perform scientific activity and to ensure a study process in which the scientific research activity and/or artistic creation of students would be an integral part. The main objective of the scientific research work of the Technical College of Riga is to promote the competitiveness of RTK and its study programmes, reaching the study results in research and Jurad set by the programmes, promoting the implementation of research-based studies, specific forms of implementation, cooperation of RTK with foreign partners is very important in order to create forms of offer of vocational education that facilitate the rapid acquisition of new technologies, increase access to vocational education, ensure continuous education. One such effective form of education is the implementation of educational programmes through modules, both as part of an autonomous educational programme and as fully autonomous programmes. Self-ratings (only in Latvian)-<https://rtk.lv/usr/pnz/stp/pnvz-telematika-un-logistika-2019.pdf>

Teacher involvement in scientific research. Unlike university-type education, college education does not have a broad share of academic knowledge and the associated scientific research work of

academic staff and students, however, elements of scientific work are gradually being introduced into the study process, from solving solo work issues to comparing different options in studio work and qualification work. Academic staff actively participate in courses and seminars on the latest teaching and pedagogical methods, as well as attendance of qualification improvement courses in seminars and exhibitions organised by employers is encouraged. Scientific articles (only in Latvian) - <https://wwwold.rtk.lv/?sadala=470>

Involvement of students in scientific research. The world today is characterised by globalisation, the development of information technology and the diversity of values. As a result, the activities of the new specialists in a wide range of areas are becoming more widespread and unpredictable. Today's students must learn to live in a world that is constantly changing and be prepared to create a completely different economic, political, social and cultural environment in the future. Currently, RTK students are good at tasks that require remembering or acting in familiar situations, faculty forces students to dig in and process diverse data, requiring students to solve substandard situations, build relationships between theoretically learned and actually experienced in life, analyze accomplishments and set goals for future jobs. RTK students should be able to work in the team and fulfil their expectations in new circumstances. The organisation and management of the RTK study process is based on a focus on competence building, changes in the lifestyle, identity and behaviour of the new generation created by the digital age, as well as different perceptions of the value of education and the ways in which it is acquired by students.

The college plans for the study process to be focused and to bring satisfaction to both students and faculty, to understand and take into account the most typical features of the new generation by developing the competences and outcomes of academic staff and student research, in the field of specialty research and yurad, by developing collaboration with employers and other stakeholders. Taking into account the needs and interests of stakeholders.

The basis for RTC's success is: An interdisciplinary approach to the implementation of the study process the RTK shall implement study programmes in different study directions, which in turn shall promote an interdisciplinary approach for the performance of research and creative work:

1. "Mechanical and metalworking, thermal energy, thermal engineering and mechanical engineering",
2. "Energy, electrical and electrical technologies",
3. "Manufacture and processing",
4. " Informationtechnology, computer hardware, electronics, telecommunications, computer management and computer science ',
5. Transport services

In the Annex:

- "Riga Technical College Scientific Research and Jaurad Development Strategy 2021-2027" (Annex 2.4.1, 2.4.2)

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.

DEVELOPMENT OF SCIENTIFIC RESEARCH AND CREATIVITY OF ACADEMIC STAFF AND STUDENTS

1. RTC academic staff and students are entitled to freely choose the topics, directions and methods of scientific research and creativity, evaluating and publishing the results of their research and creativity.
2. RTC aims at the development of research-based studies by facilitating the integration of lecturers' research results into the content of study courses and the application of research methods in the study process, thus developing students' competences.
3. RTC provides institutional and financial support for the scientific research and creativity of academic staff and students in accordance with the directions of research and scientific activity approved by the RTC Council and the annual research and creativity programme.
4. RTC supports the publication of the results of scientific research and creativity of academic staff and students in conferences, articles, theses, monographs, reports, etc., and promotes their commercialisation.
5. RTC contributes to the professional competence of the academic staff and students in carrying out scientific research, e.g. in the acquisition of research methods, data processing, publication of research results.
6. For the promotion of the results of scientific research and creativity, RTC organises the annual international scientific conference "Students' research activity: theory and practice".
7. The priority performance indicators are defined as follows:
 - number of research/artistic creativity results of the elected academic staff in the period of four academic years: 2 artistic creativity achievements per each lecturer;
 - number of reports of the elected academic staff in international scientific conferences in the period of four academic years: 1 per each lecturer;
 - participation of students in research and creativity projects - 100%, student conferences - 40% of the total number of students in the study programme;
 - methodological events for increasing professional competence of students and academic staff in conducting scientific research and creativity: two events per academic year.

Once a year, an exhibition of course work, independent work and qualification work shall be held for all RTK study programmes, where it is possible for all lecturers and students to become acquainted with the developed work. Logistics students in two study courses - Business Latvian (subject - use of applied language in the development of qualification work is to perform practical work) and the Foundations of research work (subject - qualitative performance of the process of developing study work) perform permanent or practical work with course work or qualification work available in the exhibition. During seminars, the topic selection, presentation is discussed and worked on. in the course of study year 203/20, logistics students developed qualification work on the following topics: Before developing qualification work, students go into qualification practice, where mostly applied research is also carried out. RTK practises linking qualification practice with a qualifier work subject in which the student addresses, explores, describes the specific enterprise and the real work environment.

Subject of qualification work

Options for improving order processing in the warehouse of the wholesale company LIC Gotus.

Development of cargo delivery processes in the logistics sector.

Digital solutions for SIA “DSV Latvia” road transport the operation of transport.

Evaluation of the company's warehouse management system.

Warehouse logistics processes for enterprise John G. CASSAR LTD in the provision of distribution logistics.

Students' science-practical conferences have already become a tradition, with students, doctors and employers participating in the study programmes “information technologies” and “Electrical equipment”.

Since 2003, the RTK has organised international scientific and practical conferences on “higher Vocational Education in theory and practice” and issues scientific papers.

The authors of the articles are Latvian and foreign university doctors, doctoral students, masters and RTK graduates. Published articles can be useful for public institutions to take decisions on short-cycle implementation of higher vocational education, as well as for entrepreneurs, scientific staff, graduates and students. Items of articles can be found in the RTK library.

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

The main objective of RTC research and innovation is to contribute to the competitiveness of RTC and its study programmes by achieving the study outcomes set by the programmes in research and innovation, promoting the implementation of research-based studies, developing research competences and results of academic staff and students, especially in the field of applied research and innovation, developing cooperation with employers and other stakeholders. Taking into account the requirements and interests of stakeholders, the following priorities for the research

and innovation strategy have been identified:

- strengthening research and innovation capacities;
- developing research and innovation capacities of teaching staff and students;
- collaborating with external stakeholders in the field of research and innovation.

A close link between the study process and the scientific research activities is an essential prerequisite for the training of high-level specialists, the development of excellence, as well as for RTC's international cooperation. Both teaching staff and students are involved in research.

During the previous strategic planning period, the content of qualification papers, coursework and research papers was improved in line with the requirements of enterprises and the experience gained during internships.

The involvement of teaching staff in research and international cooperation has a positive impact on the study process and improves its quality. The results obtained in scientific research are used to improve the content and teaching methods of the study courses.

During the reporting period, RTK faculty published several publications in scientific journals as well as in conference collections, several of which were indexed by SCOPUS. For example, you can refer to the following publications:

1. Patlins P. Small- shipments sustainable deliveries within and between cities. Proceedings: Engineering for Rural Development Volume 2024 --23th International Scientific Conference on Engineering for Rural Development; Jelgava; Latvia; 22 May 2024 through 24 May 2024; (Indexed by SCOPUS);
2. Patlins P., Efficient transportation in cities and perishable goods secondary Packaging. Engineering for Rural Development Volume 2016-January, 2016, Pages 1395-140115th International Scientific Conference on Engineering for Rural Development; Jelgava; Latvia; 25 May 2016 through 27 May 2016; Code 122094 (Indexed by SCOPUS)
3. Patlins P., Pocs R. Small shipment delivery's quality improvement in cities with unstable traffic Proceedings - 30th European Conference on Modelling and Simulation, ECMS 20162016, Pages 211-21630th European Conference on Modelling and Simulation, ECMS 2016; Regensburg; Germany; 31 May 2016 through 3 June 2016; Code 122277(Indexed by SCOPUS)
4. Patlins P., Pocs R. Secondary and tertiary packaging improvement opportunities into logistics processes .13th International Conference on Industrial Logistics, ICIL 2016 - Conference Proceedings2016, Pages 209-21513th International Conference on Industrial Logistics, ICIL 2016; Zakopane; Poland; 28 September 2016 through 1 October 2016;(Indexed by SCOPUS)
5. Patlins P. Production Delivery Optimization System For Cities With Hard Traffic. Selected aspects of production systems management. A series of monographs. Lodz University of Technology. Lodz, Poland, 2013. ISBN:978-83-7283-589-5(Indexed by SCOPUS)
6. Patlins P. The Role of Goods Packaging into the Just-in-Time accurate delivery process planning. Product and Packaging Tendencies for Development in Manufacturing. A series of monographs. The Lodz University of Technology. Lodz, Poland, 2012. ISBN: 978-83-7283-451-5;(Indexed by SCOPUS)
7. Patlins P., Solovjovs D. Just in Time and Sequence Logistics Challenges for the Automotive Enterprises in the Eastern Europe Countries. // CD-Proceedings: 53 rd Scientific Conference on Economics and Entrepreneurship SCEE'2012. RTU, Rīga Latvia 10-12 October 2012., ISBN 978-9934-10-355-1
8. Patlins P. Logisitcs service Quality Improvement for City Routes // Proceedings of the International Conference of Industrial Logisitcs. 14-16 June 2012 . Zadar, Croatia.

Similarly, our teaching staff, such as E.Jackson, J. Kuzmina, V. Grava, S.MartinsonE-Liepina, E.Kopeika, N.Karatun, etc., write publications and participate in scientific conferences. For the most part, teaching staff do applied research.

The most significant scientific and research work in the study direction is performed by participating in international projects, writing scientific publications, participating in international conferences. Thus, during the reporting period, Dr.PP.Lin contributed to 4 international conferences in Poland, Croatia and Latvia.

1. 2013. Patļins P. Production Delivery Optimization System For Cities With Hard Traffic. Conference of Production and management. Selected aspects of production systems management. Lodz University of Technology. Lodz, Poland, 2013. ISBN:978-83-7283-589-5
2. 2012. Patļins P. The Role of Goods Packaging into the Just-in-Time accurate delivery process planning. Product and Packaging Tendencies for Development in Manufacturing. A series of monographs. The Lodz University of Technology. Lodz, Poland, 2012.
3. 2012. Patļins P.,Solovjovs D. Just in Time and Sequence Logistics Challenges for the Automotive Enterprises in the Eastern Europe Countries. // CD-Proceedings: 53 rd Scientific Conference on Economics and Entrepreneurship SCEE'2012. RTU, Rīga Latvia 10-12 October 2012.,
4. 2012. Patļins P. Logisitcs service Quality Improvement for City Routes // Proceedings of the International Conference of Industrial Logisitcs. 14-16 June 2012 . Zadar, Croatia

Most of the research carried out within the field of study is applied research, therefore the results are directly related to the economy and, consequently, to vocational education.

List of teaching publications, patents, artistic creativity works for the reference period see Annex 2.4.4.2.

“Telematics and Logistics” students have not participated in applied research for the reporting period.

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.

Unlike university education, college education does not have an extensive academic knowledge component and associated research work by academic staff and students, but elements of research work are gradually being introduced into the study process, from solving independent assignment issues to comparing different options in coursework and qualification papers.

According to the internal normative document 'Regulations on academic positions' (08.12.2004, No. 01-05-209-RTK) (see Annex 2.4.4.4.), the requirement for lecturers to be elected to the academic

position of associate professor or lecturer is to produce publications or teaching aids relevant to the scientific sub-discipline every three years.

Lecturers actively participate in courses and seminars on the latest teaching and pedagogical methods, as well as attendance at employer-organised seminars and exhibitions is encouraged. For the list of lecturers scientific publication see Annex 2.4.4.2.

Since 2003, RTC has been organising international scientific and practical conferences "Higher Professional Education in Theory and Practice" and publishing volumes of scientific articles.

The authors of the articles are lecturers, doctoral students, master students and RTC graduates from Latvian and foreign universities. Having regard to RTK's scientific strategy for 2021-2027, management has developed a plan for applied research rigs to be carried out.

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.

Every year, an exhibition of course papers, independent research papers, and qualification papers is held for all RTC study programs, where all teachers and students can get acquainted with the developed works.

Since 2003, the RTC has organised international scientific and practical conferences on "higher Vocational Education in theory and practice" and issues scientific papers.

The authors of the articles are Latvian and foreign university doctors, doctoral students, masters and RTC graduates.

Items of articles can be found in the RTC library.

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

The organization of RTC study process is based on competency building, changes created by the digital age in the lifestyle, identity, and behavior of the new generation, as well as the different perceptions of students regarding the value of education and its acquisition paths. To ensure that the study process is purposeful and satisfying for both students and teachers, it is important to understand and take into account the typical characteristics of the new generation.

Due to the Covid-19 pandemic, in 2020, the Big Blue Button (BBB) video conference system was integrated into the Moodle platform for providing remote classes, consultations, tests. A personal

virtual video audience was created for each lecturer, which enables the creation and storage of video recordings. IT study program lecturers actively used this system.

Lecturers also used other tools in their study courses: for example, the online video conference organization application Zoom, Google Team, the collaboration application Microsoft Teams. Recordings of lessons in individual study courses were posted by lecturers on the video-sharing online social network website YouTube.com. The students reached them with the help of the sent links.

Innovations that were introduced and used in the study process during the pandemic are still being used and developed.

Currently, in accordance with the requirements of the era, the organization of the study process is regularly improved. We offer to learn part of the study courses remotely, as well as to use the study materials in digital form.

RTC has developed an internal regulatory document "Procedure for work in the remote study process" (12.10.2023, No. 1.1. 2/16, RTC). In Latvian and English, see <https://wwwold.rtk.lv/?sadala=175>, , as well as in annexes 52.1. - LV and 52.2. - EN.

The purpose of the procedure is to determine uniform requirements for RTK teaching staff and students in the remote study process.

Distance studies at the college can be implemented up to 50 percent of the number of contact hours determined for the implementation of the relevant study program, which is specified in the approved study plan.

Remote studies are implemented as an effective, high-quality, full-fledged and inclusive part of face-to-face studies, in order to ensure the opportunity for students to learn the planned achievable results in the study process and to develop cross-cutting skills, as well as to ensure a differentiated, personalized and interdisciplinary study process.

In individual study courses, it is offered to learn some of the topics independently, using the study materials prepared by the teaching staff and Internet resources. Tests are also added to the "Moodle" platform and introduced into the study process.

Students are offered links to shared platforms for consultation and exchange of information, as well as e-mail, WhatsApp and social networks. ZOOM, MS TEAMS and BigBlueBottom linked to the Moodle platform are used for remote studies and consultations.

Students and lecturers appreciate the possibilities of distance studies and consultations very much, because they reduce resources in achieving the goals of the study program.

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.

The largest companies in the transport and logistics sector ensure their activities and are located geographically in Riga and Riga district, Daugavpils, Liepaja, Ventspils, Jelgava, Valmiera, which points to the provision of business activities of the largest transport and logistics companies in populated areas. Major companies in the transport and logistics sector are VAS "Latvijas Pasts", AS "Air Baltic", VAS "Latvijas Dzelzceļš", SIA "Kreiss", SIA "Rīgas Satiksme", VAS "International Airport "Rīga", Ventspils Brīvosta, Riga Brīvosta, AS "Liepāja Port LM", SIA "Shenker", SIA "Kuehne + Nagel", SIA "DPD Latvija", SIA "DHL Latvija", SIA "Baltijas kravu centrs", etc.

Industry leading associations:

- Latvian Logistics Association;
- Latvian Association of passenger carriers;
- Latvian national Association of freight Forwarders and Logistics;
- The Association of Road carriers "Latvijas auto";
- Latvian Organisation of Railway industry Employers;
- Latvian Association of ships and Skippers.

For 2024, RTC intervened:

- the Latvian Logistics Association, which brings together leading logistics, transport, customs clearance, international trade companies, shipping lines, port terminals and individual specialists, as well as educational and research institutions in these fields;
- Latvian Packaging Certification Centre.

Taking into account increase in gross domestic product growth, a slight increase in the number of employees working in the sector is forecast, but demand for unskilled labour will decrease as the overall technological development of the sector increases.

In the year 2024 RTC submitted documents regarding joining the Latvian Logistics Association; however, Director of the study programme "Telematics and Logistics" of the study direction "Transport services", Dr. Pavels Patlin is a Member of the Latvian Logistics Association.

The results of the study show that Logistics specialists are not required to specialise in any of these directions (land transport and pipeline transport; water transport; air transport; auxiliary storage and transport activities; postal and courier activities), but the main focus is communication and foreign language skills and a view of logistics processes, their interconnectedness and dependency.

Since September 2017, RTK has implemented the 3rd level vocational secondary education programme "telematics and logistics", which extends the scope of the activities of teachers, as it is necessary to harmonise and ensure the succession of educational content, as well as to learn the specifics of the organisation of modular education. Engaging in the development groups of the content of qualification examinations of Logistics

employees and organisation of training based on the work environment, regular co-operation with employers and other educational institutions takes place.

During the period of the years 2018/2020, in parallel with the study process in the field of transport services, a further vocational education programme “telematics and logistics” was implemented within the framework of the ESF project “improvement of professional competence of employed persons” (No. 8.4.1.0/16/I/001), which promoted “popularisation of the name of the college”, which, in turn, has a positive impact on the competence for exchange of experience of teachers involved in the study programme, because students work in various Latvian enterprises.

During the implementation process of the study programme “Telematics and logistics” of the study direction “Transport services” co-operation shall take place with employers of different sectors. Students find placements without problems (2.5.1.1) for both purchasing, production, distribution and service practices, transportation, order handling and fulfillment, inventory management and warehouse practices, as well as qualification practices for logisticians, as practically every company has units dedicated to organizing the above processes.

Table 2.5.1.1

List of basic places of study of the study programme “Telematics and Logistics” of the study direction “Transport services” in 2013 - 2021 study year

Transport and logistics companies	Warehouses	State organizations and institutions	Trading companies	Manufacturing companies
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SIA „DHL Latvia” SIA „LDZ ritošā sastāva serviss” SIA „Freeway Logistics” SIA „ AVVE TRANSPORT” SIA „SAPSAN SERVICES” SIA „Feltrans” SIA „HAVI LOGISTIC” SIA „TRANS VEISS” SIA „Schenker” SIA „Cargo Buss” SIA „Baltic Logistic Solution” SIA „Robo UG” SIA “Vidusceļš” AS „RTS Transports Balta” SIA „Vollers-Rīga” SIA „Greiss Loģistika” SIA „Abava Logistics” SIA „Auto Sigulda” SIA „WT TERMINAL” SIA „DSV Transport”	SIA „Do It. Loģistikas centrs „Berģi” SIA „Rimi Latvia” SIA „Latakko” SIA „Revers SM” ” SIA „Peat Export LLC” Loģ.centrs “TOP” Smiltene SIA „Vollers-Rīga” SIA LogSol „Šarlotes” SIA „MMD Serviss” ”	VAS „Latvijas Pasts” express mail department RPU SIA “Rīgas Satiksme” AS „airBaltic” AS „Latvijas Valsts meži” National Armed Forces Zemessardzes 2.Vidzeme Brigade Headquarters, Supply Division ”Priekuļu College” AS „Latvijas Jūras medicīnas centrs” SIA „Vides pakalpojumu grupa” waste collection operator Strazdumuiža nternātvidusskola-attīstības centrs vājredzīgiem un neredzīgiem bērniem.	SIA „Circle K Latvia” SIA “Maxima Latvija” SIA „LPP Reserved” SIA „Cartex Latvia” SIA „Pharma Market” SIA „Sportland” veikals, SIA „EUROOPTIEKA” SIA “VAKS serviss” conditioning, ventilation equipment SIA “Priekuļu mašīnu stacija” SIA „Varner Baltija” veikals Cubus - anetwork of clothing stores SIA „Profester Invest” shop TerraNova - network of clothing stores SIA „Coca-Cola HBC Latvia” SIA „Monsoon Accesoorize Latvia” Fashion Accessories SIA „ETG” Internetshop, Elkor shop's partner SIA “Nodus būvmateriālu veikals” Internetshop SIA „220.lv” SIA „TEKARA” gift service SIA „MTZ - SERVISS” Tractor's service centre SIA „Magnus S”, SNAPPER equipment for forest and garden. SIA „Daiļrade EKSPŌ” office tools. IKEA	AS „UPB” SIA „Norplast” SIA „CERAM OPTEC” SIA “Akmens stils”
Wood manufacturing companies	Beauty goods Industry	Informational Technologies	Metal manufacturing companies	Food manufacturing companies

SIA „Stella”	PKS “Upeslīči L”	SIA „Lattelecom”	SIA „Raunas	AS „Valmieras
SIA “BYKO- LAT”	PKS “Straupe	SIA „JS PRODUCTS”	Lauktechnika”	piens”
SIA		SIA „City	SIA „VALPRO”	SIA „Čilija
„Kalnakmens”		Technologies”	LODE SIA	PIZZA”
SIA „Gaujas		SIA „Akva grupa”	SIA “Culimeta Baltics	Reastaurant
koks””		accounting service	SIA „Kosters”	service
SIA „Paeglīši un		SIA „Intelligent	instrumenti un	SIA „Puratos
partneri”		Systems” transporta	iekārtas slīpēšanai	Latvia” brad,
		planning and		chocolate and
		monitoring		sweets
				production
				SIA „ADUGS”
				bisquits
				production

The table provides information regarding co-operation partners of the study programme “Telematics and Logistics” of the RTK study direction “Transport services”. It should be noted that cooperation does not always foresee the unpictability of contracting. According to the table, the study programme “Telematics and logistics” of the study direction “Transport services” co-operates not only with logistics or transport, but also with production, trade, etc.

Students and graduates of the study programme “Telematics and Logistics” of the study direction “Transport services” are provided with workplaces. Employers support the involvement of students in identifying enterprise problems during practice and evaluating solutions opportunities within the framework of course work and qualification work. The preparedness of logistics specialists to perform real tasks in specific enterprises in positions relevant to the profession is positively assessed. This is evidenced by the characteristics of students completed by a representative of the company who has performed the functions of head of practice.

When compiling information from feedback/characterisation for 3 years (period 2020/2021 study year, 2021/2022 study year and 2022/2023 study year), employers objectively assess the attitudes of each student to the outpouring duties and, as we can see in Figure x.a., most work with interest. There are always people who take an additional initiative in investigating the various processes of the company and are who, precisely, perform the tasks entrusted, just as they do not care about work responsibilities.

Trainee characteristics of the “Transport services” study programme “Telematics and logistics” include a separate point where the head of the company's practice assesses the student's work discipline most employers' representatives chose the standard phrase: “There have been no violations of work discipline during the practice” due to people being busy in the daily workload. Some practice leaders noted the punctuality and sobriety of the trainee in the performance of the assigned duties, which shapes the overall positive perception of the student and the educational establishment as a whole. There are also comments about individual cases where a student has delayed or quit without warning or other violations of internal rules.

Relatively rare, but it happens that the trainee comes to the company casually, without a sense of responsibility, to spend time and does not understand the importance of the assigned duty in the overall work process.

For logistics professionals, the profession standard defines competences that are necessary/desirable for the day-to-day performance of duties in virtually all enterprises and/or logistic departments/departments. The managers of RTK study programme “Telematics and Logistics” shall, at the final stage of qualification practice, communicate electronically or by telephone with employers (managers of company practice) with a request to evaluate the acquisition of selected competencies for each student. To avoid particularly burdening practice managers with additional responsibilities, 6 competencies were selected from the full list of competencies:

- Ability to evaluate and improve the activities of themselves and others, to work with others;
- Ability to assess the performance of the organisational unit in the supply chain;
- Ability to formulate and analyse practical problems within the competence of a logistician;
- Ability to use logistical information systems;
- Ability to use warehouse resources rationally;
- Ability to organize and control movement of goods in a warehouse.

In order to motivate students and promote their understanding of the diversity of work opportunities of a logistics specialist, each spring students of course 1 are offered to explore the offers of the portal “Prakse.lv” and apply for consultations, career days and other events in companies and institutions, as well as to apply for a job interview for the acquisition of the practice programme.

Annex 2.5.1.1 provides information regarding co-operation agreements of the study programme “Telematics and logistics” of the study direction “Transport services” with different institutions.

Examples of contracts regarding the study practice of the study programme “Telematics and Logistics” of the RTK study line “Transport services” are provided by Annex 2.5.1.2 The 2024 agreements with companies such as SIA GMT, SIA “Polipaks” and SIA “Orkla Latvija” were taken as examples.

It should be noted that several companies - logistical and transport sector leaders co-operate with students and trainers of RTK Transport services study programme “Telematics and logistics” without entering into special agreements, but agreeing, for example, on opportunities for a metabolism or study visit.

in 2015, L.Kangro, a graduate of the study programme “Telematics and Logistics” of the study direction “Transport services” during a meeting with students of course 1, presented the “Do It Logistics Centre “Bergis” Ltd as a great practice place where all the skills necessary for the qualification of a

logistics specialist can be acquired and regarding his work and career experience in this company.

in spring 2016 and 2018, as part of the study course “Transport Organisation and freight handling”, a training excursion was organised to Riga International Airport, where the head of the security service showed and told about the airport's material technical security, service specificity, use and importance for the organisation of air traffic.

Several times within the framework of study courses “Warehouse Logistics” and “IT system Logistics”, training excursions were organised to the Customs Museum in RTU's Cathedral of Engineering economy and vagina and Professor Romagnov's guest lecture on logistical computer programs, their application and significance.

in the spring of 2018, 2020, and 2023, students were offered study tours to DHL Latvia Ltd to familiarise themselves with the work of the operational unit, i.e. the specifics of receipt, sorting of parcels and how delivery of parcels is organised. The Head of the Human resources Department presented the students with vacancies and requirements for work in SIA “DHL Latvia”.

in February 2020, L.Grāve, a graduate of the study programme “Telematics and Logistics”, presented the SIA “Circle-K Latvia” as a great practice place where all the skills necessary for the qualification of a logistics specialist can be acquired and about his work and career experience in this company.

in 2018, 2022 and 2024, students had the opportunity to visit the State Revenue Service, where employees presented the SRS structure, departmental functions and the international transportation control system.

in 2024, students had the opportunity to dump guest lectures at the transport company “DSV Latvia”, as well as at the RIMI logistics centre in Plavniekos and the logistics centre of the retail company “Maxima” in the cross Mountains.

It can be concluded that such strong cooperation with organisations at different levels enables the implementation of education programmes in line with economic and modern educational developments, by preparing logistics specialists to work as functional level managers in companies engaged in logistics, international and national freight or passenger transport, wholesale, retail, manufacturing and service provision, as well as in State and local government institutions whose activities are related to the transport and/or logistics sector or provide for the organisation of logistics activities, or works as a self-employed person or as an individual merchant, thus co-operation with various Latvian institutions successfully ensures achievement of the objectives and study results of the study direction Transport services.

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.

RTC's internationalization strategy is aimed at the general development, modernization of the educational institution, raising the training standards in accordance with the most current achievements in the field of European professional education, international cooperation, academic and student mobility. Active and successful participation in international programs and projects is considered an important part of RTC's development concept.

RTC's international activities are implemented within the framework of the EU Lifelong Learning Programme's Erasmus+ mobility and strategic partnerships, ESF program projects, and bilateral cooperation agreements. RTC participates in international exhibitions and conferences, seminars.

The RTC International Relations department in cooperation with the heads of other departments and study programs establishes contacts with the potential Erasmus+ partners in the labor market, using the college's international experience in other projects, supporting mutual cooperation with different institutions and long-term contacts with the national industry associations, for example, the Association of Mechanical Engineering and Metalworking Industry, the Association of Latvian Refrigerating Engineers, Latvian Electrical Engineering and Electronics Industry association. The department also has a diverse cooperation with the Latvian and EU companies, e.g. participation in EuroSkills and WorldSkills competitions and other international competitions. If the mobility of the program participant is carried out in a foreign company, we sign an inter-institutional agreement or a letter of intent. The activity of partner institutions is closely related to the new technologies, and it allows the program participants acquire up-to-date professional competencies.

RTC received the "Wings 2019" quality award from the Erasmus+ program for the project "Higher Education Student and Staff Mobility."

RTC has received Erasmus+ program quality award Wings 2022 in the nomination Erasmus+ program priority Environment and climate change prevention in the higher education sector for the project Higher Education Student and Staff Mobility (<https://epale.ec.europa.eu/lv/content/pasniegta-valsts-izglitibas-attistibas-agenturas-izcilibas-balva-sparni-2022>) (LV only).

Foreign university lecturers and visiting lecturers from companies who participate in the implementation of RTC study programs are high-level modern technology experts with extensive work experience and motivation to support professional education, disseminate knowledge about

technical innovations, to improve and enhance the quality of future specialists' work, and promote the further development of technology in various technological, organizational psychology, and management fields. Each guest lecturer's study material is integrated into the study program. All activities are conducted in foreign languages.

By the decision of the European Commission, RTC was awarded the Erasmus+ Charter for Higher Education 2021-2027 (ECHE - Erasmus Charter for Higher Education), which allows the higher education institution to participate in European Union Erasmus+ program activities.

The departments of International relations Studies regularly receive offers to cooperate from foreign institutions. The offers are looked through and the cooperation is further developed, based on the opportunities to learn the latest technologies and innovations in the study process.

The partner institutions of the Erasmus+ mobility project highly appreciate the RTC participation in the activities during all three main stages of the project - before mobility, during mobility and after it.

Positive and favorable feedback is the best recommendation for the local and international employers.

International companies, e.g. DAYTON, UAB Baltic Refrigeration Group, Refrigeration Partner MB, HAAS, OSS NETWORKS, PROLUX and others, offer to cooperate with RTC in employment of the new specialists. RTC faculty members are invited to participate in the national and international professional competence competitions as experts in their respective fields of technologies.

To promote and expand the implementation of the RTC Erasmus+ program, contacts have been established and inter-institutional cooperation agreements have been signed with educational institutions in Lithuania, Estonia, Finland, Sweden, and Denmark during the reporting period.

No.	Institution with which the agreement has been concluded	Subject of the agreement	Duration of the agreement
1.	Kauno technikos kolegija, Lithuania	Mobility program of students and lecturers	indefinite
2.	Tallinna Tööstushariduskeskus, Estonia	Cooperation in the framework of Erasmus+	2021
3	Vana-Vigala Tehnika- ja Teeninduskool, Estonia	Cooperation in the framework of Erasmus+	2021
4	Paragon Europe, Malta	Mobility program of students and lecturers	indefinite
5.	European Tire Academy, Germany	International internship	indefinite

6.	Tampereen seudun ammattiopisto Tredu, Finland	Preparation of new specialists	indefinite
7.	The University of Bradford, Great Britain	Preparation of new specialists	indefinite
8.	Sandvikens Gymnasieskola, Sweden	Practical cooperation in IT	indefinite
9.	Junior Talents, Germany	International internship	indefinite
10.	Ukmerge School of Technology and Business, Lithuania	Preparation of new specialists	indefinite
11.	Lapland Education Centre REDU, Finland	Preparation of new specialists	indefinite

In order to promote and extend the implementation of the RTC Erasmus + programme, contacts have been established and interinstitutional cooperation agreements have been signed with education institutions in Lithuania, Estonia, Finland, Sweden and Denmark during the reporting period.

Taking into account the long-standing experience with international partners, RTC has gained not only trust but also receives good feedback every year, an assessment of our students who have been drafted in line with the programme.

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 implementation of mobility programs is based on the motivation of participants and the implementation of the college's development and modernization plan.

RTC departments and the International Relations department invite lecturers from EU companies for teaching activities. RTC sends an invitation to the employee of the particular foreign company. The guest lecturer's teaching activities are integrated into the study program. Guest lecturers are top-level experts in modern technologies with significant work experience and motivation to provide support to education, to disseminate knowledge about technological innovations in order to improve the quality of work of future specialists and promote the future use of the latest

technologies. All activities were held in a foreign language.

Guest lecturers are long-term cooperation partners of RTC. RTC management and lecturers believe that this is a significant advantage of the Erasmus+ program – an opportunity to cooperate with experts-lecturers from foreign companies, because they are specialists with practical work experience in innovative technologies.

The small number of RTC teachers in outgoing mobilities may be explained with the following difficulties:

- workload of lecturers;
- emotional and psychological barriers to a foreign trip (lack of confidence, fear);
- Covid-19 restrictions;
- insufficient foreign language knowledge.

Considering the rapidly increasing volume of information available for students in the English language, RTC department of International relations offers the opportunity for faculty members to participate in various mobilities with an aim of improving their English language skills. RTC lecturers participate in ERASMUS+ academic, administrative and support staff mobilities in the member states.

All students received the Europass mobility document as a proof of obtained knowledge and skills, as well as certificates from the companies.

The RTC study process is conducted in the Latvian language. That is why we do not have any foreign students.

Appendix 2_5_3_1 (LV) and appendix 2_5_3_2 (ENG) reflect statistical data on student mobility.

Appendix 2_5_3_3(LV) and appendix 2_5_3_4(ENG) contain statistical data on the mobility of teaching staff.

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 study programme "TELEMATICS AND LOGISTICS" (code 41840) of the first level of professional higher education of the study direction "Transport Services" with the qualification LOGISTICS

SPECIALIST to be obtained is submitted for evaluation. The programme was accredited on January 09, 2013. The main task of the academic year 2012/2013 was approbation and evaluation of the study programme "Telematics and Logistics" in order to determine its compliance with the quality indicators of higher education and international competitiveness. This goal was achieved - the study programme "Telematics and Logistics" was accredited and the permission for its implementation in Riga and Priekuli branch has been received. The implementation and development of the study field is one of the priorities of RTC activities in accordance with the Latvian and EU labour market trends. The development of the transport and logistics sector and the effective use of its opportunities contribute to the socio-economic growth of the country. The quality and further development of the field of study and study programmes is closely linked to employers, who are involved in the development of study programmes, professional standards and the process of updating the professional classification. Employers recognise RTC's work in implementing the field of study and training young professionals.

In March 2012, the Council of Higher Education (AIP) received acknowledgement (22.02.2012 No. 7.10.6/22) on the sustainability of the first level higher professional education programme "Telematics and Logistics" (41345). In the report, the experts assessed the sustainability of the study programme: "Transport services study programmes in Latvia are promising, there is a demand for specialists trained in them, the study field is important for the successful development of the Latvian transport system. Strategic planning has been developed at Riga Technical College. The study programmes implemented here demonstrate much better performance in all aspects. AIP is a key partner in attracting various investments for the development and modernisation of the study programme infrastructure."

On December 12 and 14, 2012, during the visit of RTC experts for accreditation of the study field "Transport Services", the study programme received a high evaluation and was accredited for the maximum period of 6 years. The experts of the International Accreditation Commission provided evaluations and recommendations; the tables of implementation of the recommendations are presented in Annex 2.6.1.1.

Information on the Joint Report of the Expert Commission on the Accreditation of Riga Technical College First Level Higher Professional Education Study Programme "Telematics and Logistics" (date of the visit - December 12 and 14, 2012) is provided in Annex 2.6.1.1.

Long-term recommendations:

Taking into account the recommendations of experts, as a long-term recommendation, to develop a programme in the context of Bologna short cycle programmes, clearly defining the focus of the programme, target groups, stakeholders, objectives and defining the expected learning outcomes of the programme, its modules and subjects in an observable and measurable (evaluable) form-RTK has fulfilled. Common criteria, uniform form, have been developed for all study courses and approved at the meeting of the General studies and studies Chair. The study programme "Telematics and logistics" is a short-cycle professional higher education that can be acquired after secondary education or professional secondary education. At the moment of submission of accreditation documents, the RTK is moving to the templates of the new study courses in order to introduce a catalogue of study courses in the autumn semester of 2024/2025.

The RTK has strengthened the involvement of employers and students in the development of the programme. Each school year, after the qualification

exam has been replaced, members of the Commission, including employers, shall always remain in charge of negotiations with the programme. As well as developing a questionnaire that employers fill out to take into account recommendations for future study years.

A mechanism has been developed to keep up-to-date trends in the labour market every year. Guest lectures from both industry and other universities are also regularly invited.

With 2024, a holistic institutional quality assurance system has been developed in college. The new quality management manual has been introduced into the RTC.

Strengthen the English components of the programme by moving towards offering some (some) professional courses in English. At this point, the English val.pas provided professionally prepared students for the professional working environment.

The institution's library needs far more resources to offer up-to-date services to the college. The college has its own study materials site, Moodle, where teaching staff add a variety of lecture materials, lecture contours, assignments, etc. A library of Exabis has been set up for logistics specialists, where both the latest books and press releases on logistics are readable.

Provide better feedback from stakeholders to change the app immediately if necessary. Each year, the college holds meetings with employers, industry representatives, the college administration meets with heads of catheters and study program directors to be on the course about current developments in changing the program.

It is preferable to replace the title of the study course "Business Latvian Language" with the title "applied Label" as a recommendation. The usefulness of the study course "applied Latvian Language" is welcomed by students and employers, because the acquired knowledge is necessary for the development of different documents, texts, as well as successful writing of course work, qualification work. Because the college has applied research, the study course "applied Latvian" is necessary for writing qualitative articles, taking into account not only grammatical categories, but also stylistic and orthographies.

All short-term recommendations recommended by experts have been met.

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

(Not applicable)

Annexes

I - Information on the Higher Education Institution/ College		
Information on the implementation of the study field in the branches of the higher education institution/ college (if applicable)		
List of the governing regulatory enactments and regulations of the higher education institution/ college	Dokumenti un nolikumu saraksts.docx	Dokumenti un nolikumu saraksts.docx
The management structure of the higher education institution/ college	1_1RTK struktūra_28.05.ENG.png	1_1_rtk-struktura-28.mijs.pdf
II - Description of the Study Field - 2.1. Management of the Study Field		
Plan for the development of the study field (if applicable)	Pielikums_2_1_2_1_Logistika_Plans_eng_upd.docx	Pielikums_2_1_2_1_Logistika_Plans_updd.docx
The management structure of the study field	Informācija par studiju virzieniem un studiju programmām ENG.png	Informācija par studiju virzieniem un studiju programmām.png
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.	Pielikums_2_1_4_1_EN_Vienosanas_starp_RTU_un_RTK_2022 (1).docx	RTU_1.1.-36_11(1).edoc
A document certifying that the higher education institution or college guarantees compensation for losses to students if the study programme is not accredited or the study programme license is revoked due to actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.	AIKA_60 eng.docx	4_pielikums_Zaudejumu_atlīdzināšana.edoc
Standard sample of study agreement	STUDIJU LĪGUMI 2024.7z	STUDIJU LĪGUMI 2024.7z
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	2.2.4.5.VISAS APTAUJASENG.docx	2.2.4.5.VISAS APTAUJAS(1).docx
II - Description of the Study Field - 2.3. Resources and Provision of the Study Field		
Basic information on the teaching staff involved in the implementation of the study field	2.3.7. 1.Mācībspēku_saraksts_Logistika.docx	2.3.7. 1.Mācībspēku_saraksts_Logistika(1)(2).docx
Biographies of the teaching staff members (Curriculum Vitae in Europass format)	CV angļu val Logistika(3).7z	CV latviešu val Logistika(2).7z
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.	23.pielikums.edoc	23.pielikums(1).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.	2_4_4_1pielikums_skaits_konferences_projektos ENG.doc	2_4_4_1pielikums_skaits_konferences_projektos.doc
List of the publications, patents, and artistic creations of the teaching staff over the reporting period.	Pielikums_2_4_4_2_PUBLIKĀCIJAS LOGISTIKAS ENG.docx	Pielikums_2_4_4_2_PUBLIKĀCIJAS LOGISTIKAS 29_05_24.docx
II - Description of the Study Field - 2.5. Cooperation and Internationalisation		
List of cooperation agreements, including the agreements for providing internship	Pielikums_2_5_1_1_Par_sadarbību ENG.docx	Pielikums_2_5_1_1_Par_sadarbību.docx
Statistical data on the teaching staff and the students from abroad	2.5.3. logistikas_pielikums ENG.docx	2.5.3. logistikas_pielikums.docx
Statistical data on the incoming and outgoing mobility of students (by specifying the study programmes)	2_5_3_1 Stat.datu par studejosajiem ENG.docx	2_5_3_1 Stat.datu par studejosajiem(3)(4).docx
Statistical data on the incoming and outgoing mobility of the teaching staff	2_5_3_3 Erasmus_macispeki ENG.docx	2_5_3_3 Erasmus_macispeki_lv.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.	Pielikums_2_6_1_1_Rekomendaciju_ieviesanas_tabula_logistika_10.julijis ENG.docx	Pielikums_2_6_1_1_Rekomendaciju_ieviesanas_tabula_logistika_10.julijis.docx
An application for the evaluation of the study field signed with a secure electronic signature	AIC_iesniegums_13_Logistika_-eng.doc	AIC_iesniegums_13_Logistika_(3).edoc
III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme		
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period		
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		
The curriculum of the study programme (for each type and form of the implementation of the study programme)		

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

Other annexes

Name of document	Document
1.1. STRATEGIJA	30.1. RTK stratēģija LV.docx
30.2. RTK Strategy-EN.docx	30.2. RTK Strategy-EN.docx
Pielikums 2.2.4.5. Studiju virziena "Transporta pakalpojumi" absolventu aptaujas rezultāti periodā 2013.-2023.g	info_absolventi_aptauja_2_2_4_5.pdf
Pielikums 2.6.1.2. Kopējais ziņojums_07_01_2013 (3).doc	Pielikums_2_6_1_2_kopejais_zinojums_07_01_2013 (3) (2).doc
Pielikums 2.2.4.6. Studējošo apmierinātības ar studiju kvalitāti aptaujas rezultātu kopsavilkums	studentu aptaujas rezultati_2_2_4_6..pdf
Pielikums 2.2.4.7. Darba devēju aptaujas rezultāti	Logistika_darba_deveji_rezultati_maijs_2_2_4_7.pdf
Pielikums 2.2.3.1.Iekšējās kārtības noteikumi studentiem-LV	Pielikums2_2_3_1_iekšējās kārtības noteikumi studentiem-LV.docx
Pielikums 2.2.3.2. Internal regulations for students-EN	Pielikums_2_2_3_2_Internal regulations for students-EN.docx
Pielikums 2.2.4.1. Rotācijas kārtība-LV	Pielikums2_2_4_1_Rotācijas kārtība-LV.docx
Pielikums 2.2.4.2.Rotācijas veidlapa	Pielikums_2_2_4_2_Rotācijas veidlapa.xls
Pielikums 2.2.4.3. Rotation form EN	Pielikums_2_2_4_3_Rotation form EN (1).pdf
Pielikums 2.2.4.8. sadarbība ar SIA "EKL/LS"	pielikums 2.2.4.8..pdf
2.2.4.10.vienošanās ar RTU	pielikums 2.2.4.10..pdf
2.2.4.11. līgums ar Celtn.koledžu	pielikums 2.2.4.11..pdf
pielikums 2.2.4.9.pdf	pielikums 2.2.4.9.pdf
Pielikums Sad.ar Latvijas Pasts	pielikums 2.2.4.12..pdf
Pielikums 2.1.6.1. Akadēmiskais godīgums-LV.docx	Pielikums_2_1_6_1_Akadēmiskais godīgums-LV (1).docx
Pielikums 2.1.6.2. Rules on Academic integrity-EN.docx	Pielikums_2_1_6_2_Rules on Academic integrity-EN.docx
Pielikums 2.1.4.4. Nolikums par studiju rezultātu atzīšanu.docx	Pielikums 2_1_4_4_Nolikums par studiju rezultātu atzīšanu.docx
Pielikums 2.1.4.5. .IESNIEGUMS studiju rez.atzīšama-1.pielik.doc	Pielikums 2_1_4_5_IESNIEGUMS studiju rez.atzīšama-1.pielik.doc
Pielikums 2.1.4.6. Protokols rezultātu atzīšanai-2.pielik.docx	Pielikums 2_1_4_6_Protokols rezultātu atzīšanai-2.pielik.docx
Pielikums 2.1.4.7.APLIECĪBA-stud,rez.atzīšana-3.pielik (1).doc	Pielikums 2_1_4_7_APLIECĪBA-stud,rez.atzīšana-3.pielik (1).doc
Pielikums 2.1.4.8.Application. Appendix 1.-EN.docx	Pielikums 2_1_4_8_Application. Appendix 1.-EN.docx
Pielikums 2.1.4.9.Protocol Appendix 2.-EN.docx	Pielikums 2_1_4_9_Protocol Appendix 2.-EN (2).docx
Pielikums 2.1.4.10.Regulations on the results achieved in previous education.docx	Pielikums 2_1_4_10_Regulations on the results achieved in previous sducation.docx
Pielikums 2.1.4.11.Imatrikulācija-2024-2025.docx	Pielikums 2_1_4_11_Imatrikulācija-2024-2025.docx
Pielikums 2.1.4.12. Matriculation procedure-2024-2025_EN.docx	Pielikums 2_1_4_12_Matriculation procedure-2024-2025_EN.docx

Pielikums 2.1.4.13. Studiju_kursu_atzisanas_kartiba.docx	Pielikums 2_1_4_13_Studiju_kursu_atzisanas_kartiba.docx
Pielikums 2.1.4.14.Pašfin. līg.-L (1).doc	Pielikums 2_1_4_14_Pašfin. līg.-L (1).doc
Pielikums 2.1.4.15. Self-financing agreement_EN (1).docx	2_1_4_15_Self-financing agreement_EN (1).docx
Pielikums 2.1.5.1. Noteikumi par vērtēšanas kārtību	Pielikums_2_1_5_1_Noteikumi par vērtēšanas kārtību - LV (2).docx
Pielikums 2.1.5.2. Provisions on basic principles and procedures for the evaluation	Pielikums_2_1_5_2_Provisions on basic principles and procedures for the evaluation - EN.docx
Pielikums 2.1.5.3. Ētikas kodekss	Pielikums_2_1_5_3_Ētikas kodekss-LV.docx
Pielikums 2.1.5.4. Code of Ethics	Pielikums_2_1_5_4_Code of Ethics-EN.docx
Pielikums 2.1.5.5. Darbs attālinātā studiju procesā	Pielikums_2_1_5_5_Darbs attālinātā studiju procesā (1).docx
Pielikums 2.1.5.6.Individuālie plāni.docx	Pielikums_2_1_5_6_Individuālie plāni.docx
Pielikums 2.2.1.1. RTK kvalitātes vadības rokasgrāmata	Pielikums_2_2_1_1_KVR_2024_RTK.doc
Pielikums 2.3.4.1. Darbs attālinātā studiju procesā.docx	Pielikums_2_3_4_1_Darbs attālinātā studiju procesā (2).docx
Pielikums 2.4.4.3.Nolikums par akadēmiskiem amatiem	Pielikums_2_4_4_3_Nolikums par akadēmiskiem amatiem-LV (2).docx
Pielikums 2.4.4.4.Regulations on academic positions-EN	Pielikums_2_4_4_4_Regulations on academic positions-EN (1).docx
Pielikums 2_2_4_8Ang.	pielikums 2.2.4.8.docx
Pielikums 2_2_4_9 Ang.	pielikums 2.2.4.9.docx
Pielikums 2.5.1.2. Līgumi par RTK studiju programmā "Telemātika un loģistika" studējošā praksi	Pielikums_2_5_1_2_Ligumi_par_stud_praksi2024.pdf
Dokumentu saraksts LV un ENG	1.4.1.LV un Eng.DOKumentu saraksts.docx
1.4.2. studiju_pr.grafiks_-aktualizets_maijs.xls	1.4.2. studiju_pr.grafiks_-aktualizets_maijs.xls
1.4.2.2..Schedule of study process-EN.doc	1.4.2.2..Schedule of study process-EN.doc
1.4.3.3.. Study plans.-EN.xls	1.4.3.3.. Study plans.-EN.xls
1.4.3.LOGISTIKAS studiju plans_ 23.04.2024..xlsx	1.4.3.LOGISTIKAS studiju plans_ 23.04.2024..xlsx
1.4.4..Kārtība, kādā tiek izstrādātas studiju programmas.docx	1.4.4..Kārtība, kādā tiek izstrādātas studiju programmas.docx
1.4.5. Procedures for the development and submission.docx	1.4.5. Procedures for the development and submission.docx
1.4.6. Noteikumi par vērtēšanas kārtību - LV.docx	1.4.6. Noteikumi par vērtēšanas kārtību - LV.docx
1.4.6.6..Provisions on basic principles and procedures for the evaluation - EN.docx	1.4.6.6..Provisions on basic principles and procedures for the evaluation - EN.docx
1.4.7. Docētāju ikgadējās darb kvalitātes izvērtēšanas kārtība-LV (1)(1).docx	1.4.7. Docētāju ikgadējās darb kvalitātes izvērtēšanas kārtība-LV (1)(1).docx
1.4.8. Docētāja pašvērtējums-1.piel..doc	1.4.8. Docētāja pašvērtējums-1.piel..doc
1.4.9. Docētāja nodarbības vērošana-2.piel..docx	1.4.9. Docētāja nodarbības vērošana-2.piel..docx
1.4.9.9. Open lesson. Appendix 2.-EN.docx	1.4.9.9. Open lesson. Appendix 2.-EN.docx
1.4.10. Docētāja darba vērtējums - 3.piel..doc	1.4.10. Docētāja darba vērtējums - 3.piel..doc
1.4.10.10. Annual assessment. Appendix 3.-EN.docx	1.4.10.10. Annual assessment. Appendix 3.-EN.docx

1.1.Koledžas struktūra ar īstenošanas vietām LV (2).xlsx	1.1.Koledžas struktūra ar īstenošanas vietām LV (2).xlsx
1.2.College structure with program implementation places (1).xlsx	1.2.College structure with program implementation places (1).xlsx
Pielikums 2.5.2.1.Internacionalizācijas stratēģija aktualizēta	Pielikums_2_5_2_1_INTERNACIONALIZĀCIJAS STRATĒĢIJA AKTUALIZĒTA 2024.ENG.docx
Pielikums 2.5.2.2.Internacionalizācijas stratēģija aktualizēta	Pielikums_2_5_2_2_INTERNACIONALIZĀCIJAS STRATĒĢIJA AKTUALIZĒTA 2024.LV.docx
pielikums 2.2.4.10.docx	pielikums 2.2.4.10.docx
1.2.1.Ētikas kodekss.pdf	1.2.1.Ētikas kodekss.pdf
1.2.1.1. Code of Ethics-EN.pdf	1.2.1.1. Code of Ethics-EN.pdf
1.2.2. Revīzijas komisijas nolikums - LV.docx	1.2.2. Revīzijas komisijas nolikums - LV.docx
1.2.2.2.rtk-domes-nolikums LV.pdf	1.2.2.2.rtk-domes-nolikums LV.pdf
1.2.rtk-domes-nolikums Ang.docx	1.2.rtk-domes-nolikums Ang.docx
1.2.2.2. 2.Regulations of the audit committee-EN(1).docx	1.2.2.2. 2.Regulations of the audit committee-EN(1).docx
2.3.2. Datortehn.izsniegš.un lietoš.kārtība soc.neaiz.(1).pdf	2.3.2. Datortehn.izsniegš.un lietoš.kārtība soc.neaiz.(1).pdf
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2.3.7.3.Apbalvošanas kārtība-2020.doc	2.3.7.3.Apbalvošanas kārtība-2020.doc
2.3.7.4.Darba_samaksas_kārtība_2020.doc	2.3.7.4.Darba_samaksas_kārtība_2020.doc
2_2_3sudzibas-ENG.docx	2_2_3sudzibas-ENG.docx
2_2_5_1Informācija par studiju virzieniem un studiju programmām ENG.png	2_2_5_1Informācija par studiju virzieniem un studiju programmām ENG.png
2_2_5 Informācija par studiju virzieniem un studiju programmām...png	2_2_5 Informācija par studiju virzieniem un studiju programmām...png
Pielikums 1.3.1. Kvalitātes rokasgrāmata.	Pielikums1_3_1_ Kvalitātes rokasgrāmata.doc
Pielikums 1.3.2. Kvalitātes rokasgrāmata. (angļu v.)	Pielikums1_3_2_ Kvalitātes rokasgrāmata(angļu v.).doc
Pielikums 1.3.4. Kvalitātes politika	Pielikums1_3_4_ Kvalitātes politika.doc
Pielikums 1.3.5. Kvalitātes politika (angļu v.)	Pielikums1_3_5_ Kvalitātes politika(angļu v.).docx
Pielikums 1.3.6. Procesu norises	Pielikums1_3_6_ Procesu norises.docx
Pielikums 1.3.7. Procesu norises (angļu v.)	Pielikums1_3_7_ Procesu norises (angļu v.).docx
Pielikums 1.3.8. Dokumentācijas struktūra	Pielikums1_3_8_ Dokumentācijas struktūra.png
Pielikums 1.3.8.1. Dokumentācijas struktūra (angļu v.)	Pielikums1_3_8_1_ Dokumentācijas struktūra (angļu v.).png
Pielikums 1.3.9. Procesu vadība	Pielikums_1_3_9_ Procesu vadība.png
Pielikums 1.3.10. Procesu vadība (angļu v.)	Pielikums1_3_10_ Procesu vadība(angļu v.).png
Pielikums 1.3.11. docētāju ikgadējā darba kvalitātes izvērtēšana	Pielikums 1_3_11_ docētāju ikgadējā darba kvalitātes izvērtēšana.pdf
2.2.2.Kārtība, kādā tiek izstrādātas studiju programmas.docx	2.2.2.Kārtība, kādā tiek izstrādātas studiju programmas.docx

2.2.2. Procedures for the development and submission.docx	2.2.2. Procedures for the development and submission.docx
1.4.11. Studiju kursa apraksta paraugs	1.4.11.SKA paraugsLV.docx
1.4.11.11. Course description example	1.4.11.11. SKA Eng.docx
1.4.12. Studiju kursu atzišanas kārtība.docx	1.4.12. Studiju_kursu_atzisanas_kartiba.docx
1.4.12.12. Recognition of previously completed study courses	1.4.12.12. Recognition of previously completed study courses - ENG.pdf
1.4.13.13. Agreement between RTU_RTK (1) (1).docx	1.4.13.13.Agreement_RTU_RTK (1) (1).docx
1.4.13.Vienošanas starp RTU un RTK_2022	1.4.13.Vienosanas_starp_RTU_un_RTK_2022.docx (2).pdf
2.3.2.Datori soc.neaizs.ENG.docx	2.3.2.Datori soc.neaizs.ENG.docx
1.2.1.1.1.rtk-konventa-nolikums(1).pdf	1.2.1.1.1.rtk-konventa-nolikums(1).pdf
1.2.1.1.1.rtk-konventa-nolikumsENG.docx	1.2.1.1.1.rtk-konventa-nolikumsENG.docx
2.2.3.Sūdzību iesniegšanas un izskatīšanas kārtība.docx	2.2.3.Sūdzību iesniegšanas un izskatīšanas kārtība.docx
2.4.1. zināt.petn..docx	2.4.1. zināt.petn..docx
2.4.2. eng.docx	2.4.2. eng.docx
2.3.7.3.Apbalvošanas kārtība-ENG.doc	2.3.7.3.Apbalvošanas kārtība-ENG.doc
2.3.7.4.Darba_samaksas_kartiba_ENG.doc	2.3.7.4.Darba_samaksas_kartiba_ENG.doc
2_2_1-2 Kv.rokasgr.Ang. 29.maijs.doc	2_2_1-2 Kv.rokasgr.Ang. 29.maijs.doc
2.3.8.Akad_amati_nolikums_2017(1).doc	2.3.8.Akad_amati_nolikums_2017(1).doc
2.3.8.8.Regulations on academic positions-EN(1).docx	2.3.8.8.Regulations on academic positions-EN(1).docx
1.4.7. Docētāju ikgadējās darb kvalitātes izvērtēšanas kārtība-ENG.docx	1.4.7. Docētāju ikgadējās darb kvalitātes izvērtēšanas kārtība-ENG.docx
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1.4.8.8..Teacher's self-assessment- Appendix 1.-EN.docx	1.4.8.8..Teacher's self-assessment- Appendix 1.-EN.docx
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1.2.1.2.IEKŠĒJĀS KĀRTĪBAS NOTEIKUMI STUDENTIEM 2024.GADA.docx	1.2.1.2.IEKŠĒJĀS KĀRTĪBAS NOTEIKUMI STUDENTIEM 2024.GADA.docx
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2_5_3_4 Akad_amati_nolikums.doc	2_5_3_4 Akad_amati_nolikums.doc
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2_3_6_4 Docētāja darba vērtējums - 3.piel.doc	2_3_6_4 Docētāja darba vērtējums - 3.piel.doc
2_3_6_5 Teacher's self-assessment- Appendix 1.-EN.docx	2_3_6_5 Teacher's self-assessment- Appendix 1.-EN.docx
2_3_6_6 Open lesson. Appendix 2.-EN.docx	2_3_6_6 Open lesson. Appendix 2.-EN.docx
2_3_6_7Annual assessment. Appendix 3.-EN.docx	2_3_6_7Annual assessment. Appendix 3.-EN.docx
2_3_6_8Procedure for the annual assessment of teachers - EN.docx	2_3_6_8Procedure for the annual assessment of teachers - EN.docx
6.1.1.Prakses līgums.pdf	6.1.1.Prakses līgums.pdf
6.1.2.Prakses dienasgrāmata.pdf	6.1.2.Prakses dienasgrāmata.pdf
6.1.3.Prakses vērtējums.pdf	6.1.3.Prakses vērtējums.pdf
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3.1.4.1..STATISTIKAS DATI LV.docx.doc	3.1.4.1..STATISTIKAS DATI LV.docx.doc
3.1.4.2.STATISTIKAS DATI ENG.doc	3.1.4.2.STATISTIKAS DATI ENG.doc
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PARAGON EUROPE.docx	PARAGON EUROPE.docx
Logistikas_grupu lekciju saraksts2023_1sem_30augusts-1.xls	Logistikas_grupu lekciju saraksts2023_1sem_30augusts-1.xls

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2_2_3sudzibas-eng.pdf	2_2_3sudzibas-eng.pdf
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2.4.1. zināt.petn.(2).docx	2.4.1. zināt.petn.(2).docx

Telematics and Logistics (41840)

Study field	<i>Transport Services</i>
ProcedureStudyProgram.Name	<i>Telematics and Logistics</i>
Education classification code	<i>41840</i>
Type of the study programme	<i>First level professional higher education study programme</i>
Name of the study programme director	<i>Pāvels</i>
Surname of the study programme director	<i>Patlins</i>
E-mail of the study programme director	<i>pavels.patlins@kcrtk.lv</i>
Title of the study programme director	<i>RDr.Oec.</i>
Phone of the study programme director	<i>27300270</i>
Goal of the study programme	<i>To prepare qualified and competitive logistics specialists who are oriented to further education, providing the necessary knowledge and skills that would allow them to successfully enter the labor market and independently adapt to today's socioeconomic conditions.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <i>1. To provide acquisition of the knowledge, professional skills and competences necessary for the work of a logistics specialist, in accordance with the standard of the profession of logistics specialist.</i> <i>2. To improve the competence of students to identify logistical problems of a logistics or transport company or department, according to the specific situation and/or needs of the customer; to work out a plan to solve the logistic problems to achieve the particular objective, using specific logistical methods and evaluate the efficiency of the work.</i> <i>3. To comply with the implementation of high standards of professional ethics and motivation for the development of their competences.</i> <i>4. To improve the ability to work out an own-initiative study on logistical and transport problems in accordance with the basic principles of research and to present the results thereof.</i> <i>5. To develop motivation for self-growth and postgraduate education.</i>

Results of the study programme	<ol style="list-style-type: none"> 1. Knows and understands the theories and technologies of logistics and transport industry models; 2. Able to discuss practical issues and solutions with colleagues, clients and management team; 3. Able to work individually and in a team; planning and organizing, as well as evaluating and improving their own and other people's work in order to perform specific tasks; 4. Able to formulate, describe and analyze practical problems; 5. Has knowledge and understanding of the regulatory documents and standards of the industry; 6. Can define company/department problems in the field of logistics; 7. Able to gather and consolidate information about warehouse arrangement, goods acceptance, monitoring, placement, order assembling possibilities and the material handling devices used in them; 8. Able to evaluate the performance of company structural units in the supply chain; 9. Knows how to identify and assess the necessary resources for the implementation of the organization's logistics tasks and develop the necessary instructions; 10. Able to prepare the necessary technical documentation for warehouse/transport processes; • Able to plan the flow of production from the supplier to the end user, which includes procurement, production, distribution and information flow; 11. Can assess the importance of the service level and analyze the criteria of the provision of logistics operations; 12. Able to evaluate routes in road transport and develop a system to improve their planning system.
Final examination upon the completion of the study programme	Qualification job.

Study programme forms

Full time studies - 2 years - latvian

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

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 study programme "Telematics and Logistics" is a short-cycle professional higher education programme that can be acquired after the acquisition of secondary education or professional secondary educational. Target groups, stakeholders - the programme is aimed at any student. These are students who start their studies straight after secondary school; these are adults for whom higher education is required by employers; these are employees who are retraining. Each course of study is measurable, each has an objective to be achieved, each course of study has been prepared taking into account the Logistics Occupational Standard.

All course descriptions are based on the LOS, which is based on Bloom's taxonomy. Each course objective is now formulated and what the student will be expected to be able to do is presented.

Each academic year, after the qualifying examination, the members of the committee, which also includes employers, always stay for a discussion with those responsible for the programme. A questionnaire is also designed for employers to fill in, so that recommendations for the following academic years are taken into account.

Currently, students study selected topics such as transport terminology and transport documentation in English during their professional studies. At the level of the whole programme, there is currently no such offer, as we do not target students from other countries. In the future, it would be possible to offer individual study courses that lecturers are ready to teach (for example, P.Patljins, who has more than 15 years of experience in conducting logistics studies in English). At present, the study process also makes active use of sources of information in English - special literature, publications from the Internet and statistical data.

There is inter-departmental cooperation at the College - between different departments, the student services department, the housekeeping department, the vice-principals, between departments. Strategic planning, decision making takes place at both management and faculty levels. Achievement of the objectives of the organisation. In order to contribute to the effective functioning of the organisation, the objectives must meet certain requirements: they must be specific, measurable, future-oriented, and the planning must be systemic. The College has an Ethics Committee where potential stakeholders meet when there is a conflict, unresolved issue, problem. Until May 01, 2024, regular cooperation took place between the Study Department and the Department of General Studies and Management, which was also responsible for two groups of students from the 'Telematics and Logistics'. Various issues were dealt with, such as scholarships, student rotations, the start of the academic year, settling student failed assignments, etc. The Department of General Studies and Management surveyed the teaching staff at the end of each academic year, and the teaching staff wrote an annual docent self-assessment. Almost all but one of the faculty members were from the Department of General Studies and Management. The Director of the study programme was attached to the Department of General Studies and Management. As of May 01, 2024, the "Telematics and Logistics" programme has been attached to

the Department of ICT. The Programme Director reports on current issues several times a semester at departmental meetings.

If a student has a problem to solve, he/she first approaches his/her group supervisor, who is also the programme director; if the problem is not solved, the issue is discussed at a departmental meeting or separately - student, programme director, head of department; if the issue is not solved, the student writes an application to the Student Service Department, which also arranges a meeting with the student. In the case of subordination, the student's issue is usually resolved without reaching the Deputy Director or the Director.

The College has improved its study material site on Moodle, where faculty members add various lecture materials, lecture outlines, assignments, etc. For logistics professionals, the Exabis library has been set up, where the latest books and periodicals on logistics can be found (<https://muu.rtk.lv/blocks/exalib/index.php?courseid=1>).

RTC has established access to the EBSCO National Package databases since January 2024.

The RTC library now offers the following electronic resources: Emerald (www.emeraldinsight.com); EBSCOhost (<http://search.ebscohost.com>); Leta (www.leta.lv); Nozare (www.nozare.lv); WOS (<http://apps.webofknowledge.com>) and others. In addition, several databases are available - e.g. Latvian databases DIVA, Latvian Films, Latvian Standards Database, LURSOFT "Newspaper Library", as well as the following foreign databases: ArtStor, Carnbridee Journals Online: Humanities Social Sciences (HSS), Emerald, SCOPUS, The Financial Times Historical Archive, Window of Shanhai. In addition to these, e-books, dictionaries, encyclopaedias are also available: eBook Academic Collection, International Encyclopedia online Social and Behavioral Sciences, Oxford Reference Online, Taylor & Francis eBooks and other information sources.

Currently, students have the opportunity to visit the RTU and LNB libraries and use all the books and electronic resources available in the RTU and LNB libraries, for example:

The ACM Digital Library is a collection of ACM publications, including journals (more than 40 High Impact Journals), conference proceedings and newsletters. The ACM Digital Library contains more than 640,000 full-text articles.

ProQuest Ebook Central platform offers ebook collections for Business/Management and Science and Technology. Around 69,000 eBooks are available in PDF format in English, published by the world's leading scientific publishers - Elsevier, Wiley, Springer, Oxford Press, Emerald and others. You can read books online without registering and search by keywords in the text of the book. You can save (option "Download PDF") 40-90 pages at a time. After creating an account "Create account" and registering "Sign in" you can download the full book.

IEEE Xplore Digital Library is an important resource that provides access to all full-text journals of the Institute of Electrical and Electronics Engineers (IEEE), conference proceedings, scientific proceedings and standards. The database covers one third of the world's literature on computing, networking and electronics. The database contains ~6 million publications.

Latvian Standards Database: Latvian National Standards (LVS); European Standards (EN) adapted as Latvian Standards; International Standards (ISO) adapted as Latvian Standards; Annexes to Standards: amendments and corrections. The thematic layout corresponds to the internationally accepted classification of standards ICS (International classification for Standards). Standards can be searched by number, read.

The national news agency database LETA offers news, archives, reviews and nozare.lv, which is LETA's business information service. The latest and most up-to-date information is gathered and systematised in 20 of Latvia's most important business sectors.

Letonika is a Latvian reference and translation system on the Internet, whose main goal is to provide systematic, encyclopaedic reference and translation information by creating new, identifying the existing and bringing together in one place digital resources about Latvia.

The SpringerLink database contains 24280 e-books (published in 2014-2022) in the fields of computer science; engineering; chemistry and materials science. Books from the subscribed collections can be downloaded in full.

Wiley Publishing offers a collection of full-text scientific peer-reviewed journals from the Wiley Online Library database. More than 1360 full-text journals (subscription list) are available from 1997 in the following disciplines: architecture, computer science, engineering, business, chemistry, earth and environmental sciences, mathematics and statistics, physics and astronomy, life sciences, polymers and materials science, social sciences, etc.

Web of Science is the leading e-resources research platform powered by Clarivate Analytics. The unified platform provides integrated access to high-quality literature, combines information searches in bibliographic databases (including citation indexes), helps to find the latest and most relevant scientific publications in high-impact factor journals, conference proceedings, etc., and displays citations of scientific publications. Web of Science contains the most relevant scientific information on more than 22 000 journals, 143 000 books and 304 000 conference proceedings in 250 disciplines in the natural sciences, social sciences and humanities. Databases available on Web of Science: Web of Science™ Core Collection (1985-present) - Science Citation Index Expanded (1992-present); Social Sciences Citation Index (1992-present); Conference Proceedings Citation Index - Science (1990-present); Conference Proceedings Citation Index - Social Science & Humanities (1990-present); Book Citation Index- Science (2005-present); Book Citation Index-Social Sciences & Humanities (2005-present).

Journal Citation Reports offers a systematic and objective assessment of the importance and impact of scientific journals in the context of the global scientific environment (journal importance indicators available Impact Factor, Eigenfactor).

EndNote - an online reference organiser (available to Web of Science subscribers) that helps to organise research results, collect and organise references, create bibliographies in a specific format, and collaborate with colleagues.

Since January 15, 2024, the College has been actively cooperating with the Latvian Logistics Association, as well as transport and logistics companies, which allows it to respond flexibly to their recommendations and make appropriate changes to the study programme. The College is planning to establish a Logistics Research and Training Centre to bring the Telematics and Logistics programme even closer to the practical transport and logistics sector in line with its requirements.

In spring 2013, based on the recommendations of the AIKNIC Expert Accreditation Commission, the following changes to the study programme "Telematics and Logistics" were submitted to the RTC Council for consideration, effective from the academic year 2013/2014:

1. Change the title and content of the study courses:
 - 1.1. replace the study course "Operational Mathematics" with the study course "Business Mathematics"
 - 1.2. in the section Restricted elective courses, replace the course of study 'French' by the course of study 'Fundamentals of Air Freight Transport' replace the course of study 'Russian' by the course of study 'Organisation of Passenger Transport'
2. to change the period of implementation and the method of assessment of the study courses:

2.1: To divide the study course "Business English Language" into:

1 CP in semester with assessment graded test, 2 CP in semester with assessment Examination

2.2. The study course "Computer Science" shall be scheduled for 3 CP in semester 1 with assessment graded test

3. To change the way of evaluation of study courses:

3.1. to assess the study course "Economics and Analysis of Business Activity" in the 2nd semester by means of a graded test and to assess the course work in the regular manner

3.2. In the 3rd semester, the study course "Transport Telematics" shall be evaluated by means of a graded test and the course work in the regular manner.

In spring 2014, based on the results of the student survey, the following changes to the study programme "Telematics and Logistics" were submitted to the RTC Council for consideration, which came into force in the academic year 2014/2015:

1. to evaluate the study course "Psychology of Organizations" in the 3rd and 4th semesters by means of a graded test
2. to change the title of the study course "Computer Science (basic course)" to "Computer Science" and to provide for the assessment Examination
3. to conceptually merge the study course "Organisation and Planning of Commercial Activity" with the study course "Economics and Analysis of Commercial Activity" under the title "Economics and Analysis of Commercial Activity",

with the amount of 4 CP, the period of implementation in semesters 1 and 2, the assessment in semester 1 graded test and in semester 2 Examination and coursework development

4. To change the form of assessment to graded test in the study courses

Fundamentals of air freight transport, Organisation of passenger transportation

5. To provide for study courses:

"Business Russian Language" 2 CP 3rd sem. with assessment graded test, " Business German Language" 2 CP 3rd sem. with assessment graded test.

In spring 2015, based on the results of the student survey, the following changes to the study programme "Telematics and Logistics" were submitted to the RTC Council for consideration, effective from the academic year 2015/2016:

1. To change the field of development of the coursework:

to cancel the development of the course work in the course "Transport Telematics" in the semester. To introduce the assessment graded test

to provide for the development of a coursework in the study course "Transport Organisation and Cargo Handling" and an assessment for the completion of the course Examination

In the spring of the academic year 2016, based on the results of the student survey and the decision of the departmental meeting, no changes to the study programme "Telematics and Logistics" were submitted to the RTC Council.

In the academic year 2017, based on the results of the student survey and the decision of the departmental meeting, no changes to the study programme "Telematics and Logistics" were submitted to the RTC Council.

In 2018, on the basis of the Regulation of the Cabinet of Ministers of the Republic of Latvia "Minimum Requirements for the Content of the Compulsory Civil Protection Course and the Content of the Civil Protection Training for Employees" (No.716 of 05.12.2017), changes are made in all RTC study programmes by dividing the study course "Occupational, Environmental and Civil Protection" into 2 CP:

"Environmental and Civil Protection" 1 CP with the assessment "Graded test";

"Occupational Health and Safety" 1 CP with the assessment "Graded test"

Based on the positive experience of introducing the study course "Fundamentals of Research Work" in other RTC study programmes, to include the study course "Fundamentals of Research Work" in the curriculum of the study programme "Telematics and Logistics" from the 1st semester of 2018 in the amount of 1 CP with the final evaluation "Non-graded test", reducing the study course "Computer Science" to 2 CP.

The above changes in the study programme "Telematics and Logistics" came into force in the academic year 2018/2019.

In spring 2016, based on the Regulation of the Cabinet of Ministers of the Republic of Latvia "Minimum Requirements for the Content of the Compulsory Civil Protection Course and the Content of Civil Protection Training for Employees" (No.716 of 05.12.2017), changes are made in all RTC study programmes by dividing the study course "Occupational, Environmental and Civil Protection" into 2 CP:

"Environmental and Civil Protection" to be included in the Compulsory general education courses 1CP in semester 3 and 1CP in semester 4, with assessments graded test

In the section Compulsory courses in the sector, "Occupational Health and Safety" in semester 2, 1 CP with assessment graded test.

In spring 2018, based on the positive experience of introducing the study course "Fundamentals of Research Work" in other RTC study programmes, to include the study course "Fundamentals of Research Work" in the curriculum of the study programme "Telematics and Logistics" from the 1st semester of 2018 in the 1st semester in the amount of 1 CP with the final assessment "non-graded test", reducing the study course "Computer Science" from 3 CP to 2 CP.

The above changes in the study programme "Telematics and Logistics" came into force in the academic year 2018/2019.

In the academic year 2019/2020, in the academic year 2020/2021 and in the academic year 2021/2022, the self-assessments of the study programme "Telematics and Logistics" were presented at the meeting of the Department of General Studies and Management and submitted to the RTC Council for evaluation, which confirmed that there was no need for changes in the study programme.

In the academic year 2023/2024, on the basis of the Cabinet Regulations No.305 "Regulations regarding the State Standard for Professional Higher Education", Part 1, Paragraphs 2 and 6 (only Latvian:

<https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitiba-standartu>), in order to meet the requirements of the study field "Transport Services" and the study programme "Telematics and Logistics" in accordance with the minimum content of the Short Cycle Professional Higher Education Study Programme, changes are made, submitted to the RTC Council for evaluation and in accordance with the content of the curriculum submitted for accreditation.

Following the approval of the new Occupational Standard (June 08, 2022), the study programme was updated in line with the new Occupational Standard. It was not necessary to make very significant changes to the content of the study programme, as the content of the study courses is regularly updated to keep up with the requirements and current developments in the field. Following the demand of the students and due to the decreasing number of students, it was decided to run the programme only full-time in the future. In response to student demand, classes for students are organised in the afternoon so that working students can combine their studies with work. Following the adjustments introduced by the Covid pandemic, some of the theoretical classes of the courses are organised remotely, which makes it easier for working students to adapt their working time to the study process.

The RTC, taking into account the previous evaluation and accreditation process for another study direction, has updated the internal regulations "procedures for developing study programmes and making changes to Riga Technical College" (Annex 3.1.1 LV and 3.1.2 ENG). Changes have been made in the development of study course descriptions, thus providing students with more easily perceived information regarding the particular study course. At this point, RTC is being planted so that it is possible to offer our students a study course catalogue by the end of the autumn semester.

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 study programme "Telematics and Logistics" (code 41840) of the first level of professional higher education of the study field "Transport Services" with the qualification "Logistics Specialist" was accredited on January 09, 2013. The main tasks of the academic year 2018/2019 were the update and evaluation of the study programme "Telematics and Logistics" in order to improve the content of the existing programme, strengthen cooperation with universities and employers in Latvia and the European Union. The implementation of the study programme "Telematics and Logistics" is based on the acquisition of a set of knowledge and practical skills provided for in the Occupational Standard for Logistics in order to provide professional competences corresponding to the short-cycle professional higher education (level 4 professional qualification). The aim of this study programme is to fit into the overall development strategy of the College by preparing logistics specialists to work as functional managers in companies engaged in logistics, international and national freight or passenger transport, wholesale, retail, manufacturing and service provision, as well as in state and local government institutions whose activities are related to the transport

and/or logistics sector or involve the organisation of logistics activities, or working as a self-employed person or individual entrepreneur.

Annex 3.1.2.01 contains a transfer order under the European credit transfer and Loading system ECTS RTC. One credit point corresponds to 40 hours of work, that is 20 hours of contact and 20 hours of self-employed work. One ECTS credit point corresponds to 26 hours, 13 contact hours and 13 self-employed hours.

According to the Cabinet of Ministers Regulation No. 305 of 13.06.2023 "Regulations regarding the State Standard for Professional Higher Education", the strategic objectives of the short cycle vocational higher education study programme "Telematics and Logistics" are:

1. to provide studies that meet the requirements of the economy, culture, national defence and security, as well as social needs and the professional qualification requirements of a logistics specialist;
2. to prepare the learner for the profession of a logistics specialist, to promote his/her development into an intellectually and physically developed, free, responsible and creative personality;
3. to promote the acquisition of logistics knowledge and skills (including independent learning skills) that lead to the attainment of level 5 professional qualifications and contribute to competitiveness in changing socio-economic conditions;
4. to provide motivation for further training and to enable preparation for the first cycle of vocational higher education and level 6 professional qualifications;
5. to ensure that graduates of short-cycle vocational higher education study programmes are able to choose and use information technologies responsibly and safely for their work, research and lifelong learning, as well as for the acquisition, creation and sharing of digital content.

General knowledge and competences: can organise and manage a team, communicate in the state language and foreign languages, observe the principles of business communication and professional ethics, apply mathematical skills, observe occupational safety, occupational protection, civil protection, fire safety and electrical safety requirements, observe environmental protection requirements, improve their professional qualifications, observe regulatory enactments and standards.

The intended outcome of the programme is graduates who possess the professional competences required to perform the duties of a logistics worker independently. Intended learning outcomes of the study programme. The content of the study programme and the content of the study courses are developed and updated on the basis of the recommendations of the European Qualifications Framework, which should be followed when developing the assessment criteria and evaluating the learning outcomes from the following perspectives: Knowledge - the result of assimilating information perceived in the learning process; a set of facts, principles, theories and practices related to a field of work or study.

The tasks of the study programme are:

1. To provide acquisition of the knowledge, professional skills and competences necessary for the work of a logistics specialist, in accordance with the standard of the profession of logistics specialist.
2. To improve the competence of students to identify logistical problems of a logistics or transport company or department, according to the specific situation and/or needs of the customer; to work out a plan to solve the logistic problems to achieve the particular objective, using specific logistical methods and evaluate the efficiency of the work.

3. To comply with the implementation of high standards of professional ethics and motivation for the development of their competences.
4. To improve the ability to work out an own-initiative study on logistical and transport problems in accordance with the basic principles of research and to present the results thereof.
5. To develop motivation for self-growth and postgraduate education.

The aim, objectives and outcomes of the study programme are aligned with the set of knowledge, skills and competences to be acquired in the study courses and internships included in the programme.

There are no additional requirements or skills tests for admission to study programmes offered by RTC (including the study programme "Telematics and Logistics"); applicants are admitted on the basis of the results of their secondary education.

Applicants wishing to study at RTC must submit supporting documents for their secondary education.

Outside the competition, applicants who have won the first three prizes in the last three school years in mathematics, physics, informatics, Latvian language, foreign language in international and republican Olympiads approved by the Ministry of Education and Science of the Republic of Latvia, as well as the applicants who have volunteered for and completed national defence service, are admitted to full-time studies at the expense of state budget funding.

Vocational Education and Training Act, Article 5, Clause 4, Paragraph 19 Skills - the ability to apply knowledge and use skills to perform practical and theoretical tasks. Competence - proven ability to apply knowledge, skills and personal, social and/or methodological abilities in work and learning situations and in professional and personal development.

The study programme is fully in line with the study direction.

According to the Occupational Standard for Logistics, students must acquire knowledge, skills and competences in the organisation of logistics activities in order to be able to work in companies engaged in: logistics, international and national freight or passenger transport, wholesale and retail trade, production and provision of services in various companies, including state and local government institutions. The study programmes include the following topics for the acquisition of the main tasks of professional activity, as defined in the occupational standard: to coordinate goods flows and stocks; to analyse the logistics costs of the enterprise, in cooperation with marketing, purchasing or sales specialists; to monitor the location of ordered supplies in the delivery process and, if necessary, to ensure their unloading and storage in the enterprise warehouse; - to organise the storage, assembly and timely distribution of goods and their dispatch to buyers; – to assemble goods ordered; to manage the documentation accompanying the transportation of goods, relations with freight forwarders, transport organisations; to control the movement of goods at international and national level to the buyer; to order and coordinate international sea, air, land or multimodal freight transport; to analyse passenger flows, cost control in passenger transport; to analyse passenger satisfaction levels in cooperation with quality management specialists; recommendation of the European Parliament and Council on the establishment of a European Qualifications Framework for lifelong learning, to plan and develop routes according to passenger flows; to monitor the regularity and adequacy of passenger services in domestic and international maritime, air, land or rail passenger transport.

The quality of the study programme is based on basic knowledge at secondary education level, an attitude towards studies and an interest in logistics processes and development. There are no additional requirements for admission to the programme, as most applicants are already working in the sector or have graduated from a vocational secondary school in a related field.

As mentioned in NDP (National Development plan) 2020-2027 (the main medium-term development planning document in Latvia), it is necessary to promote the establishment of a higher education programme management system that provides for the introduction and implementation of interdisciplinary and modular programmes, including the introduction of programmes that provide for the acquisition of different competences and skills in collaborative higher education institutions.

Business growth and competitiveness is based on the ability to create and sell in-demand, knowledge-intensive products and services on the basis of science, in global value chains of increasing added value. Smart specialisation, innovation, technological development and modernisation, as well as targeted investment in human capital, are the basis for productivity growth. The future growth of the economy and the provision of a higher standard of living for the Latvian population depend on the ability to build new knowledge-based competitive advantages in a rapidly changing environment, namely to increase productivity through investment in human capital, research and innovation, as well as the introduction of new digital technologies.

Comparison of changes in the student contingent by academic year in the study programme "Telematics and Logistics" full-time.

Table 3.1.2.1.

Comparison of the number of graduates of the study programme "Telematics and Logistics" as well as the results of the SQE (State Qualification exam) 2013-2023.

	Number of diploma papers In Riga	SQE results (average score)	Number of graduates Priekuli branch	SQE results (average score)
2013.g.	23	8		
2014.g.	13	8		
2015.g.	18	7.9	7	8.4
2016.g.	18	8.8	9	8.5
2017.g.	19	7.95	11	8.55
2018.g.	13	6.85	3	9.67
2019.g.	11	8.8	10	9.3
2020.g.	10	7.86		
2021.g.	22	8.73		
2022.g.	8	8.86		
2023.g.	3	8.33		

The RTC study programme "Telematics and Logistics" focuses on the key theses of the "White Paper" developed by the European Commission. The "White Paper" is designed as a roadmap towards a Single European Transport Area - towards a competitive and resource-efficient transport system. It sets out precise strategies for transport development up to 2050, with the aim of

increasing mobility, boosting overall growth and job creation, removing major constraints, reducing fuel dependency and developing greener transport, etc. The transport sector is an essential part of the EU's competition, cohesion, growth and jobs policies, as "new vehicle technologies and traffic management will be key to reducing emissions from the transport sector, both in the EU and globally. Efforts to make mobility sustainable are a global challenge. Delays and indecisive adoption of new technologies could mean an irreversible decline of the EU transport sector. The EU transport sector is facing increasing competition in rapidly evolving global transport markets.

Cabinet of Ministers Regulation No. 305 of 13.06.2023 "Regulations on the National Vocational Education Standard" Part 1, Paragraphs 2 and 6 (only Latvian <https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitiba-standartu> state:

2. Short-cycle vocational higher education and level 5 professional qualification corresponding to level 5 of the Latvian Qualifications Framework (hereinafter - the Framework) shall be obtained by studying a short-cycle vocational higher education programme (hereinafter - a short-cycle vocational higher education study programme
3. Short-cycle vocational higher education study programmes shall be implemented by a higher education institution or college. In accordance with the strategic objectives, the short-cycle vocational higher education study programme shall define its specific aims and objectives, as well as those parts of the study programme which are implemented as work-based learning.

Compliance of the study programme "Telematics and Logistics" with the compulsory content of the short-cycle professional higher education study programme is indicated in Table 3.1.2.2. and updated on the basis of Cabinet Regulations No. 305 of 13.06.2023 "Regulations regarding the State Standard for Professional Higher Education", Part 4 of which sets out the compulsory content of the short-cycle professional higher education study programme (only Latvian: <https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitiba-standartu>).

Table 3.1.2.2.

Compliance of the study programme "Telematics and Logistics" with the minimum content and scope of a short-cycle vocational higher education study programme

Requirements in Cabinet of Ministers Regulation No. 305. Regulations regarding the State Standard for Professional Higher Education"

Compatibility with an accredited study programme (ETC)

11. The compulsory content of the short-cycle professional higher education study programme includes a study module for the development of professional business competences (organisation and establishment of enterprises, management methods, basics of project development and management, record-keeping and financial accounting system, knowledge about the development of social dialogue in society and the legal acts regulating labour relations). A study module shall be created by combining study courses or parts of study courses which share a common aim and study outcomes and shall be included in the study programme in an amount of not less than nine credit points.

Economics and analysis
Record-keeping
Organisational Psychology
Labour Law

12. The study programme ranges from 120 to 180 credit points.

12.1. study courses - a total of not less than 84 credit points, but not exceeding 75 % of the total volume of the

12.1.1. study courses for the acquisition of general knowledge - not less than 30 credit points

12.1.2. courses of the field of study - not less than 54 credit points

12.2. internship - not less than 24 credit points

12.3. a qualification paper - not less than 12 credit points but not exceeding 10 % of the total study programme

12.4. at least 30% of the study courses are practical. The tasks of independent assignments and the ways of c

13. In addition to the provisions referred to in Paragraph 12 of the present Regulations, the compulsory content

The updated curriculum of the study programme "Telematics and Logistics" is submitted for accreditation (see Annex 3.2.1.5.).

Vocational higher education shall be provided in the following programmes:

- short cycle (level 1 or college) higher education programmes leading to level 5 higher professional qualifications;
- bachelor programmes leading to a bachelor's degree and level 6 higher professional qualifications;
- vocational study programmes following short cycle or first cycle higher education;
- master programmes leading to a master's degree and level 7 higher professional qualifications, etc.

Riga Technical College offers a short cycle study programme "Telematics and Logistics" to acquire the Vocational Qualification Logistics Specialist.

LKI level 5 educational requirements shows Table 3.1.2.3.

Table 3.1.2.3.

Requirements for a short-cycle (college) education programme leading to a level 5 higher vocational qualification

Knowledge (knowledge and understanding)	Skills (ability to use knowledge, communication, general skills)	Competence (analysis, synthesis and evaluation)
Demonstrate a comprehensive and specialised knowledge and understanding of the facts, theories, patterns and technologies relevant to the professional field	<p>The ability to perform practical tasks in the profession in an analytical manner, to demonstrate skills that enable creative solutions to professional problems, to discuss and reason with colleagues, clients and management about practical issues and solutions in the profession, and to learn with an appropriate degree of independence, further developing their competences.</p> <p>The ability to evaluate and improve own and others' performance, to work in collaboration with others, to plan and organise work in order to carry out specific tasks in own profession, to carry out or supervise work activities which are subject to unpredictable changes</p>	The ability to formulate, describe and analyse practical problems in the profession, to select the necessary information and use it to solve clearly defined problems, to participate in the development of the professional field, to demonstrate an understanding of the place of the profession in the wider social concept

From the table it can be concluded that the programme meets all the requirements of the Occupational Standard. The knowledge, skills and competences required for the Logistics Specialist qualification are specified in the Occupational Standard. It was developed by a working group composed of representatives of employers and leading specialists from educational institutions. The

Occupational Standard is attached in Annex 3.1.2.3.

Type of programme: short-cycle vocational higher education study programme at level 5. LKI (short cycle, programme code 41840, Logistics specialist qualification).

The study programme "Telematics and Logistics" has been established in accordance with the procedure, form and structure established by RTC, in accordance with the laws and regulations of the Republic of Latvia (Table 3.1.2.3).

See Annex 3.1.2.1 for a sample of the diploma to be issued for completion of the study programme.

See Annex 3.1.2.2 for a sample of the diploma supplement to be issued upon completion of the study programme.

Duration of implementation of the study programme: 2 years. Scope of implementation of the study programme: 120 ECTS credits.

When analysing the duration and scope of implementation of the study programme, it can be concluded that these indicators are sufficient to enable students to acquire the necessary information and obtain appropriate qualifications.

Several industry experts also recognise that the duration and scope of the programme are in line with today's market requirements.

The study programme "Telematics and Logistics" contributes to the socio-economic growth of the country. Short-cycle higher vocational education is an important instrument for the growth of the Latvian economy. It is important to provide opportunities for higher vocational education with a practical orientation in a short period of time, which Riga Technical College successfully does.

[1] Cabinet Regulation No. 305 of 13.06.2023 "Regulations regarding the State Standard for Professional Higher Education".

<https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitiba-standartu>

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

The rapid spread of the Covid-19 virus in 2020 and 2021 has had a significant impact not only on Latvia's economic downturn, but also on the global economic slowdown in general. According to the Central Statistical Office, Latvia's gross domestic product in 2020 has fallen by 3.6% compared to 2019.

Covid-19 has also affected the transport sector. At the time of the development of the guidelines, uncertainties still exist regarding the impact of the virus on the transport sector and the Latvian economy as a whole, given the unpredictability of the global spread of the virus. There is still a cautious attitude among some members of the public towards the use of services offered by the transport sector. If the impact of Covid-19 persists, which could lead to a significant change in the circumstances that have been the basis for the implementation of specific options in the guidelines, the guidelines could be updated. The size of the transport and storage sector has decreased by

14.9% compared to 2019. This is due to the decline in passenger transport, which is down by 53.3% year-on-year. Similarly, the volume of services provided in warehousing and ancillary transport activities and in freight transport decreased by 9.6% and 3.3% respectively, while postal and courier activities recorded an increase of 0.1%.³

Although road freight transport was not fully restricted during the Covid-19 pandemic, in 2020, freight traffic fell by 1,909 million tonne-kilometres, or by around 14% compared to 2019. The number of licence cards, copies of the European Community permit, digital tachograph cards and international permits issued has fallen accordingly. Rail freight volumes have been volatile due to geopolitical conditions since 2012, but due to the restrictions of the Covid-19 pandemic, freight volumes were already down by 50% in 2020 compared to 2019. (Transport Development Guidelines 2021-2027).

Statistics show that the number of carriers in international freight transport has increased steadily since 2016, reaching 4,683 in 2020, 734 more than in 2014. The number of carriers in domestic freight transport, on the other hand, has gradually decreased over the period, reaching 262 carriers in 2017, 70 fewer than in 2014. In 2020, the number of carriers in inland freight transport increased by 7.

The number of lorries issued with licence cards or copies of the Community authorisation gradually increased between 2014 and 2019, only decreasing in 2020. Compared to 2014, in 2020 the number of freight vehicles in international and domestic transport increased by 1619 and 582 respectively. The competitiveness and market share of Latvian hauliers in the EU is gradually and steadily increasing, which is a clear positive indicator for the national economy.

Rail freight accounted for 24% of the country's total land transport in 2020. International rail freight, mainly from Russia and Belarus to Latvian ports (East-West transit corridor), accounts for 90% of rail freight transport, while domestic transport accounts for only 10%, due to the relatively short transport distances. North-South traffic will also play an increasingly important role in the near future.

Analysing the structure of freight transport, it can be seen that the largest share of transport, or 26.6%, is accounted for by oil and petroleum products (6.4 million tonnes). The second largest share of shipments is accounted for by grain and grain products - 18.1% (4.36 million tonnes), with an increase of 6.5% compared to 2019. The third largest group of shipments was coal, although this group also saw the largest decrease in shipments, down 77% (4.04 mt) compared to 2019. In 2020, the freight segments that saw an increase in shipments were timber (up 4.2% compared to 2019, at 2.06 million tonnes, accounting for 8.6% of total shipments) and minerals (up 28.1%, at 542 tonnes, or 2.2% of total shipments).

Transport is a strategic sector of the EU economy, and in 2018 transport services accounted for around 5% of EU gross added value and 5.3% (or around 10.3 million) of all jobs in the EU. The transport sector directly affects the daily lives of all EU citizens and keeps goods flowing to consumers from more than 11 million EU producers and manufacturers. A good transport system is a cornerstone of European integration, as smart, sustainable and fully interconnected transport networks are a necessary condition for the completion and proper functioning of the European Single Market.

In a study on the role of the transport sector in the Latvian economy, the main benefits to the Latvian economy of the development of the transport sector are the following:

- the +1% increase in GDP in the transport sector adds 0.2% or €41.6 million to total value added;
- employment - a +1% increase in transport value added increases total employment by 0.2%- or

1.6-thousand-euro employment;

- exports - a +1% increase in exports of transport services increases total exports of goods and services by 0.125% or €18.7 million.

The Ministry of Transport and Communications of the Republic of Latvia, describing the logistics sector, emphasises that "Latvia considers the development of an efficient, safe, multimodal, balanced, environmentally friendly and competitive transport system, a steady increase in transit cargo volumes, the development of distribution and logistics centres and the increase in the added value of cargo to be a priority." Logically, such tasks require a workforce with communication and foreign language skills and an understanding of logistics processes, their interrelations and interdependencies. On the Transport Development Guidelines 2021-2027 (likumi.lv).

As mentioned above, the RTC study programme "Telematics and Logistics" focuses on the key theses of the "White Paper" developed by the European Commission. The "White Paper" is designed as a roadmap towards a Single European Transport Area - towards a competitive and resource-efficient transport system. It sets out precise strategies for transport development up to 2050, with the aim of increasing mobility, boosting overall growth and job creation, removing major constraints, reducing fuel dependency and developing greener transport, etc. Short-cycle higher vocational education is an important instrument for the growth of the Latvian economy. It is important to provide opportunities for higher vocational education with a practical orientation in a short period of time.

In the period from 2013 to 2023, Riga Technical College has granted the qualification "Logistics Specialist" to 197 graduates.

RTC's current study programmes have a stronger emphasis on producing professionals with a strong practical orientation. This is evident in the presentation of the results of the qualification work - the assessment of the qualification work, the characteristics of the trainees provided by employers and the subsequent performance of the graduates in the chosen qualification. The content of the study programme and course descriptions are reviewed annually on the basis of employer and graduate surveys. In the light of the occupational standard, changes have been made to the titles of individual courses in the field of study in order to more accurately capture and reflect the skills that a logistics specialist needs to acquire (examples listed). In order to find out the interest of employers in graduates of the field of study and study programmes, major Latvian companies were surveyed and individual interviews with employers' representatives were conducted. Graduates have the opportunity to work in a variety of logistics companies. Employers' representatives participate in the work of the National Qualification Commission, during which assessments are made, recommendations are made for further strengthening of cooperation and improvement of study programme content. After discussions and surveys with employers, the following can be concluded: Employers appreciate the work of RTC in the implementation of the study field "Transport Services" and in the training of young specialists. The specialists are in high demand and the companies are ready to participate in the study process in order to provide up-to-date knowledge and skills for the students to better enter the labour market and work in the interests of the companies. Companies provide internships and opportunities for future employment and development in companies in the sector.

Every year in October, the programme director surveys graduates to find out more about their post-graduation career. This information is provided to the administration for the compilation of the RTC statistical report.

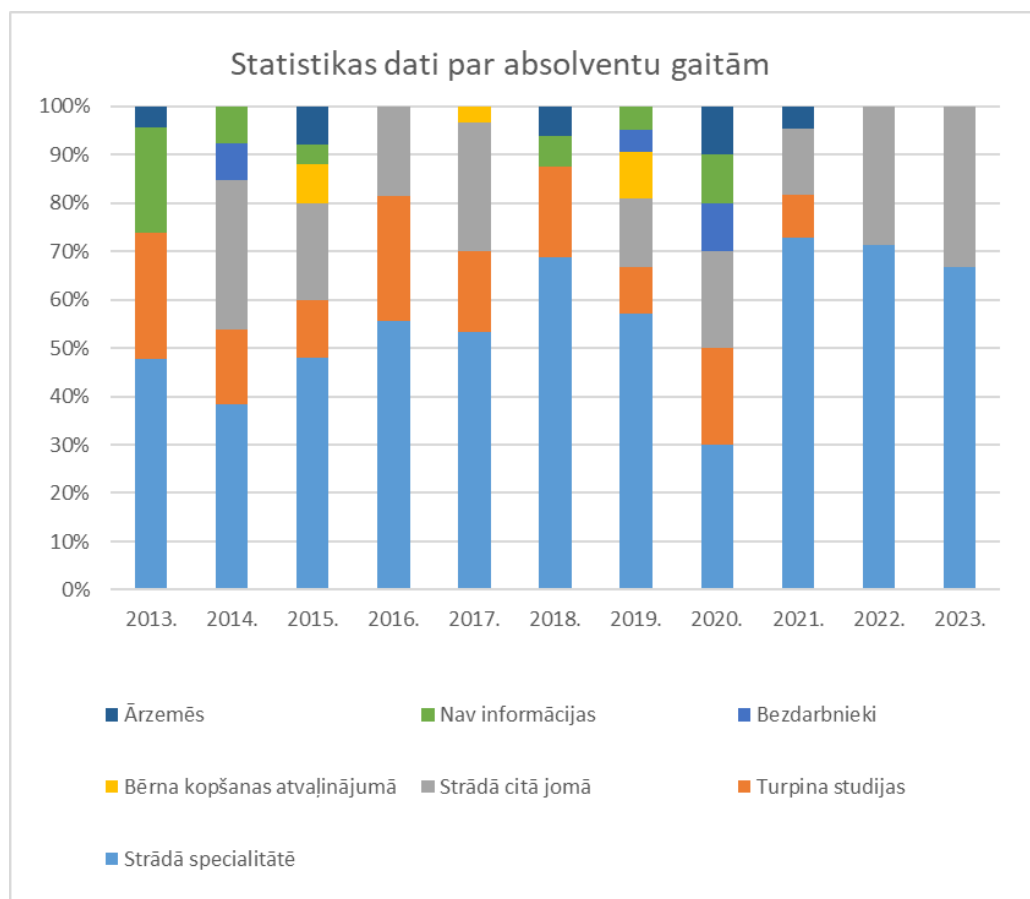


Figure 3.1.3.1. Statistical data on graduates' progress in the study programme "Telematics and Logistics" in the period 2013-2023

Summarising the information on graduates' careers in the period 2013-2023 (Figure 3.1.3.1), it can be seen that 40-70 percent of graduates work in transport service companies, some work in other companies, some continue their studies and there are rare cases when no career has been started.

Every year the self-evaluation of the study programme summarises information on current issues in the field of study "Transport Services", assessing its prospects from the point of view of the interests of the Republic of Latvia, the relevance of the field of study and the programme to the labour market demand - the results of the labour and education market assessment on the availability of jobs for graduates, the resources and material and technical support of the field of study, etc., as well as a summary of student and graduate surveys on satisfaction with the quality of studies.

Analysing the employment of graduates from 2015 (Table 3.1.3.1), it can be seen that graduates of the study programme "Telematics and Logistics" are predominantly employed in transport or logistics specialisation.

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on the availability of jobs for graduates, the resources and material and technical support of the field of study, etc., as well as a summary of student and graduate surveys on satisfaction with the quality of studies.

Analysing the employment of graduates from 2015 (Table 3.1.3.1), it can be seen that graduates of the study programme "Telematics and Logistics" are predominantly employed in transport or logistics specialisation.

Table 3.1.3.1.

Employment of graduates 2015-2023

Year	Work in the field	Work in the field and continues studies	Work in another field	Abroad	Work in another field and continues studies	Unemployed	No information
2015.	65%	10%	6%	10%	-	6%	3%
2016.	56%	26%	18%	-	-	-	-
2017.	47%	23%	24%	-	-	6%	-
2018.	53%	16%	21%	-	-	5%	5%
2019.	52%	19%	19%	5%	-	-	5%
2020.	70%	20%	-	-	-	10%	-
2021.	73%	4%	14%	5%	4%	-	-
2022.	57%	14%	29%	-	-	-	-
2023.	100%	-	-	-	-	-	-

The data in the table suggest that a significant proportion (70%-100%) of college graduates work in the field of specialisation or continue their studies by working in the field of specialisation.

To find out the employment status of graduates, a student survey is carried out every year after graduation to find out how their studies have helped them in their job and career development.

The average graduate employment rates that more than half or 64% of graduates are working in "Telematics and Logistics" and some of them are continuing their studies at higher education level. 14% of graduates indicate that they are working in another field. 2% are abroad, 3% of graduates were unemployed at the time of the survey, while for 1% of graduates no information can be obtained.

Detailed information on the dynamics of the number of graduates of the study programme "Telematics and Logistics" is available in Annex 3.1.4.1.

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 short-cycle study programme "Telematics and Logistics" lasts for 2 years. The programme is full-time, delivered in Latvian.

The number of graduates is stable, although the number of matriculated students has generally decreased. The (planned) number of graduates is influenced by the fact that students can use the opportunity to take an academic break. The number of matriculated students is relatively high , which is typical for the initial phase of studies - the transition from the first to the second year. The main reasons for this are students' insufficient knowledge of the sciences, inability to meet commitments, lack of motivation, transfer from school to a different learning environment with different demands, intensity and working style. To support students, the College offers video-recorded lessons for individual courses, which allow students to review more difficult topics, free individual counselling during their studies, etc.

The 2022 Information Report on medium- and long-term labour market projections of the Ministry of the Economy highlights that student attrition in STEM fields remains a major problem, with around 28% of students in STEM education programmes dropping out each year (see Section 3.3.2). The most common reasons for dropping out are non-attendance, failure to conclude a study contract within the deadline, non-renewal after a break in studies, family reasons, failure to fulfil contractual obligations. There are also other reasons, such as lack of willpower, insufficient previous training, and, for students who work, the inability to combine work and studies. It should be stressed that the drop-out rates shown do not imply that all these students have left their studies. For example, students who are expelled due to academic debt often choose to restart their studies after some time. Reducing the drop-out rate is only possible if students find the motivation to study. The College is increasingly successful in finding different solutions to reduce dropout.

By analysing the short cycle study programme "Telematics and Logistics", it is possible to compare the changes in the student contingent by academic year, as well as the main reasons for student exmatriculations.

Table 3.1.4.1.

The changes in the student contingent by academic year in the short cycle study programme "Telematics and Logistics" full-time, 2013-2023

Academic year	Number of students	State budget funding	Self-funding	Matriculated	Exmatriculated	Number of students as of 1.07.
2013./2014.	74	15+17=32	22	54	15	7+22
2014./2015.	72	20+12=32	11	43	18	10+17
2015./2016.	71	12+18=30	14	44	12	15+23

2016./2017.	60	8+7=15	10	25+5	8	6+16
2017./2018.	54	12+12=24	8	32	5	10+12
2018./2019.	41	22	9	31	5	15
2019./2020.	61	45	4		22	34
2020./2021.	56	52	4	4	21	14
2021./2022.	31	30	1	13	19	7
2022./2023.	19	19	0	18	10	6

Comparison of changes in the student contingent by academic year in the study programme "Telematics and Logistics" full-time. The table shows the total number of students in Riga and Priekuli branches.

The table provides information on the changes in the student contingent, showing that the number of students in the programme "Telematics and Logistics" is decreasing, but it should be noted that the impact of the COVID-19 pandemic was significant in these years and had an impact and consequences in education. The data show that the programme is mainly funded by the state budget, but there are also students who study the programme at their own expense. In 2019/2020 there were four students who studied using self-financing, but already in 2021/2022 only one student, while in 2022/2023 all students received state budget funding.

Table 3.1.4.2

Exmatriculations statistics in the short cycle study programme "Telematics and Logistics" full-time, 2013-2023

Academic year	Number of students	Non-attending studies	Not fulfilling contractual obligations	Non-recurrence after interruption of studies	Family circumstances	Student's own decision	Failure to conclude a study agreement within the time limit	Change of the study programme	Change of residence
2013./2014.	15	3	2	2	2	2	1	1	2
2014./2015.	18	2	5		3	4	4		
2015./2016.	12	1	2		7	2			
2016./2017.	8	1	2		1	2	2		
2017./2018.	5	2	1			1	1		
2018./2019.	5	1	3				1		
2019./2020.	22	9		1	2	4	5	1	
2020./2021.	21	11	4	1	1		4		
2021./2022.	19	9	1		4		5		
2022./2023.	10	7	1	1			1		

Data show that, for instance, in 2019/2020, the main reasons for exmatriculation were non-attendance and failure to conclude a study contract within the specified timeframe.

According to the statistics, 14% of students left their studies on their own initiative, and a small proportion of students left their studies due to family circumstances or a change of residence.

The data show that, for instance, in 2020/2021, there will be a significant increase in the number of people in 2020/2021, the main reasons for exmatriculation were non-attendance and failure to close the a study contract within the set time limit, while 19% of students were exmatriculated for non-fulfilment of contractual obligations.

In 2021/2022, the trend continues and the main reasons for exmatriculation were non-attendance and failure to conclude a study contract within the specified deadline, while 21% of students were exmatriculated because they were unable to continue their studies due to family reasons.

The results show that in 2022/2023 the main reason for exmatriculation was non-attendance, while other reasons for exmatriculation related to non-compliance with contractual obligations, non-renewal after a break in studies and failure to conclude a study contract within the specified timeframe.

Based on the summary of results, the main reasons for exmatriculation are non-attendance, non-renewal within the set timeframe and non-fulfilment of contractual obligations.

Overall, the number of students who have been expelled is not high.

Annex 3.1.4.1 provides statistical information on the number of students in the reporting period.

The Director of the Telematics and Logistics Programme shall provide a justification, summary and analysis of each application for exmatriculation, expressing the ratio of each reason to the total number of students exmatriculated from the programme. The results obtained are summarised and make it possible to assess which reasons are predominant and whether the student withdrew due to deficiencies in the study process or the content of the study programme, or whether the reasons were personal. The results are discussed annually with the management team during the presentations of the self-assessment reports, assessing what action plan is needed to reduce the drop-out rate.

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 aim of the study programme is in line with the professional standard for logistics professionals, RTC's vision, strategic goal and objectives. The main objective of the programme meets the requirements of the labour market and the interests of students, as it is aimed at training competent and competitive specialists, in line with the requirements of employers and today's changing labour market.

The aims and objectives of the study programme are aligned with the aims and objectives of the study courses that make up the content of the programme. The general education courses provide students with a theoretical knowledge base which enables them to successfully master the theoretical basic courses in the field. In turn, the theoretical knowledge of the field is the basis for the acquisition of professional qualification courses in the field.

The structure of the study programme is organised in such a way that at the beginning of studies there are mainly study courses providing basic knowledge in the field of logistics, and at the end of studies there are study courses providing the specialised courses necessary for the qualification. This combination of theoretical and professional knowledge, skills and competences enables the student as a future professional to acquire the specific skills, competences and competences in his/her field. See Annex 3.2.1.5 for the curriculum plan.

The aim, objectives and outcomes of the study programme are aligned with the set of knowledge, skills and competences to be acquired in the study courses and internships included in the programme.

See Annex 3.2.1.3 for the relevance of the study programme to the sector-specific regulatory framework.

The information included in the study courses (objective, amount of credit points, topics, additional information) is reflected in the course descriptions. The information contained in the study courses is derived from the objectives and intended outcomes of the study course, which in turn are based on the programme objectives and intended outcomes. This information is reflected in the programme mapping. Each study course provides for the achievement of one or more programme outcomes. For course/module descriptions, see Annex 3.2.1.6. (LV)3.2.1.7.(EN)

It can be concluded that the study programme "Telematics and Logistics" complies with the "Regulations regarding the State Standard for Vocational Higher Education" (Cabinet of Ministers Regulations No. 305). The programme includes 120 ECTS credit points; 1 ECTS credit points corresponds 26 academical hours.

For the compliance of the study programme with the national education standard, see Annex 3.2.1.1.

The evaluation of the study programme and the content of study courses is reflected in the self-evaluations of the programme, which are compiled and analysed by the management and teaching staff, students, graduates and employers by organising meetings and conducting surveys on the content of study programmes, the teaching methods used, the organisation of the study process, and the quality of the work of lecturers and students. The Director of the study programme keeps abreast of current developments in the sector and consults with representatives of the sector and employers on the relevance of the study programme content to the labour market; the results are discussed with the administration, lecturers and academic staff.

The study programme director, based on the recommendations of employers in the student internship reports, and the recommendations and proposals of the qualification examination committee, organises meetings for the teaching staff, where the information is presented and decisions are taken on updating and improvement measures in the content of study courses, the achievement of their results, the need for improvement of the study course.

The organisation of the courses allows for a successful link between the learning outcomes of the courses.

The intended outcome of the acquisition of the programme is graduates who possess the professional competences necessary for the performance of their professional activities, in order to independently manage and coordinate various logistics processes.

The quality of the study programme is based on basic knowledge at secondary education level, an attitude towards studies and an interest in logistics processes.

The results of regular student surveys show a positive trend in satisfaction with the curriculum and programme content.

The study programme is designed taking into account the continuous development of modern technologies and trends in the sector.

The study programme:

- a student-centred approach is implemented;
- orientation towards learning outcomes and demand, which requires young professionals to have increasingly broad digital and communication skills, the ability to work in teams, excellent presentation skills, the ability to solve problems, to develop decision-making skills, to be socially responsible individuals and to embrace ethical norms, to be able to continuously improve their knowledge and skills, and to be a person who has critical and analytical thinking skills.

The main form of study at the College is the lecture. Lectures are delivered in contact sessions with students. Student working hours consist of contact and independent assignments. In addition to lectures, practical work, discussions, situation analysis and tests are used to present the course of study. Lectures are delivered to all students of the course together, if necessary, the group of students is divided. Practical work is organised in accordance with the study programme and is carried out in specialised computer classrooms. The Moodle platform is used in the study programme. The system is constantly updated with electronic study and teaching materials. Internships in companies are provided for the acquisition of skills and competences.

The development and updating of course descriptions are coordinated by the study programme director, who ensures and chairs meetings of lecturers, where information is provided and collected on the necessary improvements, both in the achievement of objectives and in the content and updating of the achievable results.

Lecturers develop thematic plans, tasks for independent assignments and choose appropriate teaching methods.

The learning outcomes of the courses are related to the professional standard and are divided into the following:

- knowledge and understanding;
- skills - the ability to apply knowledge in practice, as well as the ability to communicate;
- general skills in the field of study.

Lecturers develop and periodically update course descriptions, assessment criteria for examination papers and final examination papers based on the objectives of the study programme and the professional standard. The Director of the study programme is responsible for mapping the results of the study courses, comparing the programme objectives and achievable results with the occupational standard, labour market demands and the image of the RTK graduate.

See Annex 3.2.1.2 for the relevance of the qualification obtained in the study programme to the occupational standard (Only Latvian [download \(visc.gov.lv\)](https://www.visc.gov.lv)).

All the outcomes of the study courses are measured using Bloom's taxonomy (knowledge, understanding, application, analysis, synthesis, evaluation). Each course description uses assessment criteria which also descriptively include the relevant expected outcomes of the course.

For a mapping of study courses/modules to achieve the study outcomes of the study programme, see Annex 3.2.1.4.

The organisation of the study process is based on the selection of study courses in the study programme, made in accordance with the requirements specified in the occupational standard. The contents of the study courses are developed by the teaching staff taking into account the occupational standard approved on February 10, 2021. The course descriptions have been evaluated and agreed at the meeting of the Department of General Studies and Management, assessing the coherence of the mapping, the occupational standard and the study course. The studies are regulated by the Regulations of PIKC RTC, study programme, study plan, study course programmes, study process schedule. The study programme is implemented in two study years and its volume is 120 ECTS credit points (CP). Credit point content: 1 ECTS CP = 26 student working hours per week (ratio - 13 contact hours and 13 hours of independent assignment). The study programme includes: - 9 general education courses (30 CP); - 17 compulsory and vocational courses in the field and a restricted elective course (54 CP); - 3 internships (36 CP).

The studies are concluded with the development and defence of a qualification thesis.

When organising the study process, the teaching staff shall choose study methods that promote the student's responsibility for his/her studies, they shall be oriented towards the acquisition of practical skills, promote students' communication, ability to work in a group, overcome conflicts, be self-confident, develop honesty, creative use of knowledge. Contact hours under the guidance of a teacher are an essential form of study. It takes the form of lectures, seminars, practical work, study tours and tutorials. The main forms of independent study are: work with literature and periodicals, coursework, presentations, reports, analytical work, Internet work, etc. For both student groups of the programme, there are group e-mails for information exchange with the teaching staff, as well as a Whatsapp group for students and the group tutor to update lecture changes as soon as possible, pass on information to the student groups. For each study course, the lecturer develops a programme and a corresponding description, which formulate the aim, tasks, as well as the intended outcomes, indicate the topics and requirements for its mastering (the type of control of intermediate results), the tasks of seminars, practical and independent assignments and sources of reference - required and recommended reading and Internet resources. In the course of the study programme, students are provided with an individual approach: - according to the students' wishes, the possibility to independently prepare reports on topics relevant to them (related to their work and the specific study course), which are then defended during seminar sessions. In this way, students both learn independently how to obtain information of interest to them and acquire the skills to defend a qualification paper; - the student has the opportunity to choose the topics of the coursework, according to the content of the study course, in agreement with the teaching staff. This option is topical because many students combine their studies with work; 19 - during the internship, the student develops an individual assignment, and at the end of the internship submits to the

supervisor an internship assignment with the feedback of the internship supervisor, an internship worksheet and an internship report. The coursework, the internship report and the qualification work are all carried out individually by the students in consultation with the teaching staff. The defence of these papers is also individual, which ensures both individual attention to the student and feedback. RTC academic staff present lecture material: - using the prepared outline and exercises in MS PowerPoint - as direct information from the Internet. This saves time for presenting information in groups, and provides an opportunity to discuss and analyse the information. The use of IT technologies in lessons helps students to get used to the possibilities of using modern technologies - there is a possibility to send lecture materials by e-mail or print them out. Students benefit from individual counselling by academic staff (the list of counselling sessions is published on the RTC website) and at least once a month someone from the administration visits the Priekuli branch. RTC academic staff use e-mail in their daily communication with students. Students set up a group e-mail address to which they send handouts, presentations and information about the study process.

In 2 study courses, students are required to develop coursework. These are developed in the study course "Transport Organisation and Cargo Handling" and "Entrepreneurship and Management".

See Annex 3.2.1.6.(LV) and 3.2.1.7.(EN) for the descriptiona of the Programmes courses/moduls.

In 2019, excellent and outstanding course works were defended in Priekuli "Route planning and monitoring of the fleet of the company "PKS Straupe" in the Skybrake system"; "Optimisation of the delivery route in the company SIA "Abula"; "Optimisation of the delivery route in the company SIA "A.B.G. Persson" and "Analysis of the performance of managers' working hours".

"Structure and dynamic analysis of the profit or loss calculation in the Priekuli branch "ZS Birzmaļi" in the academic year 2020; "Evaluation of the activity of the "AV3 Partsautosporta park" Ltd", "Application of advertising means in "ALB" Ltd".

In the academic year 2021 in Priekulji "Organisation of Fuel Accounting at Vidzeme Technology and Design Technical School"; "Organisation of Car Drivers' Working Time Accounting at Company "X"; "Organisation of Fuel Accounting at Vidzeme Technology and Design Technical School"; "Comparison of Transport Services in Cesis Region".

In the academic year 2022 in Riga "Establishment of a logistics chain in the watch trade at Given Latvia"; "Analysis of successful express logistics companies"; "Characteristics and analysis of the flow of accompanying documents for cargo transportation at SIA Slig Logistics"; "Comparison of the costs and advantages of rail general cargo transportation with other modes of transport."

In the academic year 2023 in Riga "Placement and storage of finished products in the territory of SIA "Pindsturp Latvia"; "Last mile logistics problems and solution"; "Modernisation of the information flow system of SIA "Baltic Logistic Solutions"".

During the study year in Riga "Use of electric buses in Rigas Satiksme"; "Use of electric cars in DHL for last mile deliveries"; "Freight transport modes, their advantages, difficulties and disadvantages".

To identify the students' needs, the programme administration meets regularly with the group, monitors the cooperation between the teaching staff and the students, and conducts a survey at the end of the semester. The results are summarised and reflected in the annual self-evaluation of the study programme.

3.2.2. In the case of master's and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and

findings in the field of science or artistic creation. In the case of a doctoral study programme, provide a description of the main research roadmaps and the impact of the study programme on research and other education levels (if applicable).

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

Student achievement assessment is carried out in accordance with the Cabinet of Ministers Regulations No. 305 of June 13, 2023, "Regulations on the State Standard of the State Professional Higher Education" and RTC's internal regulatory document "Regulations on the Basic Principles and Procedures for the Assessment of Higher Professional Education 12.10.2023. 1.1.-2/15-RTK) Annex 3.2.3.1.

Basic principles of evaluation are as follow:

1. accumulation of positive achievements;
2. compulsory assessment of the acquisition of the compulsory content included in the main parts of the study program;
3. openness and clarity of requirements regarding the set of basic requirements for the evaluation of the acquired education, in accordance with the aims and tasks of the study programs and study courses;:
4. the variety of test methods used in the assessment;
5. compliance of the assessment with the students' analytical and creative abilities, knowledge, skills and abilities;
6. the basic forms of study program acquisition evaluation are an exam and a test;
7. in the exam the acquisition of the study course is assessed in a 10-point system.
8. The completion of a study course is evaluated both on a 10-point scale and a pass/fail scale.

The results of study work are monitored and evaluated:

- during the semester;
- at the end of the semester - exams, tests;
- after completing the full study program - state examination.

During the semester, students' theoretical knowledge is tested and evaluated based on individual study work results: tests, essays, development of computer programs and databases, participation in discussions. The acquisition of practical skills is monitored by organizing practical tasks and internships. The forms of examinations during the semester are chosen to motivate students to work regularly and systematically.

Exams or passes are organized both in writing and orally. The final evaluation of the study course

is obtained using the principle of adding up positive achievements. In the final evaluation, the exam accounts for 70% and the interim evaluations for 30%. This distribution may differ in different study courses.

After internships, students submit an internship report, which includes a description of the work done during the internship and an analysis of the results. The defense of internships is accepted by a commission.

The state examination consists of a qualification exam, which includes a qualification work. The qualification work is an individual work with a practical orientation. It should reflect the ability to select and systematize material, offer various problem-solving options, choose the most suitable solution, justify the choice, and format the qualification work.

This assessment system allows each student's individual abilities to be successfully demonstrated, motivates systematic work, and provides an opportunity to comprehensively assess a student's knowledge, skills, and abilities.

The implementation of the RTC study process takes into account the principles of student-centered education:

- students and graduates are regularly surveyed to identify problems in the implementation of study programs, make changes to study program and/or course content.
- As the majority of our students already work in the field, we support independence in studies by offering teacher consultations, distance learning, and study materials in the electronic environment MOODLE. RTC has developed an internal normative document "Regulations on Work in the Distance Learning Process".
- If necessary, we support studies according to individual plans. An internal normative document "Regulations on the Organization of Studies According to Individual Plans" has been developed.
- All teachers support students in the study process, but the study program director manages the program. If changes in the organization of the study process or career are necessary, students can receive support from the Study Department. RTC has developed an internal normative document "Code of Ethics" (see Annex 1.2.1.1.).
- Students have the right to appeal all decisions made by RTC officials, including teachers, to the director.

The principles of student-centric education are implemented, taking into account at the end of each semester students are interviewed through questionnaires on various aspects. The first survey is about students' emotional wellbeing while studying at the Telematics and Logistics course for both first - and second-year students. The second survey concerns the organisation of lectures, trainers, course of lectures, materials.

The group curator takes an interest in the reason why the student has not attended the lecture every day when lectures are held. For now, there is an agreement between the group curator and students that students record information on the group's whatsapp site if they don't attend any of the lectures or impede.

in the 2023/2024 academic year, 12 men and 5 women from heading 1 took part in the survey on the emotional wellbeing of students. Of the 17 students, only 2 are working, the rest are studying. 15 students are in the 18-25 age

group, the rest-to-40.

The survey aims to assess students' emotional wellbeing, assess different aspects so that the study process is both successful and filled with positive emotions. The survey also aims to diagnose potential problems that should be addressed to make the student study process easier and more positive. Polls are typically conducted in October/November. Polls are organized anonymously. The study mainly uses a 5-ball scale to evaluate different aspects, with 0 meaning that the student of the allegation agrees to the least extent and 5 accepting the allegation to the highest degree. The data interpretation interprets the scale data as follows: 0-1 ball low 2-3 ball average 4-5 ball high.

To the claim "My field of study of the moment is the one I wanted to study" - 13 students responded with 5; the other 3.

To the claim "I'm sure/- a that I chose the right field of study" - 14 students responded with a 5, 3-4 at the ball.

To the claim "I found it easy to choose a particular study programme" - all 17 responded by 5 balls.

The claim "I feel informed/- a about my chosen study programme" was answered by all 17 with 5 balls.

To the claim "I know the demands of my curriculum" - all 17 responded by 5 balls.

To the claim "I thought my studies were really interesting," 10 students responded with 4 balls, 3-5 balls, 4-3 balls.

To the claim "I'm really happy to master subjects" - 9 students responded with 4 balls, 2 - 5 balls, 6 - with 3 balls.

To the claim "overall, I am satisfied (- a) with the studies" - all 17 students responded by 5 balls.

To the claim "requirements are defined clearly and understandably" - 15 students responded with 5 at the ball that everything was clear, 2 responded with 4 balls.

To the claim "the course of study is well structured" - all 17 students responded by 5 balls.

To the claim "the quality of study courses is high" - 10 students responded by 5 balls, 7 by 4.

To the claim "the doctors are taking the time to respond to my needs" - all 17 students responded by 5 balls.

To the claim “doctors care about solving my problems” - all 17 students responded by 5 balls.

To the claim “I know what order is in case of problems” - all 17 students responded by 5 balls.

To the claim, “the doctors are more likely to appreciate the effort invested by students” - 14 students responded with 4 balls, 3-5.

To the claim “I know what the pace of implementation of this program is” - 15 students responded with 5 balls, 2-3.

To the claim “the chosen study program gives me an opportunity to move toward goals I consider important in my life” - 12 students responded with 5 balls, 1-4 balls, 1-3 balls, 3-2 balls.

To the “I'm happy with the lecture list” claim - all 17 students responded by 5 balls.

To the claim “I am satisfied with the material-technical environment offered to students (library, gym, gym, study auditorium)” - 14 students responded with 5 balls, 1 - 4 balls, 2 - 3 balls.

To the claim “I am satisfied with study materials (books, Moodle, teaching handouts, etc.)” - all 17 students responded by 5 balls.

To the claim “I am aware of the opportunity to participate in additional activities (choir, ensemble, dance, sport, etc.)” - all 17 students responded by 5 balls.

To the claim “I feel part of college” - all 17 students responded in the affirmative - by 5 balls.

The conclusion in the autumn semester of the year 2023/2024 - students feel they belong to college, are satisfied with study materials, the material technical base. There are individual Student who don't find interesting studios. All students reply that they are aware of the course of their studies, all satisfied with the list of lectures and the inference of the teaching staff to solve their problems.

The practice is assessed on the two-part rating scale, “imputed” or “not imputed”.

The assessment of the practice shall be provided by the head of the practice and the Commission for the advocacy of the practice, accepting the advocacy of the practice reports and evaluating the reference of the practice undertaking. Credits shall be credited for each course and practice of study acquired if the assessment has not been less than 4 (almost average) or “credited”.

In order to ensure the awareness of students regarding the conditions and requirements of the final examinations of study courses, regarding the training programmes and requirements for the substitution of the practice report:

- the conditions, requirements and questions for the final examinations of study courses are available at

programmes for administration and teaching staff;

- the conditions, requirements and questions of the examinations are explained to the student in the course of the study first lesson;

- the acquisition of the programme shall be completed by the State qualification examination, which shall be evaluated at ten points on a scale and part of which is defending the work of qualification.

Information on the results of reports, examinations, course work is summarised in the protocols and in the individual study plan of each student. Student success and outcomes are regularly analyzed and discussed at the meetings of the RTC General studies and Guidance Cathedral.

Different knowledge and skills may be provided for achievement of study objectives during the study process testing and evaluation methods.

Assessment methods, such as: practical work and homework, answers to questions offered by text or electronic means, control work, examination, test; writing a report or brief essay.

Assessment of analytical skills is a test of knowledge and skills by parameters: addressing practical situations involving the choice of the appropriate analytical method, presentation of results.

At the synthesis level, the student should be able to demonstrate skills to collect, combine, distribute key, find cause-to-effect relationships, develop alternatives to address the host or organization management problem, and choose the optimal solution. It needs to prepare a new decision, a new way of solving the business problem. Appropriate assessment of knowledge and skills may include: analysis of the practical situation, working in a group, drafting of scenarios and forecasts, organisation of the study itself during practice, writing of theses for a scientific Article.

The ability to acquire value from study material for his or her particular professional purpose characterises the highest level of thinking - evaluation - of the study programme to be studied. Possible ways to control and assess knowledge and skills: analysis of practical situation and presentation thereof in the interests of the group, writing of expert opinion, ability to advise and develop proposals, development of project on the basis of hypothesis, qualification work, preparation of scientific writing (co-operation with RTK teachers).

A student-centered approach to college meets the needs of students and contemporary society. Positioning a student's learning needs rather than content, a faculty or institution as the primary implements a study process in which the student is given the opportunity to become the developer of his or her professional development. In such an approach, the primary function of the college's administrative and academic staff is to articulate the understanding of a student-centered approach and to provide support in the study process by updating student autonomy and accountability.

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).

During the implementation of the study programme "Telematics and Logistics", cooperation with employers from different sectors takes place. Students have always found internships for the Purchasing, Production, Distribution and Service internship, Transport, Order Processing and Fulfillment, Inventory Management and Warehouse Logistics internships, as well as for the Logistics Specialist qualification internship, because practically every company has departments that deal with the organisation of the aforementioned processes.

For a description of the organisation of students' internships, see Annexes 3.2.4.1 and 3.2.4.1 EN (in Latvian and English).

In the study programme, internships in companies are scheduled in semesters 2,3,4, amounting to 24 ECTS. The aim of the internship in purchasing, production, distribution and service is to strengthen the theoretical knowledge acquired within the study courses, to form and develop skills in the basic logistics activities in accordance with the study programme "Telematics and Logistics" study results, as well as the requirements of the profession standard. The aim of the internship in transport, order processing and fulfilment, inventory management and warehouse logistics is to strengthen the theoretical knowledge acquired within the study courses, to build and develop skills in the types of activities supporting the functions of transport, order processing and fulfilment, inventory management and warehouse logistics in accordance with the requirements of the occupational standard. The aim of the qualification practice for logistics specialists is to strengthen the theoretical knowledge acquired within the study programme regarding work in enterprises engaged in logistics, international and national freight transport, wholesale, retail trade, production and provision of services, as well as in state and local government institutions whose activity is related to the transport and/or logistics sector or involves the organisation of logistics activities. The College has always helped students to find a work placement if they do not have one. Annex 3.2.4.2 provides information on the internship agreement (Annex 3.2.4.5 in English).

It is important to provide opportunities for higher vocational education with a practical orientation in a short period of time. The study programme "Telematics and Logistics" emphasises the need to train professionals with a strong practical orientation. Therefore, internships in the programme are

essential to achieve this objective. This is reflected in the results of the assessment of the qualification papers, the characteristics of the trainees provided by the employers and the future performance of the graduates in their chosen profession.

The College has developed an internship regulation which describes the rules of how internships are organised at the College. The College helps students to find internships upon request. Appendix 3.2.4.3 provides information on the internship diary (see Annex 3.2.4.6 in English); Appendix 3.2.4.4 on the internship evaluation (see Annex 3.2.4.7 in English).

When organising study tours, students have arranged (or their employers have offered) internship opportunities (DSV Latvija, Rimi Baltic, RĪGAS SATIKSME and other companies).

During the internship, students are required to complete an individual assignment, the internship programme, feedback from the internship placement, and an internship report. The qualification internship is carried out in accordance with the internship programme, but the internship supervisor determines the internship assignment for each student in accordance with the internship programme, but the internship supervisor determines the internship assignment for each student in accordance with the qualification thesis topic. The qualification internship is assessed using the College's student practical assessment methodology, in accordance with the internship assessment criteria. Pre-developed assessment criteria (degree of completion of the internship programme, feedback from the internship placement, internship report, internship defence, etc.) may be used to determine the final summative assessment of the qualifying internship. Before the start of the internship, students are familiarised with the criteria for the assessment of the internship and the principles for the final mark.

In the period up to the academic year 2023, the students of the programme have completed internships in a number of logistics, manufacturing, trading and transport companies:

A/S "Akvedukts", SIA "Tiropa", SIA "Expo-R", SIA "Ascargo", SIA "Apranga", AS "Lytagra", SIA "Baltica Latvija", SIA "Sig Logistics", SIA "RĪgas satiksme", SIA "Expo-R", SIA "Given Latvia", SIA "Mikrotīkls", SIA "KMIK", SIA "Euro Standart V", SIA "Circle K", SIA "Narvesen Baltia" , SIA "Auto Kada", SIA "Denvial", "SIA "Tauri", SIA "IOL Group", SIA "Mikrotīkls", SIA "Hellman Worldwide Logistics", SIA "Tauri", SIA "GNJC "Bāze", SIA "LIC GOTUS", SIA "Dolaar", SIA "MSC Shared Service Center Riga", AS "Akvedukts", VSAA, SIA "Sig logistics", SIA "Troit", SIA "Norto LTD", SIA "Tiropa", SIA "Dinner", SIA "Cido group" and others.

The aim of the internship is to strengthen the theoretical knowledge acquired within the study programme about working in companies dealing with logistics, international and national freight or passenger transport, wholesale, retail trade, production and provision of services, as well as in state and local government institutions whose activities are related to the transport and/or logistics sector or involve the organisation of logistics activities.

The internship provides students with the opportunity to acquire competence in logistics and transport as well as in business and to acquire the practical skill set necessary for a logistics professional in the business, economic, administrative and social fields:

- modern logistics concepts;
- modern methods of managing a logistics and transport company (department);
- versatile logistics techniques;
- principles of financial balance in business;
- the legal aspects of the operation of a transport undertaking/department; - to obtain material for the preparation of a qualification thesis.

The aim of the internships provided for in the study programme is fully in line with the aim of the

programme - to train professionals involved in the wholesale or production process in companies involved in transport or freight flows, to provide the knowledge and practical skills required in transport and warehousing management, as well as in the organisation and planning of raw material flows.

Short-cycle vocational higher education is an important instrument for the growth of the Latvian economy, which is particularly important for the improvement and development of study programmes in engineering, including information and communication technologies. It is important to provide opportunities for vocational higher education with a practical orientation in a short period of time.

The results of the qualifying examinations can be found below.

Table 3.2.4.1.

Qualification examinations outcomes		
Academic Year	Examination taken by (number of students)	Average evaluation
2013./2014.	13	8,00
2014./2015.	13	8,00
2015./2016.	27	8,78
2016./2017.	30	8,17
2017./2018.	16	8,38
2018./2019.	10	7,68
2019./2020.	10	7,86
2020./2021.	22	8,73
2021./2022.	7	8,86
2022./2023.	3	8,33

From the table it can be seen that in the academic year 2019/2020, 3 students obtained 7 points, 3 students obtained 8 points, 2 students obtained 10 points and 2 students obtained 10 points in the qualification examination.

In the academic year 2019/2020, the chairman of the national qualification examination committee noted in the report the excellent result of cooperation between 8 graduates and their supervisors: the qualification paper "Packaging of products of SIA "RIMI Latvia" and its role in the development of the company" (supervisor mg.oec., associate professor Monika Martinsone); qualification thesis "Evaluation and optimization of assembly processes in SIA "Do It" warehouse" (supervisor mg.oec.,

associate professor Monika Martinsone); qualification thesis "Optimization of customer service at VAS "CSDD" technical inspection station"(supervisor mg. com.sc., associate professor Solvita Martinsone-Liepiņa).

In Priekuli branch the following projects with practical application can be noted as outstanding: "Railway and road transport and their mutual tendencies in Latvia in 2008-2017" (manager mg.oec., guest lecturer Tatjana Daudiša); qualification thesis "Analysis of transport use in PIKC "Priekuļu teknikums""(supervisor mg.ing.zin., guest lecturer Inese Simkeviča); "Optimization of the organization of postal items delivery at VAS "Latvijas Pasts" delivery point "Lidosta"" (supervisor mg.oec., guest lecturer Solvita Laiviņa); qualification thesis "Opportunities of optimization of transport costs of PKS "Straupe""(supervisor mg.oec., guest lecturer Solvita Laiviņa); qualification thesis "Characteristics of SIA "AB.G.PERSSON" fleet and opportunities of optimization of transport"(supervisor guest lecturer Maija Bambe).The graduates successfully included in their works the information that was obtained at the workplace or during the internship, including the international experience from ERASMUS+ project internship. The study process has contributed to the development of the graduates' entrepreneurial initiative.

In 2020/2021, the Priekuli branch had outstanding works on the topics "Establishment and strategy of a truck repair service company". The qualification thesis was supervised by Solvita Laiviņa, mg.oec., guest lecturer, IT solutions in order processing at SIA "Kunturi" (assistant supervisor Vita Valaine), Distribution logistics optimisation at SIA "Vudlande" (guest lecturer Maija Bambe).

In Riga, 4 students were graded with distinction for their qualification work. For example, the topics of qualification papers were such as the importance of the organisation of ground handling of SIA "Havas Latvia" for ensuring the punctuality of the airline (assistant supervisor Vita Valaine), the comparison of railway general cargo "EXW" transport with other transport modes (assistant supervisor Vita Valaine), the specifics of the dairy industry and the characteristics of related logistics activities (assistant supervisor S.Martinsone-Liepiņa), Covid-19 virus impact on the Latvian transport logistics (assistant supervisor Vita Valaine).

In the academic year 2020/2021 in Riga, one student obtained 6 points in the qualification exam, two students obtained 7 points, 6 students obtained 8 points, 6 students obtained 9 points, 7 students obtained 10 points.

In the academic year 2021/2022, 1 student scored 5 points, 1 student scored 7 points, 1 student scored 9 points and 4 students scored 10 points in the qualification exam. 4 students' works were evaluated with "excellent", such as Evaluation of the "Smart Warehouse" application capabilities in warehouse process information flow management (supervisor docente S. Martinsone-Liepiņa), Efficiency of Product Shipment in Distribution Logistics of SIA "Pinsdrup Latvia" (guest assistant Vita Valaine), Modernisation of Distribution Logistics Information Flow System in SIA "Baltic Logistic Solutions" (guest assistant Vita Valaine), Introduction of Fuel with Reduced Excise Duty Rate in SIA "SMUĢI" (assistant Raitis Kurms).

In the academic year 2022/2023 1 student obtained 6 points, 1 student obtained 9 points, 1 student obtained 10 points with the topic Strategy of outsourcing of road transport in the company "Hellmann Worldwide Logistics" (assistant supervisor Vita Valaine). Currently we are collaborating with our graduate who is lecturing to our students.

Most students in the programme "Telematics and Logistics" are already working in their chosen field before they start their qualification. The topics of their qualification papers are therefore closely related to the real needs of companies/institutions and have a practical application. By defending their qualification work, students demonstrate that they have good theoretical knowledge and practical work experience. The qualification papers use modern information

technologies and tools to solve the tasks. The qualification papers are always well designed and presented; each qualification paper is read by a consultant who advises the graduate on the economic part, on the correct presentation of the documentation, as well as on the presentation, as the defence of the qualification paper is supplemented by presentations. Since the selection of the topic of the qualification paper, the graduate works systematically together with the supervisor according to a pre-prepared plan with dates and tasks to be completed.

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.

Most students in the programme "Telematics and Logistics" are already working in their chosen field before they start their qualification. The topics of their qualification papers are therefore closely related to the real needs of companies/institutions and have a practical application. By defending their qualification work, students demonstrate that they have good theoretical knowledge and practical work experience. The qualification papers use modern information technologies and tools to solve the tasks. The qualification papers are always well designed and presented; each qualification paper is read by a consultant who advises the graduate on the economic part, on the correct presentation of the documentation, as well as on the presentation, as the defence of the qualification paper is supplemented by presentations. Since the selection of the topic of the qualification paper, the graduate works systematically together with the supervisor according to a pre-prepared plan with dates and tasks to be completed.

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According to the programme requirements, the topics of students' final theses shall be related to logistics problem solving. Every year, the State examination commission assesses the relevance of the topics to the programme and the topics are assessed as relevant.

3.3. Resources and Provision of the Study Programme

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

The study programme "Telematics and Logistics" is implemented at RTC - 16 Braslas Street, Riga (Priekuļi branch - Priekuļi Technical College until the academic year 2020/2021). The programme is organised by the Department of General Studies and Management. The task of the academic staff is to ensure the quality of teaching of the theoretical and practical part of the relevant study courses at their workplaces. In spring 2018, a computer classroom (Room 419) was set up for the training of Logistics students. The following software products are installed on these computers: 1) Tildes Birojs 2016 for non-commercial educational purposes (EDU) on 16 computers; 2) Simulation Equipment (hereinafter SI) - Logistics software licence "JS Baltija 3.5 Pro Logistics" for the acquisition of skills in the transport and logistics sector for non-commercial educational purposes (EDU), made available for use by the National Centre for Education Content (VISC) within the framework of the ESF co-financed project "Development of the sectoral qualification system for the development and quality assurance of vocational education project No.8 .5.2.0/16/l/001". 3) 3 sets of Simulation Equipment (hereinafter referred to as SI) - "Beer distribution game" type supply chain simulation board game (hereinafter referred to as SI) for training purposes in the Transport and Logistics Sector for the purpose of non-commercial educational skills training (EDT). The academic staff was familiarised with the possibilities of using the software and the technical conditions for the maintenance of the software were discussed. For the academic year 2021/2022, Room 258, Room 409 were renovated and refurbished. In the academic year 2023/2024, 25 computers with appropriate software for logistics training were purchased, installed and set up in room 363. For the academic year 2023/2024 the following classrooms have been renovated and equipped: 362,363, 364, 419, 602, 604. Each classroom is equipped with a projector, a computer for teaching staff.

In order to improve and develop the practical approach to individual study courses in the programme "Telematics and Logistics", a logistics workshop has been set up, where practical work is carried out within the framework of study courses. The material base consists of various items of equipment used in warehousing and transport work. In addition to the materials listed in the table below, the classrooms are equipped with desks, chairs and stationery to support the learning process.

"The students of the programme "Telematics and Logistics" use the library, which is a department of RTC and operates in accordance with the internal rules and regulations.

At the beginning of 2022, the library's collection consisted of 18 046 units, including 18 041 books, of which 16 447 units were textbooks. Audiovisual documents - 5 units. Periodicals in paper format - 16 titles. Since 2022, the databases letonika.lv and soma.lv have been available (only Latvian).

The RTC library now offers the following electronic resources: Emerald (www.emeraldinsight.com); EBSCOhost (<http://search.ebscohost.com>); Leta (www.leta.lv); Nozare (www.nozare.lv); WOS (<http://apps.webofknowledge.com>) and others. In addition, several databases are available - e.g.

Latvian databases DIVA, Latvian Films, Latvian Standards Database, LURSOFT "Newspaper Library", as well as the following foreign databases: ArtStor, Carnbridee Journals Online: Humanities Social Sciences (HSS), Emerald, SCOPUS, The Financial Times Historical Archive, Window of Shanhai. In addition to these, e-books, dictionaries, encyclopaedias are also available: eBook Academic Collection, International Encyclopedia online Social and Behavioral Sciences, Oxford Reference Online, Taylor & Francis eBooks and other information sources.

Currently, students have the opportunity to visit the RTU and LNB libraries and use all the books and electronic resources available in the RTU and LNB libraries, for example:

The ACM Digital Library is a collection of ACM publications, including journals (more than 40 High Impact Journals), conference proceedings and newsletters. The ACM Digital Library contains more than 640,000 full-text articles.

ProQuest Ebook Central platform offers ebook collections for Business/Management and Science and Technology. Around 69,000 eBooks are available in PDF format in English, published by the world's leading scientific publishers - Elsevier, Wiley, Springer, Oxford Press, Emerald and others. You can read books online without registering and search by keywords in the text of the book. You can save (option "Download PDF") 40-90 pages at a time. After creating an account "Create account" and registering "Sign in" you can download the full book.

IEEE Xplore Digital Library is an important resource that provides access to all full-text journals of the Institute of Electrical and Electronics Engineers (IEEE), conference proceedings, scientific proceedings and standards. The database covers one third of the world's literature on computing, networking and electronics. The database contains ~6 million publications.

Latvian Standards Database: Latvian National Standards (LVS); European Standards (EN) adapted as Latvian Standards; International Standards (ISO) adapted as Latvian Standards; Annexes to Standards: amendments and corrections. The thematic layout corresponds to the internationally accepted classification of standards ICS (International classification for Standards). Standards can be searched by number, read.

The national news agency database LETA offers news, archives, reviews and nozare.lv, which is LETA's business information service. The latest and most up-to-date information is gathered and systematised in 20 of Latvia's most important business sectors.

Letonika is a Latvian reference and translation system on the Internet, whose main goal is to provide systematic, encyclopaedic reference and translation information by creating new, identifying the existing and bringing together in one place digital resources about Latvia.

The SpringerLink database contains 24280 e-books (published in 2014-2022) in the fields of computer science; engineering; chemistry and materials science. Books from the subscribed collections can be downloaded in full.

Wiley Publishing offers a collection of full-text scientific peer-reviewed journals from the Wiley Online Library database. More than 1360 full-text journals (https://www.rtu.lv/writable/public_files/RTU_wiley_rtu.pdf) are available from 1997 in the following disciplines: architecture, computer science, engineering, business, chemistry, earth and environmental sciences, mathematics and statistics, physics and astronomy, life sciences, polymers and materials science, social sciences, etc.

Web of Science is the leading e-resources research platform powered by Clarivate Analytics. The unified platform provides integrated access to high-quality literature, combines information searches in bibliographic databases (including citation indexes), helps to find the latest and most relevant scientific publications in high-impact factor journals, conference proceedings, etc., and

displays citations of scientific publications. Web of Science contains the most relevant scientific information on more than 22 000 journals, 143 000 books and 304 000 conference proceedings in 250 disciplines in the natural sciences, social sciences and humanities. Databases available on Web of Science: Web of Science™ Core Collection (1985-present) - Science Citation Index Expanded (1992-present); Social Sciences Citation Index (1992-present); Conference Proceedings Citation Index - Science (1990-present); Conference Proceedings Citation Index - Social Science & Humanities (1990-present); Book Citation Index- Science (2005-present); Book Citation Index-Social Sciences & Humanities (2005-present).

Journal Citation Reports offers a systematic and objective assessment of the importance and impact of scientific journals in the context of the global scientific environment (journal importance indicators available Impact Factor, Eigenfactor).

EndNote - an online reference organiser (available to Web of Science subscribers) that helps to organise research results, collect and organise references, create bibliographies in a specific format, and collaborate with colleagues.

The RTC reading room (117.4 m²), after the reconstruction and renovation of the library premises in 2013, has 31 workplaces, 6 computers, a multifunctional machine (combined printer, copier). The library has a book protection system - security gates.

Copying and printing of pages with a printer is available in the library - a paid service in accordance with the Regulation of the Cabinet of Ministers of the Republic of Latvia of March 18, 2021 No. 171 "Paid services provided by the Vocational Education Competence Centre "Riga Technical College". The library readers have free permanent and wireless Internet access. In the reading room, students and lecturers have free access to reference publications, the latest publications in all fields, and fiction. There are 15 periodical titles available in paper format. The library's collection includes books and methodological resources in foreign languages - English, German and Russian.

In 2016 RTC library joined the unified state library information system, which provides for library processes in the automated information system SKOLU ALISE. The library has started computerised processing and cataloguing of books in the collection. Readers will be able to search for the titles they need both in the library and remotely via the Internet.

The library's book collection is regularly updated with the latest and most up-to-date titles, taking into account suggestions from the teaching staff.

The electronic catalogue is available at (only Latvian): <http://skolas.biblioteka.lv/Alise/lv/69/home.aspx> <https://skolas.biblioteka.lv/Alise/lv/home.aspx>

For logistics students, lecturers have added various books on logistics, as well as recent books and material on current issues in various courses, to the Exabis library section of Moodle (<https://muu.rtk.lv/blocks/exalib/index.php?courseid=1>). In the future, it is planned to purchase Jerry Rudd A Practical Guide to Logistics: An Introduction to Transport, Warehousing and Distribution 2nd Edition, Kogan Page (2023); Gwynne Richards (Author), Susan Grinsted (Author) The Logistics and Supply Chain Toolkit: Over 100 Tools for Transport, Warehousing and Inventory Management 3rd Edition, Kogan Page (2020); Gwynne Richards. Warehouse Management: The Definitive Guide to Improving Efficiency and Minimizing Costs in the Modern Warehouse 4th Edition, Kindle Edition, Kogan Page (2021); Yingli Wang, Stephen Pettit E-Logistics: Managing Digital Supply Chains for Competitive Advantage 2nd Edition, Kindle Edition, Kogan Page (2021).

The use of databases is very important in the study process of the programme "Telematics and Logistics", as students are encouraged to independently familiarize themselves with the latest

research findings. The list of literature and sources used for the successful defence of the coursework and the qualification thesis must also include sources and scientific articles in foreign languages.

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 financial resources of Riga Technical College consist of four sources: state budget subsidy from general revenues for the provision of studies, financial resources allocated by the Ministry of Education and Science of the Republic of Latvia for the development of scientific activities "Development of scientific activities in higher education institutions and colleges", which are granted for the results of research-based higher education (Performance-based funding), college income from paid services and other college income, projects funded by European Union organisations and other international organisations (Erasmus+). The main source of funding for the implementation of the study programme "Telematics and Logistics" is the Ministry of Education and Science of the Republic of Latvia.

According to the agreement with the Ministry of Education and Science, 352 students are studying at Riga Technical College on the state budget funds, of which 20 are studying in the programme "Telematics and Logistics". The total annual expenditure amounts to EUR 1981321 (EUR 1900172 State budget subsidy/base funding and EUR 81149 Performance funding), of which on average EUR 5629 per student. The items included in the cost per student of the study programme "Telematics and Logistics" are shown in (see Table 3.3.3.1).

Table 3.3.3.1

Calculation of costs per student per year, EUR

Salary per study place per year	Employer's compulsory state social insurance contributions	Goods and services per study place per year	Annual amount per study place for research	Fixed asset costs per study place per year	Social benefits/scholarships per student	TOTAL per study place per year
3808,29EUR	898,38 EUR	405,48 EUR	230,54EUR	34,09 EUR	251,98EUR	5628,76EUR

The table above shows the percentage distribution of funding between the specified positions.

The state funding is sufficient/adequate for the 20 students of the study programme "Telematics and Logistics" and the programme currently has 20 students, which ensures the cost-effectiveness of the programme. With this level of funding, the minimum number of students per study place per

year is 15 to make the programme viable and cost-effective.

Attracting more fee-paying students would allow additional funds to be allocated to the "fixed assets" cost line and to research.

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 vision of the College is to become one of the leading centres for training and professional development in engineering specialties in Latvia and Northern Europe, thus an important strategic task of the College is to provide a team of qualified, motivated, cohesive and capable teaching staff to ensure the quality of the study programmes implemented at the College, in line with the requirements of the changing labour market.

The lecturers at the college are of value whose qualifications and experience meet the requirements of the national laws and regulations in line with the goals and objectives of the College. The human resource development vision of the college also envisages that its teaching staff are modern, contemporary thinkers, friends of personalities eager for skills and knowledge.

The implementation of the study programme involves eight elected academic staff members and ten guest lecturers, whose experience and expertise are based on research and science, practical experience and close cooperation with relevant profile companies in the country.

Eighteen academic staff members are involved in the implementation of the study programme, two of whom hold doctoral degrees and nine of whom hold master's degrees relevant to the course of study being delivered.

The guest lecturers involved in the study programme include representatives of the field and faculty members from other higher education institutions, whose experience and knowledge of current trends in the field and of future developments and perspectives are of great help and ensure the achievement of the relevant study courses and, in general, of the study programme's objectives.

The study programme staff also participate in the international European mobility Erasmus+ programme activities in foreign universities and companies, improving their professional competences and digital and foreign language skills, as a result of which their international experience increases the self-esteem of lecturers and motivates them to further contribute to the development and modernisation of the College and the study programme.

For a list of the teaching staff of the study programme "Telematics and Logistics", see Annex 3.4.1.1.

By implementing the components of the College's academic staff performance monitoring system, a system of annual performance appraisal of academic staff has been established, the main components of which are:

- self-assessment of the lecturer;
- a student survey;
- observation and evaluation of lecturer's lessons;
- a summary of the lecturer's quality evaluation.

The components of the College's staff development policy and motivation system also include the compensation of lecturers for partial reimbursement of the costs of academic studies, as well as partial reimbursement of the costs of their competence development and qualification upgrading, as stipulated by the laws and regulations.

The College's incentive and development system provides for material incentive guarantees for teaching staff, which are laid down in the College's internal documents, and procedures for granting bonuses for additional administrative and technical work, and bonuses for additional teaching work.

The College's incentive and development scheme includes guarantees for staff members to be covered by health insurance and medical assistance insurance.

According to the statistical data in the RTC Yearbook, it can be seen that in the academic year 2020/2021 73% of graduates work in their specialisation, 4% work in their specialisation and continue their studies, 14% work in another field, 4% work in another field and continue their studies, 5% live abroad. In the academic year 2021/2022 57% work in their specialisation, 14% work in their specialisation and continue their studies, 29% work in another field. In the academic year 2022/2023, 100% of students work in their field of specialisation. It should be noted that a number of faculty members also work successfully in the business/logistics sector and are members of professional associations. For example, Pavel Patļins is a member of the Latvian Logistics Association, and Raitis Kurms is a member of the Latvian Packaging Association.

The qualifications of all lecturers involved in the implementation of the study programme meet the requirements of the study programme. The professional development of lecturers is supervised by RTC Human Resources, in accordance with the Cabinet of Ministers Regulation of September 11, 2018 No. 569 "Regulations on Education and Professional Qualifications Required for Teachers and the Procedure for the Professional Competence Development of Teachers". Lecturers regularly participate in various conferences and seminars organised by the Latvian Information and Communication Technology Association (LIKTA) and ICT industry companies.

RTC ensures that the qualifications of the teaching staff and the courses they deliver have a positive impact on the quality of RTC studies. After each course of study, students fill in evaluations of the study course, which are sent to the teaching staff. In case of any problems in the delivery of the course, the students express their opinion to the College administration already during the study course delivery. Significant attention is paid not only to ensuring that there are no complaints about the teaching staff (by checking the quality of the teaching before the course), but also to ensuring that students' satisfaction with the teaching staff is high.

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 rapid development of information technology is also changing the composition of the teaching staff. In recent years, there has been a tendency for the quality of studies in the programme to improve, as the new lecturers are younger, energetic and have up-to-date knowledge, skills and competences in their field.

The RTC Yearbook provides statistics showing that on average 95% of graduates are employed in a profession relevant to their study programme.

In the academic year 2011/2012, several members of the teaching staff were involved in the implementation of the study programme "Telematics and Logistics", such as J.Kuzmina, M.Martinsons, I.Golubeva, J.Gurenko, E.Tože, L.Gaile, K.Rūtiņa, O.Kazakova, J.Kalniņš. The administration of the study programme together with the Human Resources Department evaluated the compatibility of each member of the teaching staff on the basis of their CVs. To improve the quality, it was decided to invite colleagues from other universities or practitioners from companies.

Table 3.4.2.1

Academic staff in the study programme "Telematics and Logistics"

Lecturers involved in the implementation of the study programme "Telematics and Logistics"	Change in the number of the teaching staff	
	2011./2012.	2023./2024.
Academic staff	20	19
including, doctors of Science	1	2
including with a master's degree	13	11
including with a bachelor's degree	2	3
including with another degree	4	3

The table below provides information on the changes in the number of the academic staff in the academic year 2023/2024 compared to the academic year 2011/2012. It can be seen that the number of PhDs and Bachelors has increased slightly in the academic staff structure, while the number of Masters has slightly decreased.

Since the last accreditation of the study programme, new faculty members have been recruited and attracted to the implementation of the programme:

- Pāvels Patļins (Dr.oec.)
- Sanita Eihmane (Mg.paed.)

- Irina Švarcbaha (Mg.oec.)
- Džineta Duncīte (Mg.oec.)
- Vija Grava (Mg.math.)
- Natālija Karatun (Mg.sc.comp.)
- Viktorija Terskiha (Mg.philol.)
- Raitis Kurms (Bc.oec.)
- Lāsma Gansone (Bc.oec.)

As the generation of faculty members changes, and due to the impact of Covid-19, the composition of the teaching staff is also gradually changing. In recent years, there has been a tendency for the quality of studies in the study programme to improve, as the new lecturers are younger, more energetic and have a current, up-to-date knowledge base. In the academic year 2022/2023, a guest assistant, practitioner J. Duncite (accounting), assistant Z. Beķe (psychology of communication), and in the academic year 2023/2024, new lecturers have joined the programme: guest lecturer, practitioner P.Patļins (warehouse logistics), guest lecturer, practitioner N.Trifonovs (transport organisation and cargo handling, economic and transport geography).

Regular qualification upgrading of academic staff in various ESF co-financed projects, courses as well as Master studies (R.Kurms).

For the teaching staff CV, see Annex 3.4.2.1.

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).

Collaboration among program faculty is encouraged through both formal and informal means. Course descriptions are reviewed and posted on the Moodle platform before the start of each semester based on the lecturer's decision. Study courses are reviewed by the director of the study program, ensuring that courses do not overlap. During the academic year, study program faculty meetings are organized with the participation of study program lecturers, students and industry representatives.

Department meetings are held once a month with an aim to discuss the most important topical issues connected with the study programs offered by the department, and the newest tendencies in the industry.

Teaching staff from the professional and academic environment participate in the implementation of the study program, which helps to achieve the goals and results of the study program.

The ratio of the number of students and lecturers was 24/19 in 2023/2024 academic year for the study programme "Telematics and logistics". It should be noted that several lecturers also conduct lectures other RTC study programmes.

Faculty teamwork is facilitated in separate at the meetings till 30 of April 2024.year of the Department of General Studies and Management department, in individual conversations with the director of the study program, in mutual communication between teaching staff, as well as in joint meetings with RTC teachers, discussing various topical issues in the educational institution, higher education and professional field. Since May 1, 2024, the study program "Telematics and Logistics" was added to the Department of Computer Science and Electronic.

For the list of teaching staff, see Annex 3.4.1.1.

The study program faculty members cooperate in order to implement and update the content of the study courses; they also agree on the topics to be taught to avoid an unnecessary overlap of subjects.

At the same time, the faculty members also participate in creating an offer of non-academic activities for students, for example, providing study excursions to companies, or attracting industry guest lecturers who might deliver lectures on an important or topical issues for the industry (IT security, IT innovations etc.).

The academic and scientific qualifications of the faculty of the study program, their professional work experience in the relevant sector, regular attendance of professional development seminars fully comply with the conditions of the study program implementation and the requirements of regulatory documents. The professional development of teachers is supervised by RTC Personnel Department, in accordance with the Cabinet of Ministers Regulation No. 569 of September 11, 2018 *Regulations on the necessary education and professional qualifications for teachers and the procedure for improving the professional competence of teachers*.

Among the guest lecturers involved in the study program are representatives of the information technology industry and teaching staff from other universities, whose experience and knowledge of the current trends in the industry and further direction and perspectives of development are useful and ensure the achievement of the results set for the respective study courses and the study program as a whole.

The teaching staff of the study program also participate in the activities of the international

European mobility Erasmus+ program in foreign universities and companies, improving their professional competencies and perfecting digital and foreign language skills, as a result of which the international experience gained by them increases the self-esteem of the lecturers and motivates them to further promote the development and modernization of the college and the study program.

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	Diploma pielikums_Logistika_no 2024.g.1.sept.docx	Diploma pielikums_Logistika_no 2024.g.1.sept.docx
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	Pielikums_3_1_4_1_info_stud_akreditacijai_ENG_updated.doc	Pielikums_3_1_4_1_info_stud_akreditacijai_2024_upDated.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	3_2_1_1_atbilstiba_valsts_izgl_standartam_en_.docx	3_2_1_1_atbilstiba_valsts_izgl_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)	Pielikums_3_2_1_2_Stud_Progr_kvalifikac_atbilst_prof_standartamENG_.doc	Pielikums_3_2_1_2_Stud_Progr_kvalifikac_atbilst_prof_standartam_.doc
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	3_2_1_3_eng.docx	Pielikums_3_2_1_3_Tabula_norm_regul.pdf
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	3_2_1_4_Kartējums_2024.gads_15_07_EN.xlsx	Pielikums_3_2_1_4_Kartējums_2024.gads_15_07.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	Pielikums_3_2_1_5_Programmas_kuru_plans_EN_2024_UPD.pdf	Pielijums_3_2_1_5_Programmas_kuru_plans_LV_2024_UPD.pdf
Descriptions of the study courses/ modules	Pielikums_3_2_1_7_Study_courses_catalogue_EN_UPD.pdf	Pielikums_3_2_1_6_St_kursu_Katalogs_LV_2024_upd_.pdf
Description of the organisation of the internship of the students (if applicable)	6.2 Organization on internship.7z	Prakses org.2024.7z
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)		