

APPLICATION

Study field "Arts" for assessment

Study field	<i>Arts</i>
Title of the higher education institution	<i>Rīgas Celtniecības koledža</i>
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Self-evaluation report

Study field "Arts"

Riga Building College

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1. Information on the Higher Education Institution/College

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

Riga Building College (RBC) is a professional higher education institution under the supervision of the Ministry of Education and Science, with a professional secondary school as a structural unit.

Riga Building College is one of the oldest educational institutions in Latvia and will be 150 years old in 2022. RBC is the only educational institution in Riga and the Riga region offering professional education in construction at LQF level 4 and LQF level 5. Riga and the Riga region is the territory where the majority of construction projects in Latvia are implemented, as well as the territory where the majority of Latvian construction companies reside and operate.

Riga Building College offers the opportunity to obtain qualifications in construction, architecture and restoration at two levels of education - professional secondary education and short cycle professional higher education, ensuring continuity of education levels over a 7-year period. At the end of each stage, it is possible to enter the labour market as a fully qualified professional in the relevant field.

Latvian Qualifications Framework	Qualifications awarded by the RBC
LQF level 5	<ul style="list-style-type: none">• Building Construction manager• Engineering Construction manager• Architectural technologist• Restorer
LQF level 4	<ul style="list-style-type: none">• Building technician• Finishing work technician• Engineering communication technician• Architectural technician• Restoration technician

RBC is the only educational institution in Latvia offering programmes in architectural technology and applied restoration. The Restoration studies programme is particularly unique. RBC is also the only educational institution in Riga offering qualifications in building construction management and engineering construction management.

Mission - to provide the construction sector with highly skilled professionals - the builders of a modern, people- and environment-friendly living

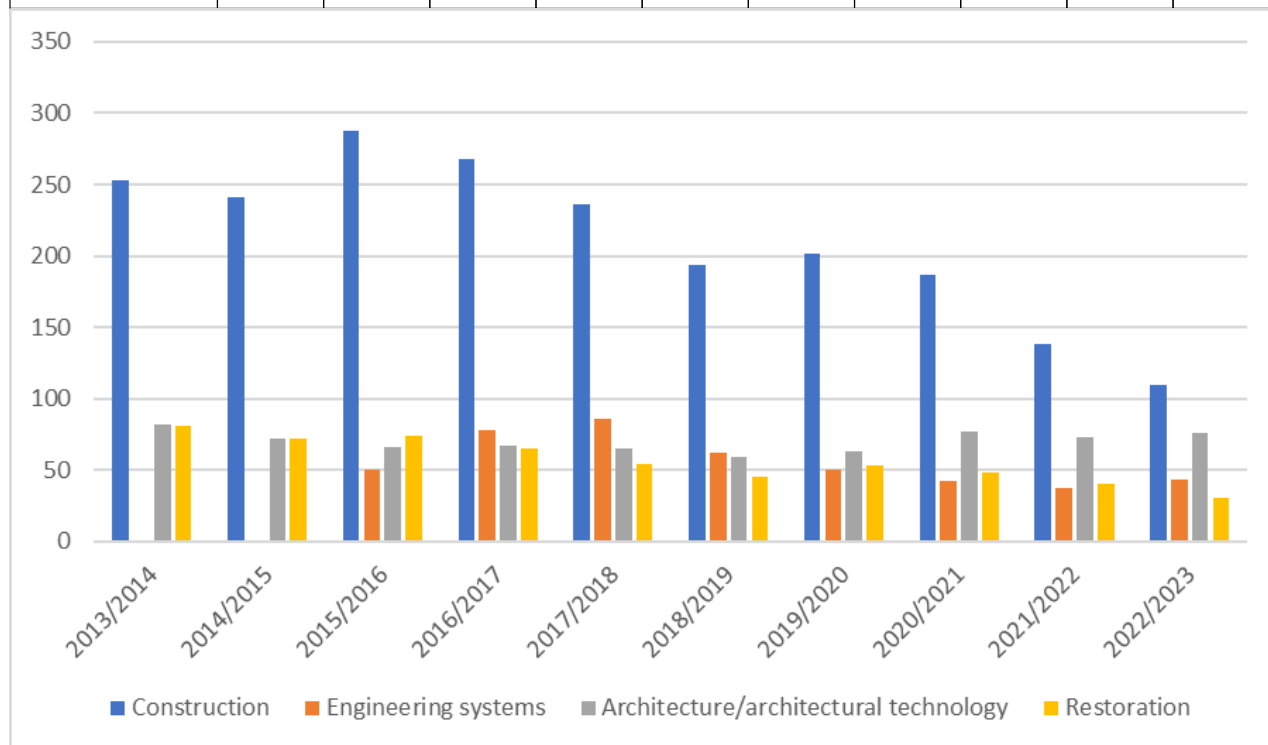
Vision (overarching goal) - A modern, innovation- and growth-oriented, internationally renowned college of construction, architecture and restoration.

The fields of study implemented and the number of study programmes within them:

Field of study	Number of study programmes	Study programmes
Architecture and Construction	3	Architectural technology Construction Engineering systems
Art	1	Restoration

Dynamics of the number of students during the evaluation period (2013 - 2022):

Study programmes	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
Construction	253	241	288	268	236	194	202	187	138	110
Engineering systems	-	-	50	78	86	62	50	42	37	43
Architecture/architectural technology	82	72	66	67	65	59	63	77	73	76
Restoration	81	72	74	65	54	45	53	48	40	31
Total	416	385	478	478	441	360	368	354	288	260



The general demographic situation in the country plays a major role in the changes in the number of applicants, which is beyond the control of the College.

The decrease in the number of students is also due to a gradual decrease in budget places from **292** (2013) to **212** budget places (2022).

Strategic priorities and lines of action:

- modern study facilities and infrastructure;

- high quality study process;
- research;
- development of adult education.

The main objectives of the Development strategy of the College:

- a modern, innovation- and growth-oriented educational institution;
- improving the qualifications and skills of College staff as a continuous process;
- developing new study programmes in partnership with industry and analysing the labour market demand;
- introduction of Building Information Modelling (BIM) as a unifying digital process in all RBC study programmes;
- creating a modern, state-of-the-art infrastructure;
- developing professional qualification programmes for adults with a certain initial level of education. Offer of specific courses for learning technology and skills.

Detail of the strategic objectives figure is given in Annex "1.1. Detailing of strategic objectives.pdf".

[Development and investment strategy of Riga Building College](#) is available on home page.

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 representative, governing and decision-making bodies of the College are the College Council, the Head of the College (Director) and the Internal Audit Committee.

The Council is the collegial management and decision-making body of the College staff. The Council is composed of 13 members: six (47%) representatives of academic staff (the College is their main place of work), the Director, the Deputy Director and two representatives of general staff (30%), and three (23%) representatives of the Student Council.

The Director is the chief executive officer of the College, who exercises the general administrative and economic management of the College and represents the College without any special authority. The Ministry of Education and Science is the College's supreme governing body and decision-making authority in the strategic, financial and economic areas.

The Internal Audit Committee shall be composed of one academic staff representative, one general staff representative and one Student Council representative.

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.

Considering that the mission of the College is to provide the Latvian economy with specialists who are necessary for the industry, who contribute to the competitiveness of the industry, and who are

competitive both in the local labour market and abroad, the College prepares middle level specialists with short cycle professional higher education in construction, architecture, engineering systems and restoration. The aim of the Quality Policy is to contribute to the realisation of the College's mission by setting out the principles that can be used to ensure a consistently high quality of College activities.

In 2012, the College performed inventory and assessment of the internal regulatory enactments and developed a quality management policy and objectives for the College. In 2012, in cooperation with the consulting firm "Zygon Baltic Consulting Latvia", a digitally interactive quality management system (DIQMS) was developed and implemented in accordance with the requirements of the ISO 9001 standard. Quality manager training was undertaken and internal quality auditors were prepared. The quality management system is regularly reviewed, analysed and updated every year to reflect current processes and legislation. The quality management system covers the processes related to the core activity of the RBC - implementation of the study process (core processes), as well as management processes and support processes. Quality management aims to ensure that internal processes are transparent and that activities are carried out in accordance with the regulatory framework. A quality management team is in place, headed by the RBC Quality Manager, the College lawyer, who ensures performance of internal audits of the College. Internal audits have been carried out to check how the processes described are implemented and how they work in practice (Table "Quality measures"). A quality information system is in place.

Internal auditing is regulated by the ["Regulations of the Internal Audit Commission of Riga Building College"](#).

The quality management of the College aims to:

- ensure that the College operates in accordance with ESG and ISO 9001;
- ensure high stakeholder satisfaction with the education implemented by the College and the quality of other services;
- ensure that strategic objectives are met.

In its activities, the College observes:

- the valid, binding regulatory documents governing education;
- binding international regulations, requirements and guidelines, including those of the Bologna Process;
- the European Qualifications Framework;
- ISO 9001;
- standards and guidelines for quality assessment in the European Higher Education Area (Standards and Guidelines for Quality Assurance in the European Higher Education Area, ESG, Brussels, 2015).

To achieve its objectives, the College has set itself the following goals:

- to maintain the quality management system of the College in accordance with the requirements of ISO 9001;
- to ensure that programmes are designed and implemented in accordance with the requirements of sector-specific legislation;
- to involve industry representatives in the design and evaluation of education programmes to ensure a high level of qualification of staff;
- to set realistic and measurable quality objectives each year and regularly monitor their achievement.

The Quality management documentation in the College is divided into three levels:

1. Documentation of basic processes;
2. Documentation of management processes;
3. Documentation of support processes.

The Quality Management System (QMS) of the College has been developed in accordance with the requirements of the internationally recognised and widely used ISO 9001 standard.

Quality measurements

Performance indicators	Frequency of measurements	Place for storing measurements	Person responsible
Staff			
1. Results of staff appraisals	1 x per semester	HR	D. Dindone
2. General staff turnover	1 x per year	HR	S. Razuvaeva
Problem management			
3. Number of problems identified	1 x per month	Quality system management	I. Daģe
4. Number and proportion of problems effectively solved in the total scope of problems	1 x per month	Quality system management	I. Daģe
Academic staff			
5. Number of elected academic staff; Structure of elected academic staff (%) in programmes by degree and position	1 x per year	Study Department	G. Rudzīte
6. Age structure of academic staff (%) by degree and position	1 x per year	Study Department	G. Rudzīte
7. Student to academic staff ratio in programmes	1 x per year	Study Department	G. Rudzīte
8. Number of academic staff in mobility programmes	1 x per semester	International Department	L. Krāģe
9. Academic staff turnover	1 x per year	HR	S. Razuvaeva
Study programmes			

10. Number of accredited study fields/programmes	1 x per year	Departments	Heads of Departments
11. Number and percentage of improvements in study programmes, % of total planned improvements	1 x per year	Study Department	G. Rudzīte
12. Number and % of foreign study programmes in the total number of study programmes	1 x per year	Study Department	G. Rudzīte
Students			
13. Number and structure of students (%) (matriculated, degree or qualification holders, exmatriculated)	1 x per year	Study Department	G. Rudzīte
14. Number of students in mobility programmes and structure (%) (foreign students, ERASMUS+, other)	1 x per semester	International Department	L.Krāģe
15. Number of students in study programmes	1 x per semester	Study Department	G. Rudzīte
16. Students' results in defending qualification work (theses, diploma projects) and applied research	1 x per year	Study Department	G. Rudzīte
17. Number and percentage of graduates employed in the specialty (%)	1 x per year	Departments	Heads of Departments
Resources			
18. Number of library resources (books, methodological tools, databases)	1 x per year	Library	I. Ikauniece
19. Availability of IT resources (number of computers, internet coverage)	1 x per semester	IT Department	U. Timpers
Funding of the study process			
20. Total study programme funding	1 x per year	Accounting	I. Roze
21. Study programme funding per student	1 x per year	Accounting	I. Roze
22. Own revenue in study programme from tuition fees	1 x per year	Accounting	I. Roze

23. Own revenue in study programme from tuition fees per student	1 x per year	Accounting	I. Roze
24. Proportion (%) of total budget financed by local businesses involved to ensure study process	1 x per year	Accounting	I. Roze
25. Proportion (%) of total budget financed by international funding involved to ensure study process	1 x per year	Accounting	I. Roze
Perception indicators	Frequency of measurements	Place for storing measurements	Person responsible
1. Students' opinion on the quality of studies, quality of academic staff (surveys on the quality of study courses and academic staff, on the study programme)	1 x per semester	Departments	Heads of Departments
2. Graduates' views on the quality of their studies (survey)	1 x per year	Departments	Heads of Departments
3. Employers' views on graduates' professional training (survey)	1 x per year	Departments	Heads of Departments

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.	Employers, industry associations, college lecturers and other stakeholders are involved in the development of study programmes. Programmes include planned internship opportunities, including practical training. Study programmes are approved internally by the College Council.
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.	Study programmes are designed in line with the strategic objectives of the College and have clearly defined expected learning outcomes. The College periodically evaluates study programmes to ensure that they are achieving their objectives and that they meet the needs of students and society. Programmes are regularly reviewed with the involvement of students, graduates and industry representatives. As a result, programmes are developed, updated and improved. The results of the evaluation are published on RBC Moodle platform.

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.	Expected learning outcomes are set out in study programmes and study course programmes; Students are familiarised with the teaching, learning and assessment procedures used. Students' study loads and progress are regularly reviewed. The effectiveness of student assessment procedures is identified. Survey and evaluation of the adequacy of the learning environment is ensured once per academic year.
4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	The College ensures the competence of its teachers. Open and fair, transparent recruitment procedures have been established and are maintained. Innovation in teaching methods and the use of new technologies are supported, enabling students to develop their skills.
5.	The higher education institution/ college ensures the collection and analysis of the information on the study achievements of the students, employment of the graduates, satisfaction of the students with the study programme, efficiency of the work of the academic staff, the study funds available, and the disbursements thereof, as well as the key performance indicators of the higher education institution/ college.	Reflected in chapter 2.2.4 of the self-assessment report.
6.	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing their quality assurance systems.	The quality assurance system supports the objectives and directions of the strategy, and cooperation with the industry and other related higher education institutions. Regular evaluation and analysis of the results of qualification work (theses, diploma projects) and applied research takes place.

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 short-cycle vocational higher education study programme, according to the profession standard, is to prepare students for the specific profession. The restorer profession standard is available in Latvian here: <https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-197.pdf>

The aims and objectives of the study programme are in line with the EU Framework for Qualifications in the European Education Area and the European Qualifications Framework (EQF) level 5 ([Regulations on the classification of education in Latvia, Cabinet Regulation No. 322, 13 July 2017 in Latvian](#)).

The aim of the study programme is in line with the mission of Riga Building College – to train theoretically knowledgeable and practically capable specialists for the private and public sectors, emphasising the specificity of Latvia as a member state of the European Union.

The National Cultural Heritage Board has established the Restoration Qualifications Evaluation Council – a public body with the aim of promoting the conservation of tangible cultural heritage, which includes quality research, conservation and restoration.

The Council shall, in accordance with the Procedures for the Evaluation of Restoration Qualifications, establish a system for the evaluation of the qualifications of specialists in restoration specialties not regulated by external legislation:

- restoration of monumental paintings;
- restoration of the easel paintings;
- restoration of monumental decorative sculpture objects;
- restoration of graphic art;
- restoration of manuscripts, documents, books and other paper items;
- restoration of polychrome wood, decorative woodwork;
- restoration of gilding;
- restoration of carpentry products;
- restoration of furniture and other furnishings;
- restoration of ceramics, glass and porcelain;
- restoration of archaeological materials;
- restoration of leather, parchment;
- restoration of textile products;
- restoration of stone and other silicate objects;
- restoration of metal items;
- restoration of organs;
- restoration of works of architecture;
- architectural artistic research;
- physico-chemical and biological studies of cultural heritage sites;
- study of art items and antiquities

The assessment is carried out at the request of the person and is of a recommendatory nature, without prejudice to the person's right to provide services.

<https://www.nkmp.gov.lv/lv/restauratoru-kvalifikacija> (in Latvian)

So the National Cultural Heritage Board lists 19 (!) restoration specialisations, in reality there could be even more.

Unlike the Construction and Architecture sector, the National Cultural Heritage Board has not

carried out market research and forecasts for restoration from the Arts sector, but a survey of its leading workers revealed that:

"In Latvia, restoration is a narrow niche. Among applied art restorers in Latvia, there is a shortage of photography restorers and a shortage of applied object restorers with a broader range of competences. There is an absolute oversupply of restorers of easel work (paintings). Although one gets the impression that the same people work in restoration, the reality is that many graduates of the Art Academy of Latvia do not find a job in a museum, or, unable to secure their private practice, leave the field or use it as a side job.

Paper restorers are in short supply at European level. If you follow the advertisements, they are looking for paper restorers everywhere in the world (archives, museums, libraries). But to enter the European market you need more cooperation, more opportunities, for example, Erasmus+ or other projects, maybe even internships."

Following the situation in the sector in Latvia, it is evident that the majority of restorers who have proven themselves in the profession have graduated from the Riga Building College – it is evident that good specialists are being prepared."

Riga Building College is currently focusing on training restorers specialising in various materials, while also providing insight into the basics of conservation of other materials, which, as the NCHB opinion shows, is necessary in Latvian conditions.

Commenting on the NCHB specialists, it should be noted that photographic restoration is one of the specialisations in paper restoration – paper restorers have an insight into this and one RBC graduate has specialised in this field.

In December 2021, the Latvian Society of Restorers published the study "Dying restoration industries. Practical restoration in Latvia" ("Izmirstošās restaurācijas nozares. Praktiskā restaurācija Latvijā")

<https://www.restauratorubiedriba.lv/sites/default/files/avize/2022-01/Nr88v2.pdf> (in Latvian)

This study found that the distribution of working restorers by age group in the specialities trained by the RBC is relatively even. This means continuing to train young professionals so that there are no problems with generational change in the future. It should be noted that those students who have chosen paper as their specialisation in recent years have found their place in the Latvian labour market practically 100% of the time.

This study highlights the problem that there are very few textile restorers in Latvia. There is a vicious circle in place – the RBC has tried to provide internship opportunities for students interested in textiles (there was a successful cooperation with the Rundāle Palace Museum restorers), but the management of other museums was not very receptive, and Covid-19 introduced its own corrections. There are very limited textile jobs in Latvian museums. Accordingly, these students retrained (e.g. in paper restoration). Despite the difficulties, the study programme also includes the basics of textile conservation and, if students are interested, internship opportunities will be sought.

The study also sees problems in the shortage of young restorers of ceramics, including porcelain and glass. Here the problem is similar: some graduates were given internships and even the opportunity to work on their diploma work in the restoration workshops of the National History Museum, but when jobs actually became available, these graduates had already found other jobs. At RBC, both ceramics and glass technology are included in the "Materials Science – Stone" course and, if interested, internship opportunities are sought outside the college.

At the same time, the RBC sees the need for the future development of a new interdisciplinary

programme, in cooperation with the "Architecture and Construction" field of study, specialising in the training of structure/building restorers, as well as architect-restorers.

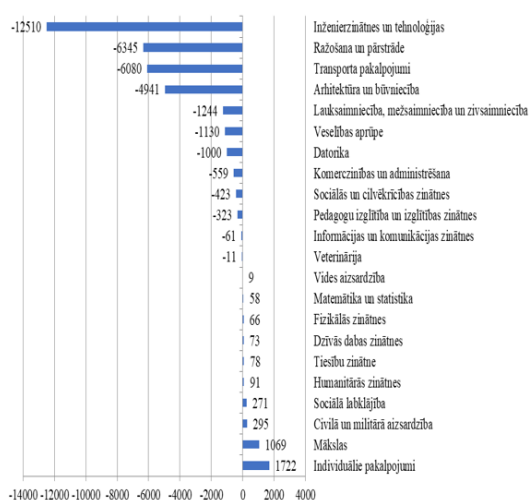
This is also confirmed by the opinion of the National Cultural Heritage Board:

"What is perhaps lacking are building restorers and architect-restorers. There are many architects who remember little of what they have learned in their studies or who do not want to develop further. As the green movement develops, there is a shortage of those who can use and apply traditional building methods, let alone integrate them into modern architecture. The construction sector is similarly short of traditional construction craftsmen. There are quite a few people in the sector who are replacing traditional materials and construction technologies with mass production, influenced by strict building regulations. On the one hand it provides some kind of guarantee, on the other it makes it uniform and does not develop a green course."

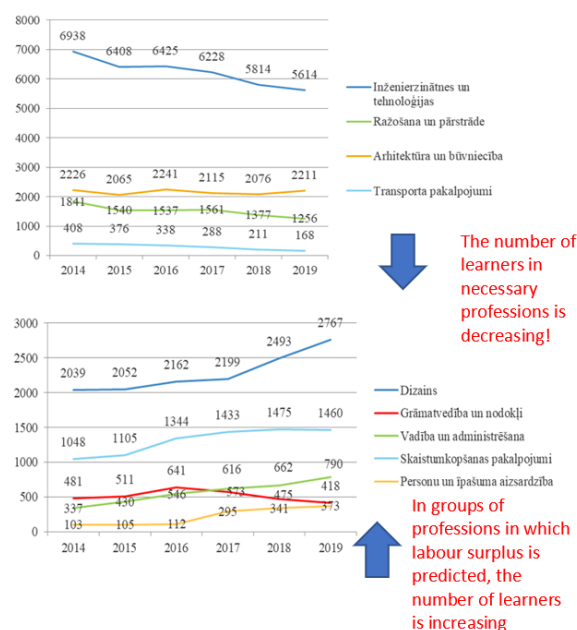
The future development of the "Construction and Architecture" sector is mostly expected by large companies (50%). Medium-sized companies (40.9% of cases) believe that the construction and architecture sector will grow, and the same proportion of companies believe that it will remain at the same level. Small businesses (3.2%) and micro-businesses (1.4%) say that the construction and architecture sector is likely to develop rapidly, while 42% of micro-businesses say that the sector will develop and only slightly more respondents (43.8% of small businesses and 43.4% of micro-businesses) say that the sector will remain at the same level.

Will the required workforce be prepared for the industries?

Labour shortage predicted by the Ministry of Labour in 2025



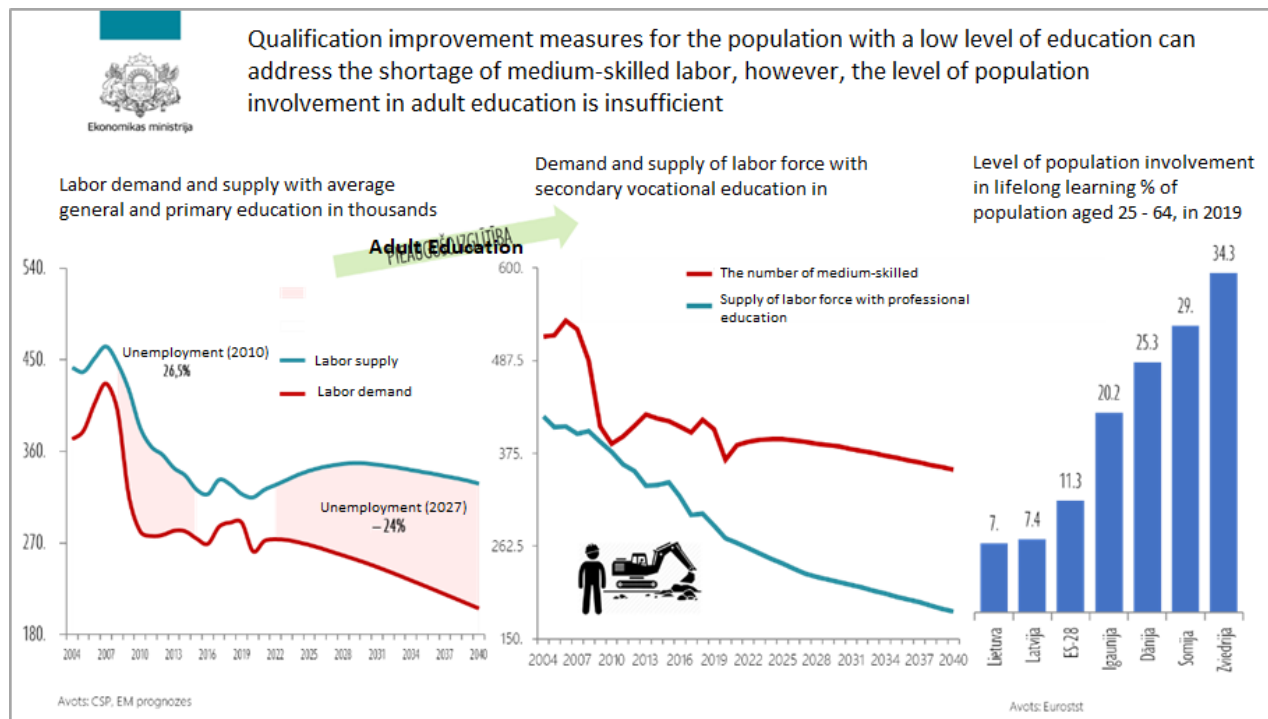
The number of learners in educational program groups



Source: Materials of the Saeima Education, Culture and Science Commission meeting of 9 February 2021, "Results of the State Audit Office audits in the field of professional education_IK.pptx".

The data show that there is a significant labour shortage in the architecture and construction sector (also signalled by companies in the sector), with a projected shortage of 4941 jobs in 2025.

The Ministry of Economy's report reflects the gap in demand between skilled and unskilled workers.



Source: Materials of the meeting of the Saeima Commission for Culture and Science in Education of 9 February 2021, "Ministry of Economy_9_02_2021.pptx".

The shortage of qualified construction managers, architectural technologists, restoration specialists, BIM specialists and building managers is a major shortfall.

The overall global trend is towards increasing labour productivity, efficiency and value added. This is achievable with new, advanced technologies and materials.

RBC has the opportunity to play a leading role in the training and further education of knowledgeable practitioners in the *Latvian restoration* industry. The aim of the study field and the study programme included in it is to provide the Latvian economy with comprehensively trained specialists in the field of restoration and preservation of cultural heritage. The development of the study programme within the field of study is based on the guidelines of the sectoral regulatory directives, as well as the educational policy planning documents.

The prospects of the study programme "Restoration" in Latvia are evidenced by the great interest of local governments, public organisations and private individuals in the restoration of individual items and objects and in various levels of restoration-related consultancy.

The programme integrates competences in business, labour law, professional health and safety, environmental protection and civil protection, which are necessary for further education and development.

The study programme is designed to meet the four main objectives of higher education:

- *personal development* is promoted by the communicative, general education study courses of the study programs, the acquisition of learning and further education skills;
- *development of democratic society* is promoted by creating project groups for solving restoration problems;
- *challenges for science development* are addressed through qualification works (diploma works), course projects and applied research;
- *meeting labour market requirements*, ensuring sustainable development by periodically

revising and updating study courses in line with changes in the labour market. Annual meetings with employers, surveys, employers' participation in the review and defence of qualification theses (dissertations).

Objectives of the study programme:

To provide knowledge, skills and attitudes necessary for professional activity.

To provide graduates with the knowledge and skills to integrate successfully into the labour market and to take on and perform the responsibilities of their profession.

Ensuring the acquisition of up-to-date general knowledge by involving guest lecturers, experts in the field who can share their practical experience.

To design the study process in such a way as to promote students' self-learning and involvement in continuing professional education and qualification development.

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

Strengths:

1. An educational institution with a very long tradition, founded in 1872;
2. The credits awarded by the RBC are in line with the European Union Credit Transfer System and the Diploma Supplement meets the requirements of the European Recognition mark of the Diploma Supplement Label has been received;
3. Relevant and unique study programmes;
4. RBC is the 3rd most recommended college in Latvia by employers "TOP 2020" likta.lv/en;
5. RBC graduates have successfully completed Master's and Doctor's studies in Latvia and abroad;
6. Active participation of the students in the process of study development and representation of their interests in the governing bodies of the College (College Council, Scholarship committee, Audit committee) and in the Latvian Association of Students are ensured;
7. Erasmus+ offers students and graduates an international study and internship experience;
8. College lecturers and staff have the opportunity to embark on teaching or experience exchange mobility to foreign universities;
9. Cooperation agreements with 36 foreign universities in 19 countries;
10. Attracting strong international faculty;
11. College staff and students participate in strategic partnership projects;
12. Modernised library, free access to RTU, LU and NLL repositories;
13. E-learning in the MOODLE platform;
14. RBC is the only educational institution in Latvia that trains stone, paper, metal, furniture and polychrome wood restorers at the professional higher education level;
15. Guest lecturers - professionals in the field - are involved in the study process;

16. Studies are offered to students from different regions of Latvia, as the College has a hostel;
17. Good location - Riga city centre;
18. The professional secondary school of the College promotes interest in studying at the RBC;

Weaknesses:

1. Limited financial and human resources.
2. Lack of competition for advertised academic staff positions.
3. Declining student achievement due to socio-economic conditions.
4. Relatively high number of exmatriculated students.

Opportunities:

1. Long-term labour market projections show an increasing demand for mid-level professionals in the sector.
2. Adult learning is growing in importance, based on the acquisition of new knowledge and skills to upgrade or change qualifications in line with labour market requirements.
3. There are opportunities to develop and commercialise applied research involving potential employers.
4. Participation in international strategic partnership projects with the possibility of joint study programmes.

Threats:

1. Decrease in the number of potential graduates due to demographic situation (low birth rate, emigration).
2. Free education opportunities abroad.
3. Insufficiently grounded and unclear education policy on the place of colleges in higher education.
4. Increasing competition between higher education institutions.
5. Low population incomes - falling demand for tuition fees.
6. Unable to make a living, students drop out when they start working.
7. Low percentage of public funding for higher education and research.

Every year there is a discussion of the weak and strong points, changes, development possibilities and plans of the study direction. In order to obtain a more transparent plan for the development and improvement of the study direction, a SWOT analysis was carried out, which allows evaluating the content and organization of the direction and revealing opportunities for its improvement.

As can be seen in the SWOT analysis, there are several threats from the external environment to the field of study, which negatively affect its competitiveness, for example, the country's demographic and economic situation, a large offer of competitors in Latvia and abroad, and others. But taking into account the opportunities of the external environment and the strengths of the study direction, there are several opportunities to increase the competitiveness of the college at the international level and promote sustainable development.

The strengths of the field of study prevail over the weak, and the weaknesses will be significantly reduced or eliminated by implementing the development plan of the field of study. The opportunities highlighted in the SWOT analysis are more than the possible threats, thus the influence of the external environment can be evaluated positively. The opportunities mentioned in the SWOT analysis will be implemented by developing adult education, establishing an adult education center in the architecture, construction and restoration industry, as well as continuing participation in international Erasmus+ strategic partnership projects.

It will be possible to eliminate weaknesses and threats by continuing to create an international

study environment (guest lecturers from foreign universities, international projects, incoming foreign students, etc.), as a result of which those interested in the direction of study will choose to study at Riga Building College.

Weaknesses will be eliminated, threats will be reduced and opportunities will be used by implementing the development plan of the study area.

Taking into account the strategic goals of the college and the SWOT analysis, a study direction development plan has been drawn up (Appendix: 2.1.2 Development plan for the field of study.pdf).

When developing the development plan of the study area, strategic goals were set, in accordance with The Development and Investment Strategy of Riga Building College for 2021 - 2027.

Four areas are identified as the most important in the study direction development plan:

1. Improving the capacity and quality of the study process;
2. Promotion of cooperation with employers;
3. Continuing cooperation with related higher education institutions in Latvia and abroad;
4. Strengthening of infrastructure, material and technical base and financial capacity.

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 activities of the departments involved in the implementation of the study field "Art" are coordinated by the Department of Restoration.

Structural units involved in providing the study process:	Area of responsibility
Department of Restoration	Coordinates the activity of the structural units involved in the implementation of the "Art" study direction. Organizes and controls the course of qualification work (diploma project and applied research) and defense procedure.
Director of study programme	are responsible for ensuring that the content of study programmes is provided, updating of course descriptions, teaching the relevant courses and preparing self- assessments for accreditation. To identify and collect information from employers on the quality of study programmes and the need for new study programmes. Directors of the study programme are also responsible for managing the methodological work of their study programme.

Study Department	organises the record-keeping of the study process, is responsible for keeping track of students' achievements and final documents. Provides internal information services to students, prepares orders, draws up lecture timetables and makes necessary changes, identifies and collects information from employers on the quality of the study programme and the need for new study programmes, prepares diplomas for issue and monitors the circulation of diplomas.
International Relations Department	organises the engagement of students and lecturers in various international projects (Erasmus+, Nord_land: new insights, etc.), concludes cooperation agreements with foreign universities for students' studies and internships at partner universities and international companies, organises lecturers' lectures at foreign universities and experience exchange trips of the College staff to companies, universities and international professional exhibitions of building materials and construction products.
Management Department	deals with material and technical support.
Human Resource Department	handles employment and company contracts; keeps employee records; familiarises employees with occupational health and safety requirements; organises the secondment of employees for further training, etc.
Internship Department	cooperates with employers in organising student internships at construction sites and architects' offices, provides internship placements, prepares and compiles students' internship documentation.
Library	Use of library resources. Students have opportunities to copy, print, bind, scan materials, work on computers. It is also possible to print large-format color course project, diploma project and poster prints (A1-A0 formats)
Public Relations Officer	Is responsible for the marketing of the study area and performs the public information function.

Academic staff performs teaching, methodological and research work, lectures, conducts seminars and practical classes, accepts examinations, reports, independent works (including control works, etc.), participates in student work reviews, organises consultations, conducts and reviews qualification theses (diploma projects) performs other duties related to the organisation of teaching work.

Lecturers involved in the field of study have the necessary skills to transfer their knowledge and experience to students and to receive feedback on their work. All lecturers are provided with the opportunity to improve their knowledge, participate in advanced training courses, study for a Doctoral degree, develop scientific work and, as part of exchange programmes, engage in internships or lecture abroad and attend professional international exhibitions, write project applications to the State Cultural Capital Fund.

The practical implementation of the programme is supported by the College staff capable of ensuring the functioning of the infrastructure: a computer systems administrator, library staff,

technical staff, workshop and laboratory managers and laboratory technicians.

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.

Application for studies at the College is governed by the "[Admission Rules and Matriculation Procedure at Riga Building College for the Current Academic Year](#)".

The College website provides information about the College activities, study programmes, admission criteria and qualifications. The qualifications are clearly specified and refer to the appropriate framework of qualifications for short cycle professional higher education and are in line with the PQL and the LQF.

Application forms:

- upon submitting documents electronically via the College website: <https://www.rck.lv/par-mums/pieteikties-studijam/>
- Upon sending documents by email **studenti@rck.lv** ;
- upon submitting documents in person

Entry requirements: secondary education.

Riga Building College also recognises non-formal education, which is regulated by the Rules: "[Recognition of competences and prior learning acquired outside formal education or through professional experience](#)". The Rules define the learning outcomes achieved outside formal education, prior learning or professional experience at the RBC, assess and determine their relevance to the study programmes pursued at the RBC; if they meet the relevant requirements of the study programmes pursued at the RBC, recognise them and award credits accordingly.

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

The system of evaluation of students' knowledge, skills and abilities complies with the requirements of the Cabinet of Ministers of the Republic of Latvia (Cabinet Regulations No 141 "[Regulations on the State Standard of First Level Professional Higher Education](#)" (20.03.2001)

The organisation of studies and the procedure for conducting and marking examinations at the RBC are laid down in the "[Regulations of the Studies of Riga Building College](#)".

Study programme are designed to encourage active participation of the students in the learning process. This approach is reflected in the methods used to assess students. Assessors (docents) are

familiar with testing and examination methods and receive support to develop their skills in this area. The assessment criteria and methods for grading are made public. Assessment should show the extent to which the student has achieved the expected learning outcomes. Wherever possible, the assessment shall be carried out by more than one examiner. Assessment follows approved procedures, is applied equally to all students and is consistent. Mutual respect between student and lecturer is promoted and appropriate procedures are in place for student appeals. It analyses whether the learning outcomes and credits for the course are appropriately formulated. Students' views are sought, and changes are made to the wording of learning outcomes where there is a discrepancy.

Study programme and Study course programmes articulate the expected learning outcomes and familiarise students with the teaching, learning and assessment procedures used.

Students are provided with consultations by lecturers, whereof they are informed in the e-learning environment - Moodle, and this information is also posted on the information bulletin board. Both individual and group consultations are organised, both face-to-face and via online platforms: "ZOOM", "MS Teams", "Google Meet", etc. Students have access to lecturers' phones and/or emails, group emails, WhatsApp groups and external email: "Dropbox". Both Google Docs and Dropbox are used for sharing documents. In order to achieve the planned results in the study process, students are familiarised with the learning aims, objectives and expected results, as well as the assessment criteria, when they start their studies at the College and when they start studying each individual study course. Students can see their grades in Moodle. Students' achievements are regularly analysed at the RBC Council meeting, departmental meetings, common meetings of the docents, Student Council meetings and management meetings. The effectiveness of student assessment procedures is established on regular basis.

Students' knowledge is assessed in all types of classes, project work, coursework, internships, lectures, exams and qualification works (diploma projects and applied researches). The defence of the course projects takes place in public in the presence of the respective lecturers and course members.

Employers are involved in the defence, review and evaluation of the qualification work (diploma project and applied research): Representatives of the National Cultural Heritage Administration, the Latvian Society of Restorers, restoration companies, museums, libraries, archives, college staff of the relevant field of study.

The Internal Regulations "[Mutual Obligations and Rights of Riga Building College Lecturers and Students in the Study Process](#)" define the criteria and binding procedures for the evaluation of students' achievements.

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.

Much attention is paid to the development of honesty, the creative use of knowledge, the acquisition of scientific methods of inquiry and independent problem-solving.

In 2019, the RBC signed an agreement with the University of Latvia (in annex, in Latvian only) to join a unified computer- based plagiarism control system, which brings together 17 universities and

two colleges. The system is a set of technical, methodological and organisational elements for checking the work of university students against a set of student work and other documents already accumulated in universities. A representative of the University of Latvia, the coordinator of this system, has given a lecture to an audience of College students and lecturers on the topic "Academic (Dis-)Honesty". Plagiarism control and entry of works into the system is carried out by the librarian in charge. She can log in to the system at any time via a web browser and upload PDFs of the College students' work for examination. It is possible to mark which groups of topics the uploaded works from other universities can be compared with. Access to the system is also granted to the Computer Network Administrator and the Deputy Director for Studies and Research of the College. The qualification works of the College students (diploma projects and applied researches) are entered into the plagiarism control system. A work is considered plagiarised if even one form of plagiarism is detected and proven. The 2019 final papers have already been checked in this joint computer- based plagiarism control system.

The College has included the topic of intellectual property rights and protection in the courses "Legislation" and "Fundamentals of Law".

The obligation to provide references is also explained in the methodological regulations on the formatting of qualification works.

Academic integrity is addressed in two documents: "[Code of Ethics of Riga Building College](#)", and "[Regulations of Studies of Riga Building College](#)".

2.2. Efficiency of the Internal Quality Assurance System

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

The following mechanisms ensure the implementation of the quality management system: student surveys (questionnaires) and analysis;

- student digital surveys (questionnaires) and analysis;
- staff digital questionnaires and analysis;
- internal quality audits;
- annual self-assessment of study programmes;
- the work of the Quality Management Group;
- graduate digital surveys;
- Employers' assessment;
- assessment of external accreditations.

According to the results of the questionnaires, necessary adjustments are made in the content of study courses and in the activities of academic staff.

Students participate in surveys, discussions and evaluate the study process, lecturers, administration and relationships.

Student surveys are one of the forms of cooperation between the RBC administration and students,

in accordance with the internal regulations "[Procedure for conducting student surveys at Riga Building College to evaluate the study process](#)". The survey form is included in the regulations. Student surveys are held once a year, at the end of each study course. The surveys provide feedback on the quality of the courses, students' attitudes and satisfaction.

The questionnaire is posted in Moodle and consists of 18 questions, students' suggestions and comments on the course content, teaching methods and organisation, examination forms, study materials and other aspects.

The student feedback is presented to each lecturer by the study department and the head of the department, and together they analyse their performance evaluation to help improve the quality of their work.

Alongside the student surveys, regular student group meetings are organised with the College Council. They introduce students to the future development of the study process, new study courses and academic staff. The information gathered at the meetings is compiled and analysed.

Adjustments are made to both the content and the delivery of studies, based on both questionnaires and student group meetings. The College management is open and available to students for any questions related to the study process.

The internal evaluation of the college study process allows to evaluate the achieved goals and results in essence.

The main activities that are carried out to achieve the goals and results of the study programs are:

- attracting guest lecturers - practitioners from the restoration industry;
- involvement of foreign guest lecturers in the study process and in the implementation of international cooperation projects (long-term cooperation with HAWK (Hildesheim University of Applied Sciences&Arts) Germany);
- an audit of study program documents was carried out and a plan was developed for changing the content of study courses;
- improving the content of study courses according to modern theoretical principles and development trends of the restoration industry;
- regular review and verification of study programs according to current legislative requirements, as well as adjustment to current labor market requirements, involving employers in the evaluation of study content;
- use of ICT technologies in the study process;
- modernization of the study process and renewal of all kinds of resources.

Riga Building College is the first college in Latvia, the European Education and Culture Executive Agency (EACEA) has awarded the prestigious Certificate of Appreciation to the Diploma Supplement. This shows that RCK successfully organizes work and fits into the higher education space of the European Union, fulfills EU requirements.

Since 2013, the Diploma Supplement Label has been placed in the RCK Diploma supplements.

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

The internal audit of the study programme is obtained by analysing the relevance of the acquired knowledge, skills and professional attitudes to the requirements of the labour market in the restoration sector. Study programmes and study course programmes are regularly reviewed and discussed at departmental meetings, where decisions are taken on measures to improve and enhance the study process.

Quality assurance of the study process:

1. Updating and supplementing of study courses - performed by docents once a year;
2. Checking students' achievement, academic debt control - four times a year;
3. Self-evaluation of the study programme - once a year, prepared and presented by the Director of Study programmes and approved at a meeting of the Council, after which it shall be published on the College website.

The development of the new study programme is in line with the recommendations for the European Higher Education Area, including the three priorities of the Europe 2020 strategy, which are defined as requirements for education: smart, sustainable and inclusive growth - to produce highly qualified professionals who meet international requirements; to develop cutting-edge research; and to integrate into international research projects.

The principles for designing a new study programme are based on: The rationale and relevance of the programme to the field of study and the College strategy; The governance of the study programme; The resources and provision of the programme; The content and delivery mechanism of the study programme; The employment prospects of graduates; The compliance of the study programme with the requirements of regulatory enactments.

The current issues of the programme development and implementation have been discussed with the [Latvian Society of Restorers](#) (in Latvian only) and the [National Cultural Heritage Administration](#) (in Latvian only).

The development of the study program takes place in accordance with the [Procedure for the development of study programmes at RBC](#).

The first step in the development of a study programme included the following set of information: the title of the study programme and professional qualification, the corresponding field of study; the scope, duration, mode and form of the programme; the content and structure of the programme; the objectives and learning outcomes of the programme. The objectives and learning outcomes of the study programme are to provide a set of knowledge, skills and competences in accordance with the European Qualifications Framework (EQF) level descriptions of knowledge, skills and competences. The structure and content of the programme is designed to align the outcomes of the courses with the outcomes of the programme in line with the programme objectives; prior learning requirements; employers involved in the development of the programme; comparisons and opportunities for collaboration with other higher education institutions in Latvia and the EU/world; graduate employability; infrastructure provision; provision of academic staff. A working group was set up to develop the concept of the study programme, comprised of academic and administrative staff, employers and representatives of professional organisations.

After the approval of the study programme concept, the College Council is approving the working group, the head of the working group and the responsible person for the development of the study programme in accordance with the requirements of the existing normative acts, including the Cabinet Regulations on Licensing of Study Programmes and the EQF. The study programme development process involves curriculum development staff, i.e. experts and academic staff for

curriculum development, internship, qualification work, etc. The working group also includes the heads of the library, the Study and the Internship departments, the International Coordinator and the Public Relations Officer.

The working group for the development of the study programme includes experts and consultants from other universities and employers. Academic staff are involved in the development of the study programme for each course of study.

In order to get to know the implementation, content and material and technical provision of related study programs, related study programs in Europe are evaluated.

Related study programmes in Europe and World are assessed to learn about the implementation, content and facilities of related study programmes. The introduction of the study programme at Riga Building College is motivated by the situation of labour market demand and the country's strategic development plans in the areas of economy and education support.

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.

Students have the opportunity to express themselves freely. Students can submit their suggestions and complaints electronically via the e-environment (e-mail) or by placing them in the mailbox located at the Study Department. Formal, written submissions are responded to in writing, in accordance with the requirements of the laws and regulations. Also, through an anonymous student survey, students are given the opportunity to express their opinions, make suggestions for improving the organisation of the study process, and evaluate lecturers. Students can contact the College's lawyer either by application or by appointment. Student complaints and proposals are examined by the Study Department, the relevant department and the group supervisor.

Academic year	Number of complaints lodged
2012/2013	1.
2013/2014	-
2014/2015	-
2015/2016	3
2016/2017	-
2017/2018	-
2018/2019	-

2019/2020	-
2020/2021	2

The procedure for submitting and reviewing complaints and appeals is stipulated in the Regulations "[Procedure for Submitting and Reviewing Proposals and Complaints of Riga Building College Students](#)", which was updated on October 22, 2014, and is available on the College website.

Regular evaluation and consideration of students' complaints, proposals and suggestions show the desired development paths of the college (students, faculty, staff, technical and methodological facilities) based on internal reserves and needs.

The student has the right: in cases of disagreements and conflicts, to address suggestions, claims and complaints in the following order:

1. initially with the curator of the group;
2. if the matter is not resolved, the person concerned has the right to appeal to the head of the concerned department (the programme director and/or the head of the Study Department);
3. if the issue is not resolved or is not being addressed at the level of the Heads of Departments, the matter may be taken up with the Deputy Director of for Studies and Research and/or the Director;
4. The student may request that the College Ethics Committee investigate the complaint.

In addition to the procedures set out in the regulatory documents, students are encouraged to approach any member of the College's academic, administrative or technical staff to provide feedback on the quality of their studies and to seek appropriate solutions. College staff also reach out to students, organising meetings with them to find out what improvements they want. Once a year, the RBC Council meets with the Student Council.

The decision on the outcome of the complaint or proposal shall be in writing and notified to the complainant within one month of the date of receipt of the complaint. The decision is sent to the email or postal address provided in the application. For example, a student complains to the programme director about the actions of a member of staff. In this case, the programme director will have a discussion with the member of staff concerned. After the discussion, the Programme Director informs the student (in writing or verbally) about the discussion and asks him/her to report it immediately in case similar situations arise again.

A deadline is set for the execution of the decision and its execution is monitored.

In 2015, a third-year student of the study programme "Restoration" lodged a complaint with the State Education Quality Service. Before that, her complaint about the lecturer of the study course "Materials and surveying of building parts" I. Heinrihsone was examined in the order listed above, including in the College's Ethics Commission. The complaint was about the lecturer's publicly offensive and unequal treatment of students, as well as her inconsistent and non-transparent evaluation system and criteria. The lecturer is an authority in her field, with a wealth of invaluable knowledge and experience, so we looked into the situation in particular, but were met with a categorical attitude from both sides. We have to admit that there have been several conflicts with this lecturer among students, including complaints about her improper behaviour, specific and incomprehensible assignments, and disregard for the content of the course curriculum. At all levels of the College, discussions were held with the lecturer, the course curriculum, evaluation criteria and the results to be achieved were updated. She was encouraged to maintain good relations with the students and stick to the programme. As a result, all students were able to meet their

commitments before defending their thesis. Many students highly appreciated I. Heinrihsone's contribution to their professional development. All conflict situations were discussed and analysed with I. Heinrihsone. Despite the fact that the lecturer is a valuable specialist in the field of restoration and some students appreciated her classes, conflicts and complaints led to the search of her replacement. Now, for the second academic year, the course is taught by a different lecturer.

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.

Statistical data of the college is collected in accordance with the regulations of the Cabinet of Ministers of May 2, 2006 no. 348 "Procedure in which universities and colleges submit information about their activities to the Ministry of Education and Science".

For the improvement of the field of study, the main statistical data used are the number of students, i.e. enrolled students, exmatriculated students, analysing separately each exmatriculation item, e.g. academic debts, tuition fee debt, non-completion of the study programme, at own will, etc.

Compliance of the study programme with Part 1 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

Surveys of students, employers, graduates and academic staff are organized:

- Student surveys: organisation of the study process, living conditions, administration activities, evaluation of lecturers.
- Employer surveys - assessment of the knowledge and skills acquired by students.

Employers' feedback is available at the RBC.

- Graduate surveys - application of education, job opportunities in specialisation.
- Academic staff surveys - study process, administration work.

The activities of the Student Self-Government are based on the "[Regulations of the Student Self-Government of Riga Building College](#)".

Staff meetings are convened twice a year by the Director, while management meetings are held weekly (Mondays).

Employer surveys are carried out once a year for a particular study programme. The results of the Employer survey and feedback are used to improve and add to the study programme, make changes to the content of individual study courses and for the management of internships.

An integral part of quality assurance is the annual self-evaluation of the field of study/programme, prepared by the director of the study program and the head of the department, in cooperation with the self-evaluation committee of the field of study/programme.

When collecting, storing and processing data of natural persons, Riga Building College shall comply with the following data protection principles:

- collect and aggregate personal data only for specific, explicit and legitimate purposes and

- process them only in the manner and to the extent provided for by the laws and regulations;
- collect, process and aggregate only the personal data that are necessary for specific purposes or to meet requirements under laws and regulations;
- personal data allowing identification of the data subject shall be retained for no longer than necessary for the purposes for which the personal data were collected and processed;
- after the expiry of the period for collecting or storing the personal data, the RBC shall destroy the data media, securing them against any possibility of data leakage;
- take appropriate technical and organisational measures to ensure protection of the personal data against unauthorised or unlawful processing, accidental loss, damage and destruction;
- abstain from processing personal data without a specific purpose or transfer them to other organisations, institutions, individuals or foreign countries without secure, adequate protection and a lawful basis for processing.

The RBC processes personal data in compliance with confidentiality requirements and ensuring the security of personal data held by the university. The RBC uses various security measures to prevent unauthorised access to, disclosure of, or other inappropriate processing of personal data. Employees who have access to personal data are trained to handle it in accordance with the requirements set out in the regulatory enactments (computer network administrator Uldis Timpers has completed the Data Protection Training Course).

The Personal Data Protection Officer, appointed by the Director's order, oversees the protection and processing of personal data at the RBC and is responsible for informing and advising staff and students on data protection and for ensuring compliance with the principles of personal data protection. The College has Internal Rules in place from 2020: "[Privacy Policy of the Riga Building College](#)" (in Latvian only) and Internal Rules "[Regulations on Protection of Records Data of Riga Building College Students](#)".

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

The person responsible for entering information and compliance with the information in the State Education Information System (VIIS) is the Head of the Study Department Gunta Rudzīte. The directors of the respective study programmes and the public relations specialist Vineta Vaska are responsible for [the information about the study programmes implemented in the field of study posted on the website](#), the ICT specialist Maksims Kazakovs is responsible for entering the information into the E-platform, the technical input of information into [the College website](#) is carried out by ICT specialist Valters Ločmelis. Svetlana Razuvaeva, HR Specialist, is responsible for updating the information in the Register of Academic Staff.

2.3. Resources and Provision of the Study Field

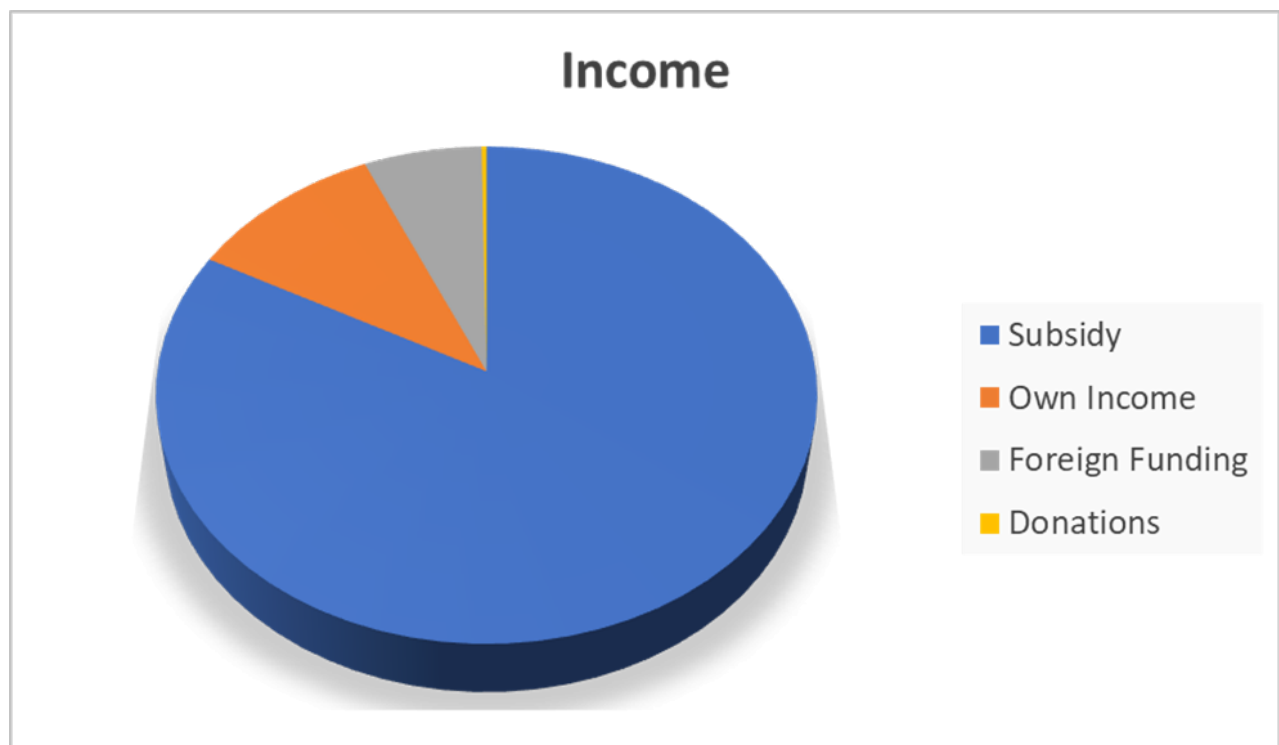
2.3.1. Provide information on the system developed by the higher education institution/

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 RBC uses both the state budget subsidy and its own income to ensure the study process.

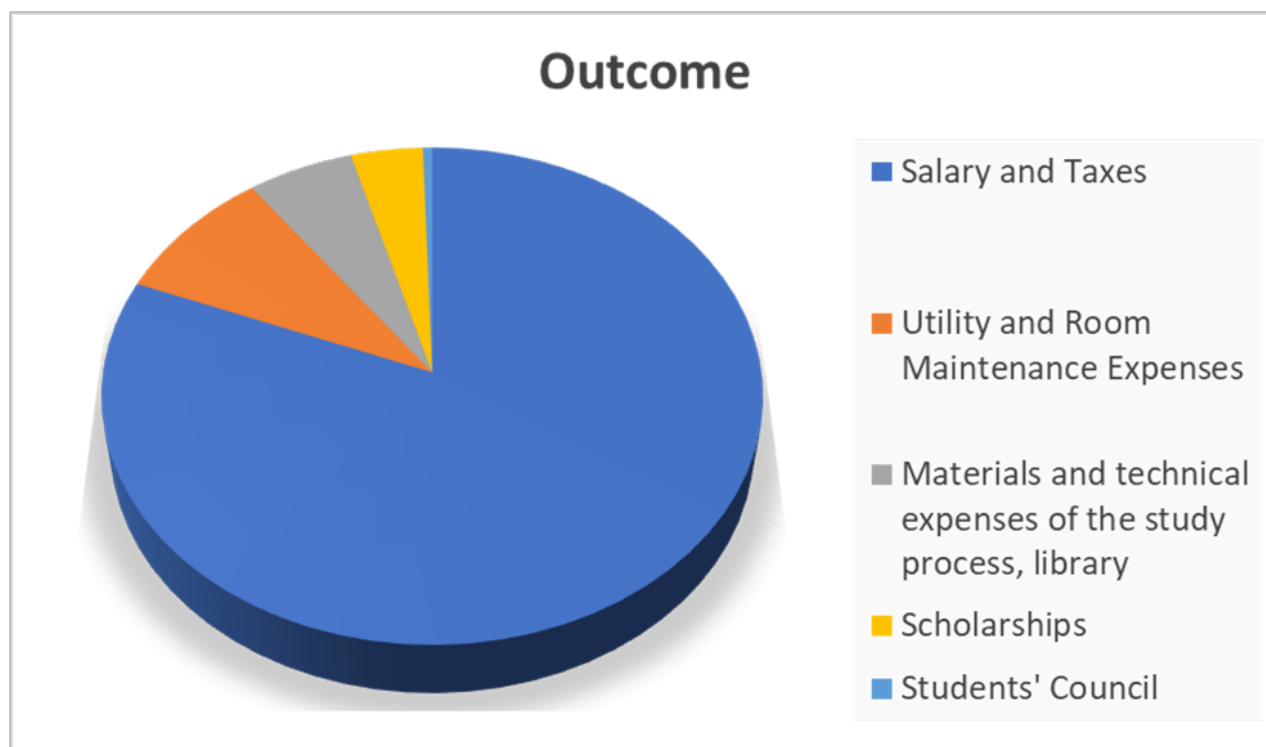
Revenue is made up of:

- State budget subsidy - 82.88%
- Own revenue from tuition fee - 10.54%
- Foreign financial assistance (EU structural funds, Erasmus+) - 6.33%
- Other services (Hostel, room rental, donations, etc.) - 0.26%



The main expenditure items are:

- Staff remuneration (corresponding to Cabinet of Ministers Regulation No 445 of 05.07.2016 "Regulations Regarding Remuneration of Teachers") and taxes - 81.06%
- Maintenance and utilities of premises - 9.03%
- Material and technical expenses for the study process, library - 5.85%
- Scholarships - 3.86%
- Financial resources for Student Council, in accordance with Section 53 of the Law on Higher Education, amounting to one two-hundredth of the annual budget of the College.



The main source of funding for the study programmes of the College is the state budget subsidy.

An analysis of the funding and available resources is carried out annually, identifying current needs and planning the long-term investment required. To achieve this, every year the College management meets with lecturers and directors of study programmes to discuss the results achieved during the previous academic year and to prioritise the needs of the study areas for the next phase.

The implementation of international projects and the availability of funds not only contribute to the quality of processes, the improvement of study programme content and the qualification of the College staff, but also have an impact on the financial stability of the College and ensure additional financial availability for activities.

The tuition fee and other fees related to the study process are set out in the Cabinet of Ministers Regulation No. 171 of 18.03.2021 "[Price List of Fee Services of Colleges Subordinated to the Ministry of Education and Science](#)" (in Latvian only).

A Study Contract is concluded with each student for budget-funded education or on a fee basis, with the student being charged tuition fees for the entire period of study. The base cost per student is EUR 1630.11 The social security cost per study place is EUR 265.50 The tuition fee for all study programmes is EUR 1600.00 per year.

The use of financial resources is regularly monitored. "*Procedures for the keeping and organisation of accounting records at Riga Building College*" was approved on 1 December 2010, which is updated annually.

Accounting controls involve methods and techniques for controlling:

preservation of the College assets;

recording economic transactions in accordance with the requirements of laws and regulations and internal rules of procedure.

All buildings and structures used by the RBC are the property of the MoES.

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 Restoration programme requires students to be familiar with a wide range of materials, both historical and contemporary. Be familiar with the methods used to determine the properties of these materials and be able to interpret the data obtained. Students must be able to choose the most gentle methodology, the most compatible materials and the tools to be used.

Unfortunately, at the moment, restoration specialists rely more on the recommendations of suppliers of restoration materials. However, the restorer is responsible for the conservation of the cultural heritage and for the compositions used, and must be able to check the suitability of the restoration products chosen.

On 23 August 2017 Riga Building College signed a contract with the Central Financing and Contracting Agency for ERDF project "Modernisation of the laboratory for testing the properties of construction materials" (project No 8.1.4.0/17/I/006). The project implementation period is 24 months, that is, until 31 July 2019.

The aim of the project is to improve the study environment of STEM programs at the Riga Building College (RBC) – to modernize the building materials laboratory, equipping it with modern equipment for testing the properties of building materials, inventory and computer equipment suitable for effective training of students in working with specific computer programs used in construction – BIM technologies.

Total project costs – EUR 330 206 (in accordance with the Cabinet of Ministers No.533 of 09.08.2016, point No.16.8), including ERDF funding – 85% or EUR 280 675.10 and Latvian state budget funding – 15% or EUR 49 530.90.

The most important equipment purchased within the mentioned project:

- *computer hardware – 13 processors and computers for BIM technologies*
- *programmable mortar mixer;*
- *concrete mixer;*
- *water baths for concrete samples;*
- *two climate control chambers for testing materials during cycling in different conditions;*
- *construction material saw;*
- *two drying oven;*
- *vibrating table for compacting concrete and mortar into moulds,*
- *concrete and mortar forms of different sizes,*
- *various mortar and concrete consistency testing equipment;*
- *concrete air content meter;*
- *reinforced concrete protective layer thickness and rebar diameter meter;*
- *sieve kits for granulometry of minerals and a sieve shaker,*
- *measuring instruments for determining the bulk density of bulk mineral materials,*
- *equipment for determining the properties of bituminized mixtures – Engler viscometer, penetrometer, ring and ball apparatus, flash point determination equipment;*
- *equipment for determining the properties of metal reinforcement – metal tensile testing equipment,*

- *metal hardness tester - Brinell device,*
- *two stereo microscopes with documentation capabilities, with magnification up to 40x, one of which is portable;*
- *stone purification devices with water and steam,*
- *weighing scales in various ranges, as well as scales for hydrostatic weighing,*
- *for testing the mechanical properties of the press - compressive and flexural strength of presses in different ranges - 15...300 KN and up to 2000 KN;*
- *non-destructive strength measuring equipment - Schmidt hammers for materials of different strengths;*
- *ultrasonic wave concrete penetration velocity detection equipment;*
- *equipment for determining the start and end of binding of binders (Vicat apparatus);*
- *thermograph - thermal camera to measure heat distribution and losses;*
- *laser range finders;*
- *digital thermometers and hygrometers;*
- *Beldorni hammer;*
- *Proctor set for measuring soil compaction;*
- *samples of construction materials.*

As a result, from January 2019, the learning process for students of construction, architectural technology and restoration has been supplemented with laboratory work and modern equipment in beautiful, bright rooms renovated at the College's own expense. Restoration students, especially those who have chosen natural and artificial stone materials as their specialisation, thus have a wider range of research opportunities and a greater opportunity to test the properties, compatibility, and effects of restoration tools on both the historical materials and materials used in restoration. It should be noted that some of the equipment, when not used for laboratory work, is also used for practical restoration work on other materials (e.g., polychrome wood, metal, etc.) for students (e.g., stereo microscopes).

Other restoration workshops are partly outdated, but have been updated with newer equipment within the limited financial possibilities, some workshops have been renovated and the ventilation facilities have been improved.

Workshop equipment includes:

Inventory	Pieces
Cameras (Digital SLR camera CANON EOS-700D, Canon EOS 750D, etc.)	5
Aluminium tripod kit	
Projector	2
Microscope	4
USB Digital Microscope	

Binocular glasses with backlight	
LED/ProLight projector with stand	8
Circular saw	
Sharpening machine	
Sharpening accessories and template set	
Automatic cordless screwdriver	
Bench grinder	
Grinding machine (hand, belt, angle)	4
Grinder module	
Grinding table set	2
Electric planer	
Planing machine with broach	
S 630s thickness planer	
Planing bench	10
Tilting spindle moulding saw with mobile chip extractor	1
Milling cutters (TFS-100/30, sets, cantilever, mod.FS-4, surface milling cutter, milling cutter set for doors, for installing seals RA17D, pin)	23
Air compressor	2
Drill (horizontal, stationary, hand)	4

Woodworking machine mod.SF-H	
Paint stripper	
Floor lamp (daylight) LST3/4*18/E/UV	
Bactericidal lamp on stand NBV2x30P	
Band saw	4
Universal band saw with table	
Jigsaw	2
Universal plunge saw	
Carpenters' hand circular saw	
Fret saw	
Electric chain saw	
Jig saw	
Lathe with copying mechanism	
Sliding table	
Grinding machine (orbital; eccentric; two-wheel)	3
Modular system workbench	
Multifunctional table	
Fume cupboard 1230*600*H2100mm	

Dust extractor	
Vacuum cleaner	2
WD 5 Premium wet/dry vacuum cleaner	
Shavings exhauster	4
Spray tower	
Iron	
Carving chisel sets (12 pcs. Pfeil; 20 pcs.; 18 pcs.)	
Pallet trolley PU 2500kg	
Boiler 50L	
Planing bench	7
Portable gas welding machine	
Electronic scales (01g/500g)	6
4 in 1 Multiparameter Meter	10
Lamp with magnifying glass 127mm/5D	2
Digital waxer WAXER ACCU230V	

In 2017, within the ERDF "Modernisation of the laboratory for testing the properties of construction materials" (project No 8.1.4.0/17/I/006) project, if additional funding was available, the establishment of a paper restoration laboratory was also planned, but, unfortunately, such an opportunity did not arise. It involved the purchase of the following equipment and facilities:

No.	Unit name	Use/description
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A.	Paper materials research, conservation and restoration laboratory	
1.	Workbenches and surfaces	Surface for various processes, demonstration, laboratory equipment
2.	Teflon or plexiglass water bath	Restoration wet processes – washing, deacidification, deburring, removing buildups
3.	Light table	For backing, loss infilling, merging of individual fragments
4.	Mechanical presses	For pressing restored objects
5.	Dust bench and filter set	Dusting of dirty, dusty materials before conservation and restoration work begins
6.	Bactericidal lamps	For disinfection of objects contaminated with micro-organisms, air purification, disinfection
7.	Microscope	For various types of analysis, e.g. identification of the contents of the paper pulp
8.	Refrigerator	For storing solutions and adhesives needed for restoration
9.	Laboratory scales (2 decimal places)	For the preparation of buffer solutions, adhesives
10.	Digital microscope	For surface surveys, technical clarification
11.	Computer, printer	For work with a digital microscope, documenting restoration, creating and using a database
12.	Camera	For photo documentation
13.	Work lamps with magnifying glasses	All types of conservation and restoration work
14.	Water filter system	Filtered water is needed for handling paper, making adhesives, deacidification – neither distilled nor tap water is suitable
15.	Water distiller	For the production of distilled water, for the preparation of buffer solutions, for pH determination
16.	Vacuum table, suitable for wet processing	For restoration work with flowing inscriptions, texts
17.	Adjustable vacuum cleaners	For dusting and cleaning objects

18.	Washbasin with eye shower and water mixer	For providing first aid – in case of small objects, chemicals getting into the eyes
19.	Metal cabinets, shelves and drawers	Storage of materials, chemicals needed for work
20.	Fume cupboard	For work with corrosive substances
21.	An electric stove	For the preparation of adhesives and other solutions
22.	Minor laboratory equipment	Various brushes, spatulas, metal rulers, bone folders
23.	Looms, clamps	For binding and sewing books
24.	Water heater	For washing laboratory utensils, hands
25.	Japanese paper	For backing, loss infilling
26.	Auxiliary materials	Various polyester and other specialised materials suitable for restoration processes – handling fragile objects, remote humidification, backing, drying, pressing
27.	Cartons, papers, leather cloths	For restoration and preservation work, pressing, binding
28.	Laboratory containers	Containers of different volumes and characteristics, baths
29.	UV lamp	For surface and compositional analyses of objects, e.g. detection of glowing texts, detection of optical brighteners
30.	Daylight lamps	For room lighting
31.	Irons with changeable tips	Special for various small preservation and restoration works
32.	Vapour, moisture extractor	Stationary over the bath for reducing humidity
33.	Table-top extractor filter sets	To reduce concentrations of harmful substances, dusts, when working with individual, specific objects
34.	Humidity and temperature meter	For climate control, reducing the risk of damage to objects
35.	Light meter	To control the effects of light on objects
36.	Paper moisture meter	For control of moisture in the paper
37.	Paper roll holders	For storage and easy use paper, Japanese paper, leather cloth

38.	Guillotine	For precision cutting
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Currently, students who have chosen paper restoration are taught material science, restoration technology and practice using the facilities of the National Archives of Latvia and the National Library of Latvia.

The following material and technical facilities are available for the provision of study programmes at the RBC:

- *projectors and screens;*
- *dedicated interactive whiteboards*
- *copiers;*
- *printers;*
- *scanners;*
- *document binding and laminating machines;*
- *foam cutter for making models;*
- *acoustic systems and sound amplifiers, video and still cameras.*

Four classrooms equipped with ICT for study work, lectures, presentations:

Computer	Pentium i3, 8Gb RAM, 500Gb SSD	110 pcs.
Monitor	21" LCD monitor	110 pcs.
Video projector	Epson/Benq/Infocys/Sony	35 pcs.

IT equipment:

Name	Total	Over 5 y.o.
Computer kits	157	47
Interactive whiteboards	7	3
Interactive displays	4	
Laptops	13	5
Operating system Windows 7	40	
Operating system Windows 10	75	
Operating system Windows Server 2016	1	
Office Professional 2013	60	
Office Professional 2016	3	

Office Professional 2019	80	
Tildes Birojs 2019	10	
Microsoft Project 2019	15	
AutoCAD 2020	80	
Revit 2020	80	
Photoshop cc2019	15	
Antivirus ESET Nod 32	60	
Microsoft Visio	30	

The College regularly improves the quality of its physical resources and increases the amount of resources available according to development priorities, which in turn depend on the demands of education and the labour market.

Students and teaching staff have the right to use the College's facilities, inventory, equipment and teaching aids for the purposes and tasks for which they are intended. Students and employees can use the equipment offered by the College also outside the College premises for several days by signing a contract with the specific materially responsible person.

The College offers library resources to students, staff and other interested parties. Almost all courses have literature available for home use, with an increasing proportion in English. The library offers copying, printing, scanning, binding and laminating services. College resources are available to both students and staff after classes have finished. Students also like to make use of the college's late-night availability, or sometimes, when working on a final thesis (diploma work), students are on the college premises at night, with permission from the relevant programme director.

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.

Riga Building College Library is a structural unit of RBC, registered in the Register of Libraries on 6 September 2004 under registration number BLB1703.

The total area of the library is 300 m² with 50 workplaces (reading room, subscription, 2 storage

rooms with free access to the collection) 5 computers for users, scanner, multifunctional machine with the possibility of printing, copying, scanning (Cabinet Regulation No 171 of 18 March 2021 "Paid services provided by the RBC").

The library was accredited on 16 May 2017 (re-accredited), in 2012 - for the first time, and has been granted the status of a library of local significance. The library's task is to provide information resources for the study process. The library has joined the national unified library information system and performs library processes within the automated information system SKOLU ALISE.

RFID security system has been installed in the library.

Library opening hours is adjusted to the demand:

Monday, Wednesday 9:00 -17:00

Tuesday, Thursday 9:00 - 18:30

Friday 9:00 -16:00

Information about library resources, the latest books, opening hours and library rules is available on [the RBC website](#).

RBC Library electronic catalogue available on [public web site biblioteka.lv](#)

The library's collection has an average of 20 000 items (EUR 80635,-), including books, periodicals (about 500 items in architecture and design journals) and student Qualification work (Diploma project) (unpublished materials).

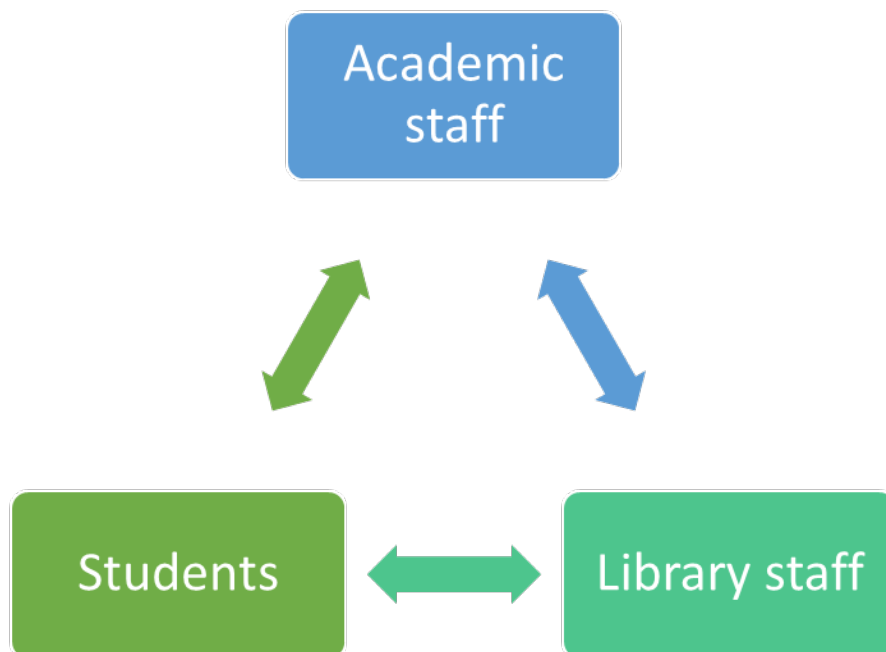
The library has a collection of "Construction and architecture magazines published in Latvia since 1997".

The library offers literature in English, German, Russian, Latvian.

Every year, the RBC library statistics are submitted to the Latvian Culture Map.

Cultural data [www.kulturasdati.lv](#) (in Latvian)

The library's collection is enriched by researching the print and electronic resources needed for the study programmes, by cooperation between the library and the faculty staff, and by deciding on the purchase of new titles. Each year, funding is planned for the purchase of books, and information on construction, architecture and restoration is regularly researched:



www.lgramata.lv,

www.jr.lv

www.kriso.lv,

Offer of the National Library of Latvia:

www.primo.lv

<https://enciklopedija.lv>

<https://lnb.lv/lv/nozaru-celvedis/arhit>

<https://lnb.lv/lv/digitala-biblioteka>

<https://lnb.lv/lv/latvijas-jaunakas-gramatas>

The national bibliographic analytical database "Architecture and Construction" created by the RTU Library is useful for students for various research purposes.

Library staff can provide professional assistance in searching the resources of the National Library of Latvia, as they have attended courses and seminars organised by the National Library.

A seminar on "Information Searching in the NLL Resources" was organised at the College with the participation of a consultant from the National Library of Latvia. It sparked interest in the students.

The College does not subscribe to large databases, which require large funds, but makes maximum use of the resources offered by the National Library of Latvia, RTU, and the RBC library collection, which is regularly updated with current publications, following the various types of offers and opportunities.

Publishing house representatives provide information on publications (architecture, construction) to the library's e-mail, and advertising offers can be found in special magazines.

Information is sought from various internet resources, e.g. <https://openresearchlibrary.org/home>

<https://taylorandfrancis.com>

The library's collection is also built up by researching the various databases.

A contract has been signed with the National Library of Latvia for the use of the collective catalogue of eight libraries (Interlibrary Loan, SBA) and the possibility of ordering books for temporary use. The RBC library, in cooperation with the lecturers, has ordered books in this way from both the NLL and RTU libraries.

The library holds students' applied research in paper format:

Study programme	Qualification work (Diploma project)	Applied research	Restoration passports	Year
Restoration	14	225	84	2003-2021
Architecture	13	64		2018-2019
Building science	83			2018-2019
Engineering systems	28			2018-2019

The RBC Qualification work (Diploma project) database is planned to be set up.

RSC subscribes to the database www.letonika.lv

RBC has concluded a contract for online subscription to the Latvian Standards Collection www.lvs.lv available chapters 01,91,93

- 01 general principles, terminology, standardisation, drafting, documentation
- 92 building materials and construction
- 93 civil engineering

If necessary, an electronic version of the standard licences is purchased (64 items purchased).

In 2021, loan agreements were concluded with the VISC for access rights to digital learning resources:

- 10 copies of "Woodworking technologies"
- 3 copies of "Roads and Civil Engineering"

Information posted on the website, sent to teachers' e-mails.

The library has an independent exhibition "Riga Building College during the Turns of Eras", which is regularly updated with publications about the College, student and lecturer achievements. The material is being compiled and will be available electronically at the College website under "Publicity".

The library staff regularly follows the latest developments in the field, attends courses, seminars, cooperates with Latvian and foreign libraries, gaining new experience that helps in their daily work.

Library staff visited the libraries of partner universities abroad as part of the ERASMUS+ programme:

In 2016 - POLIS University Library of Tirana (Albania)

In 2018 - University Library Pardubice (Czech Republic)

In 2018 - University Library of La Coruna (Spain)

In 2019 - Balkan International University Library (Northern Macedonia)

In 2019 - University Library of Murcia (Spain)

In 2021 - Kaunas University of Applied Sciences Library (Lithuania)

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.

Riga Building College uses the Moodle platform in its learning process. Lecture materials, methodological materials, course programmes, assignments for independent work, surveys and tests are posted here. Lecturers post assignments on Moodle for students to complete and submit. Students can see their grades in Moodle.

Microsoft Office 365 capabilities are also used. All lecturers and students have Office 365 accounts with personalised emails. Office 365 Outlook email is used for communication, Microsoft Teams platform for online lectures, OneDrive cloud storage for files, Forms for surveys. All the other Office 365 features are also widely used, such as Word, Excel, etc.

The College has a common authorization with Moodle and Office 365. Therefore, when logging in to Moodle, we also log in to Office 365.

The epidemiological emergency has facilitated the use of various online platforms for distance learning.

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.

Selection and recruitment of lecturers of the College is carried out in accordance with the "[Regulations on Academic and Administrative Positions of Riga Building College](#)".

On the basis of these Regulations, the number of academic staff posts in the College shall be determined in order to meet the requirements of the Law on Higher Education Institutions. Vacant academic posts are advertised in an open competition by publishing a notice in the newspaper Latvijas Vēstnesis and on the College website.

A person with a Doctorate or Master's degree may be elected to academic posts.

Taking into account the need to acquire practical skills and knowledge in the profile subjects of professional study programmes, the position of docent, lecturer and assistant may be held by a person with higher education without a scientific degree, provided that he/she has the relevant practical work experience for the relevant subject:

The main tasks of the docent are:

carrying out research, projects, organisational and social work, giving lectures, conducting study classes within the approved scope of the study unit, and organising examinations and tests in your study programme.

The main tasks of the lecturer are:

methodological, statistical and analytical work in own and related study programmes, lecturing, conducting study classes within the approved scope of the study part, as well as organising examinations and tests in own study programme.

Elections of academic staff shall be held by secret ballot at a meeting of the College Council. Academic staff are elected for six-year terms.

In the event of a vacancy or temporary vacancy in an academic post at the College, the College Council may decide not to open a competition but to recruit guest docents or guest lecturers for a period of up to two years, who shall have exactly the same rights, duties and remuneration as elected docents and lecturers. For certain courses, the College contracts with guest lecturers and guest docents to carry out specific work.

Academic staff carry out teaching, methodological and research work. As part of his/her teaching work, he/she lectures, conducts seminars, practical classes and laboratory work, accepts examinations, checks independent work, organises consultations, conducts and reviews qualification work, performs other duties related to the organisation of teaching work.

The academic staff involved in the study process are mostly professionals with extensive practical experience.

The College aims to improve the recruitment of academic staff in the coming years. Create a transparent and high quality recruitment system to select the most suitable candidates.

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.

A performance-based remuneration system for staff is in place, which allows evaluating the quality of staff performance and motivate staff to regularly improve their professional qualifications, participate in research and international projects.

Staff are motivated to acquire the skills to work with the latest information and communication technologies and modern learning technologies needed for their professional duties.

Activities that have taken place:

- A study on the quality of teachers' work is carried out, and evaluation criteria are analysed and improved to identify weaknesses and hidden strengths.

- Staff views are identified and summarized so that they can be used as one of the grounds for change and innovation.
- An internal quality evaluation committee was set up to develop criteria for improving teachers' pay in line with the results of the quality evaluation of teaching work, to ensure the integration of research work into the study course programmes.
- Evaluation of the work of faculty staff and employees according to the criteria set out in the internal rules on remuneration: conducting applied research, participation in seminars, professional development courses, exchange trips, participation in international projects, creative work, publications, methodological work, advising incoming Erasmus+ students, organising study tours and workshops, participation in industry-related institutions.
- The individual performance of the teacher and the employee influences and is linked to the remuneration of the individual.
- Teaching load includes research work.

A system of planning and support for further training and qualification upgrading of teaching and administrative staff needs to be developed and implemented to ensure that by 2022 every RBC employee is engaged in professional qualification improvement in Latvia or abroad.

Planned activities:

- Develop guidelines for attracting new qualified teachers, including the most capable graduates of the College study programmes and young practitioners to the RBC.
- It is necessary to intensify the active participation of RBC teaching and administrative staff in the European Structural Funds and the ERASMUS+ programme.
- Encourage participation of academic staff in conferences and seminars abroad. Hold individual study courses at related universities.
- Establish a system of regular internships for teachers and administrative staff in sectoral companies or other institutions, Latvian and foreign higher education institutions.
- Increase the number of international students and students studying abroad, as well as guest lecturers to foster international cooperation in study and research.
- Attract new faculty staff and practitioners, respecting the principles of succession.
- Provide training for RBC staff in writing project applications.
- To develop a system of motivation and support for RBC teachers for Doctoral and Master studies.
- Involve all RBC teachers in research work or in the development of innovative applied research together with industry companies or other educational institutions.
- Continue to involve employers more actively in the organisation of the study process and in the evaluation of study results (in the development, management and review of joint applied research studies, course projects, qualification work examination committees, joint seminars, workshops, exhibitions, guest lectures, etc.).
- Develop applied research and qualification works for industry purposes, with third-party funding.
- Provide every teacher and employee who needs it with the opportunity to acquire and develop skills in the use of modern learning technologies in the study process, in working with digital teaching aids and the latest information technologies.
- Provide opportunities for academic staff to improve and learn foreign languages.
- Continue cooperation with higher education institutions and further strengthen continuity by coordinating Study programmes, cross-admittance of study modules, exchange of faculty 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.

Study programme	Number of faculty staff	Distribution of faculty staff by status
Restoration	31	Docents - 8 Lecturers - 3 Assistants - 4 Guest lecturers - 16

Basically all staff have a part-time academic load, two docents have more than one academic load. Six docents also have a full administrative load (the Director of the study programme "Restoration" and the International Relations Coordinator).

In the 2022/2023 academic year, 8 (26%) of the College lecturers are PhDs, including 2 elected, 6 guest lecturers (elected at other universities).

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

In order to ensure quality implementation of career support content, it must be coordinated across courses, ensuring continuity and systemic approach in content implementation. Therefore, the cooperation between lecturers plays an important role in the implementation and integration of career support in study courses.

Involving industry professionals - through traineeships, company tours, meetings with industry representatives - plays a key role.

In situations where a student has initially chosen a specialisation that no longer appeals to them, it is important to help them find a suitable further specialisation, possibly within the College.

Students are supported in their studies by a curator and the Study Department that help both technically and psychologically. Support is also provided by the Deputy Director for Studies and Research and the Deputy Director for Education.

For international students, the International Department provides all kinds of assistance, and the Student Council is also there to help international students adapt to the College and deal with practical matters. International students can stay in the hostel or get help finding another place to live.

Students with disabilities are ensured environmental accessibility: there is a lift, wheelchair lift and facilities for wheelchair users, and a ramp at the entrance to the College. There is a disabled

parking space at the College. A lift has been installed in the College hostel at Graudu Street 63.

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).

Higher education institutions have a dual link with industry and its enterprises.

Academic universities with a strong research culture are transferring new scientific developments to industry. Introducing innovations is a complex process and requires appropriate cooperation with industry companies. This is the direct task of universities.

Short-cycle vocational higher education aims to provide in-depth knowledge in a specific field and focuses on professional training. Unlike university education, college education does not have an extensive academic knowledge component and associated research work by lecturers and students, but elements of research work are gradually being introduced into the study process.

Therefore, college lecturers must be able to respond dynamically to the industry's demand for specialists with certain knowledge and skills. Taking into account that the introduction of new study programs takes a certain amount of time, the ability of college specialists to anticipate demand in the labor market together with industry specialists is especially important, including the creation of in-demand modules for adult education.

In addition to the development of the qualification work (diploma thesis), students also carry out applied research, which is an integral part of the student's final work. There are plans to involve labour market representatives in joint applied research. Applied research is focused on solving a specific problem. In the work, students confirm that they understand the connection between theory and practice and are able to carry out research work, interpret the obtained results and draw conclusions, as well as develop recommendations for solving the problem based on the research. Much attention is paid to the quality of applied research. Internal regulations have been developed: ["Regulations on the procedure for the development of applied research at Riga Building College"](#).

Student research conferences are held annually and [conference proceedings are published \(in Latvian\)](#), which are also available on the College website.

In October 2020, the Latvian College Association organised a conference of research papers and innovative solutions of Latvian college students. The aim of the conference was to draw the attention of representatives of ministries and members of the Saeima to scientific research in colleges. From each educational institution, one representative, who has developed his research during his studies, participated with a report. Elīza Kauliņa, a student of the RBC restoration studies programme, participated with her research: "The use of pigments in Mannerist sacral woodwork in Kurzeme" A collection of scientific papers was published after the conference.

On the basis of applied research, graduates of the restoration study programme have publications in the journal "Latvijas būvniecība":

- 2017 No.1 "Model for the sculpture Mother Latvia with her fallen sons" (Aija Veisa, Māris Jēkabsons)
- 2017 No.2 "Rokoko spēle ar zūdošo - Puzes muižas kungu mājas Zaļās zāles restaurācija" (Uldis Skanis)

In the magazine "Būvinženieris", June 2018, No.62 "Are we leaving historical technologies in the past" (Anna Kozorovicka)

Latvian Society of Restorers 2016 [No. 66](#) with continuation [No. 67](#) in "Dagerotips" (Kristaps Latvis) (in Latvian only).

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.

Applied research topics for students of the Restoration Studies programme are often chosen together with supervisors (who are also restorers) and are relevant to the in-depth understanding and study of historical materials and technologies.

Applied research often has a practical component, the results of which are used as reference material for future students. The best examples of these works are in the RBC restoration workshops.

The applied research itself is available in the library and is a good reference material for future students and professionals working in the restoration sector.

Many construction companies in Latvia are looking for opportunities to work in the field of reconstruction and restoration of existing buildings, which requires additional specific knowledge, as well as poses a risk to the immovable cultural heritage – culturally significant architectural, artistic and historical monuments, which in the hands of insufficiently competent specialists may lose part of their value (unfortunately, this happens in practice).

In autumn of 2019, Riga Building College accepted the invitation of the association "Mūsu ligzda" to participate in the project "Lielezeres Park Improvement".

In October 2019, the students took a one-day excursion to get acquainted with the Ezere environment and the current situation in Lielezeres park. Students of the RBC Restoration and Architecture programmes created their own vision, offered their sketches and ideas for the future look of the park.

While visiting Ezere for the second time, in plein air of wooden sculptures and restorers, students deeply studied the environment and realized, that the pedestrian bridge needs a new lease of life. A decision was taken to develop visions for a pedestrian bridge and to examine several options for the construction of the bridge. Source materials – a topographic plan and a geotechnical investigation report – were prepared. Preparatory work – surveying and photo-recording of the old bridge and banks. The design work began. The master plan, architectural, structural and works organisation parts of the project were developed, refining the bridge's outline. An explanatory description was developed. All documentation was submitted for approval - as an explanatory memorandum for Group I construction. The project was submitted to the National Cultural Heritage Board and the Saldus Municipality Real Estate Department for approval. The explanatory memorandum was approved by the National Cultural Heritage Board within three days of

submission. The next approval was received from the Saldus Municipality Real Estate Department. After receiving these approvals, the explanatory memorandum for the bridge was submitted to the Saldus Municipality Construction Board, and within a few days the project was approved. All the necessary permits to start building the bridge have been obtained.

It is a rare moment when, while you're still a student, ideas come to life! The association "Mūsu ligzda" has implemented the LEADER public benefit project "Lielezere Park Improvement", within the framework of which the construction works in Lielezere Park have been completed. A new and sturdy pedestrian bridge in Lielezere Park. The bridge was built in cooperation with Riga Building College, with which the association has a long-standing and very positive cooperation in creating the visual image and technical solutions for Lielezere Park.

The project was presented at the Riga Building College 2020 Student Research Conference and included in the collection of articles.

The conclusion is that cooperation between municipalities, including their associations, should be promoted. Vocational higher education institutions should be involved in both the search for ideas and their implementation.

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.

Within the EU Erasmus+ project, as well as with the financial support of the German-Baltic Society, since 2012, for five years and two weeks, initially in autumn and later in spring, students and lecturers of the RBC Restoration Programme, together with students and lecturers from the Hildesheim (Germany) University of Applied Sciences and Arts, started restoration research, developed proposals and started restoration works on the altar of the Holy Trinity Roman Catholic Church in Kuldīga

<https://www.lsm.lv/raksts/kultura/maksla/kuldiga-restare-katolu-baznicas-interjeru.a68657/> (in Latvian).

The project is led by Prof. Dr. Michael von der Goltz.

The students gain valuable experience in the use of restoration materials and restoration technologies, develop teamwork, establish new contacts and generate interest in studying in Erasmus+ programmes at foreign universities. Unfortunately, since 2020 Covid-19 has put the brakes on this cooperation.

Scientific research is addressed through Erasmus+ strategic partnership projects.

Erasmus+ "Strategic Partnerships" project "Analysis and Comparison of European Design Codes and Chinese Code of Practice" AVEC-BNT-2015-1-DE02-K202-002407 (acronym: AVEC-BNT)

Project objective: study and compare European norms (eurocodes) and Chinese building norms in the design and construction process of reinforced concrete structures. The result is a large digital methodological resource for university students and lecturers.

Project partners:

- Bathasar Neumann Technikum Trier (coordinator), Trier, Germany,
- University of Trier, Trier, Germany,
- University of Luxembourg, Luxembourg,
- Riga Building College, Riga, Latvia,
- Hong Kong Institute of Technology, Hong Kong

Another strategic partnership project is currently underway: No 2020-1-LV01-KA203-077513 "Sustainable, High-Performance Building Solutions in Wood" (acronym: HiBiWood)

Project objective is to develop and deliver a new interdisciplinary module on sustainable, high-performance timber building systems that meet the needs of higher education institutions and the labour market;

Project partners:

- Riga Building College (coordinator) Riga, Latvia,
- Klaipeda State University of Applied Sciences, Klaipeda, Lithuania,
- Study and Consulting Centre, Vilnius, Lithuania,
- FH Campus Wien, University of Applied Sciences, Vienna, Austria,
- Cracow University of Technology, Krakow, Poland,
- Hämen University of Applied Sciences, Hämenlinna, Finland,

Together with the University of Madrid *Escuela Superior de Conservación y Restauración de Bienes Culturales for trainers* and the Erasmus+ programme, a methodology for training students in the production and restoration of copies of medieval documents with hanging wax seals was developed in 2017. This methodology is embedded in the introduction internship of RBC restoration students. Almost every spring, with the support of the Erasmus+ programme, a representative of the RBC teaches the practical part of this methodology to restoration students in Madrid. Each time, the methodology is refined and improved.

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.

Research work of RBC lecturers is oriented towards applied research, priority directions of research work are related to specific study courses. Involvement of academic staff in scientific research ensures continuous improvement of study programmes and compliance with the latest scientific trends, provides feedback to employers and professional associations in conducting applied research, promotes scientific research cooperation with higher education institutions of other countries. Research conferences are organised every year and conference proceedings are published.

The director of the study programme has presented papers on his research in the field of restoration of parchments with wax seals at several international conferences in Armenia, Ukraine, Lithuania, Spain, as well as provided consultations.

Several lecturers have held solo exhibitions of their creative work.

The responsibilities of the academic staff, lecturer, include the development of descriptions and

content of study courses of the study program, preparation of study content and handouts. Within the study process, the work of academic staff is related to the management of the relevant study course, participation in the development of the content of the diploma project, consultancy, research work and the development of applied research.

Academic staff and students have access to computers, audio and video resources, office equipment and databases for applied research. Students and lecturers, including guest lecturers, other academic staff and students have the opportunity to visit the RBC library and methodological room, work with computers, copy, scan the necessary materials, as well as make large-format prints (A1 and A0 format).

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.

Students' and faculty members' research activities at the College are financially supported through the purchase of materials, infrastructure and facilities. Cover letters are written and permission is requested for applied research in archives, museums, libraries, covering fees for access to databases. Students and faculty members receive travel and subsistence expenses for bilateral cooperation projects, participation in international scientific conferences, seminars and competitions, and travel to professional exhibitions of building materials and construction technologies. The College management and lecturers have extensive experience in various international research projects.

Several joint research projects with museums, companies and other colleges have been successfully implemented.

The future activities of the College include the planned, systematic development of new research projects in collaboration with industry and other universities pursuing related fields of study.

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 Latvian Association of Civil Engineers and the magazine "Būvinženieris" organised a competition for research articles: "Atklāj, pēta jaunais būvspeciālists" for young and future construction professionals studying in Latvia and abroad. A.Kozorovicka, a graduate of the college's restoration studies programme, was awarded a prize and a cash prize for her research "Are we leaving historical technologies in the past?" (Būvinženieris", June 2018, No.62)

The College's Department of Restoration has participated in the RTU innovation and invention exhibition MINOX.

The director of the "Restoration" study programme used his experience and knowledge to implement a research and innovative restoration project (2020-2021) of an unusual object such as a mushroom moulage (Museum of the University of Latvia), which was supported by the SCCF and the necessary analyses (FTIR spectroscopy, DSC – differential scanning calorimetry) were performed in cooperation with the Faculty of Materials Science and Applied Chemistry of RTU. RBC students were involved in the development and practical implementation of the restoration programme during the internship. A paper on the project has been presented at a conference in Armenia in 2021 and at the 80th International Scientific Conference of the University of Latvia in spring 2022; and a paper is being prepared for the Baltic Restoration Triennial in May 2023. Students are being introduced to the project since 2021.

<https://www.lu.lv/muzejs/par-mums/zinas/zina/t/71361/?fbclid=IwAR0A4oWA7ToV4XYBXPItRHL6dlr1IWg8Uuj5a5ejxgX1chKIZx82yfu2j4o> (in Latvian)

The use of gels in the Latvian restoration industry is innovative. The RBC training staff in the paper and polychrome wood specialisations have been trained in the use of gels and are gradually being integrated into the training process. On 16 September 2020, the National Archives of Latvia hosted a workshop "The Use of Gels in Document and Book Restoration" by Inga Šteingolde and Līga Paušus, lecturers involved in the RBC study process.

In order to learn about new materials and technologies used in restoration, the RBC tries to attend exhibitions on relevant topics, such as the Denkmal Messe in Leipzig, and to participate in international seminars and projects related to new advanced technologies and materials, for example, in 2016 and 2017, thanks to the cooperation with the Estonian Academy of Arts, RBC lecturers and students had the opportunity to participate in the multi-day workshops organised by the Estonian Academy of Arts in Saaremaa, Estonia - "Nano-lime for Conservation of Stone, Plasters and Architectural Surfaces" and "Matter and Meaning. Consolidation of Historic Plaster: Theoretical Issues, Recent Research and Conservation Methods". The experience and information gained were incorporated into the study process accordingly, for example, the topic of nano-lime, which is relatively innovative in Latvia, is included in the study course "Restoration Technology – Stone Materials".

Thanks to the ERDF project "Modernisation of the laboratory for testing the properties of construction materials" (project No 8.1.4.0/17/I/006), the RBC was able to upgrade and modernise its construction materials laboratory, which is also used for training restoration students from 2019. The equipment and facilities include those that can be used to determine the non-destructive properties of cultural heritage materials – natural or artificial stone objects:

- dry contact ultrasonic tester – for determining damage and compressive strength;
- thermal cameras;
- Schmitt hammer for determining the compressive strength of low-strength (1-5 MPa) construction materials.

At the time of purchase, there were only two such Schmidt hammers in Latvia and one of them – at the disposal of RBC, its use in the training of restoration students in first-level higher education is considered an innovation.

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 internship places are selected from competitive restoration companies that are licensed, registered, tax debt-free, restoration companies with a high level of work quality, with a reputation as a reliable and accurate partner, museums, manors, churches, the National Archives of Latvia and the National Library of Latvia.

An equally important aspect in the choice of cooperation companies are companies whose core values are focused work with cooperation partners, as well as in the communication between employees, which have stability – a sustainable player in the business environment, a restoration company recognised by customers and employees.

Cooperation partners are selected according to each field of study and study programme. Good cooperation has been established with SIA "Re&Re" A/S "Būvuzņēmums Restaurators", SIA "Arhitektoniskās izpētes grupa", and others. One of the ways of cooperation is electronic communication via e-mail, WhatsApp, telephone, inviting employers in person – RBC, presenting their company, addressing students, inviting to internships.

Cooperation with partners –

players of interest in the sector contributes to the attainment of the objectives of the direction of study by preparing students for work on restoration, which are theoretical knowledge and practical experts in the private and public sectors.

We use the features of the web portal www.prakse.lv (in Latvian).

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.

In accordance with the occupational standard "[Occupational Standard for the Profession of Restorer](#)" (in Latvian) (AGREED by the Tripartite Cooperation Sub-Council for Vocational Education and Employment, Minutes No 7, 15 December 2021).

"A restorer is a specialist who is engaged in research, conservation, restoration of the technical condition and materials of cultural heritage." The main objective of the RBC programme is therefore to prepare students for a specific profession, so that graduates are able to compete in the

labour market at both national and international level. Therefore, the cooperation with foreign institutions is also oriented towards training theoretically knowledgeable and practically capable specialists in the field of cultural heritage restoration within three years of studying at the college. During their studies, students in the restoration programme have the opportunity to go on study or practice mobility abroad. Internships can also be completed within 12 months of graduation, which many students take advantage of. Studies abroad are possible at higher education institutions with restoration programmes, while internships are available both at higher education institutions and at relevant employer organisations – museums, restoration workshops, private companies, etc. (see Annex 2 "List of cooperation agreements"). Often the cooperating university helps to find an internship abroad, often the students themselves or the RBC international relations coordinator look for it. Alongside student mobility, there are also active lecturer development or lecturing activities from and to the RBC, which contribute to better quality training for students who do not participate in mobility.

When selecting cooperation partners abroad, the first step is to assess whether the potential partner has similar study programmes in the case of higher education institutions and whether the non-higher education organisations have a similar profile. Secondly, the objectives of the study programme of the educational institution are assessed, whether they are aimed at increasing the competitiveness of graduates, the productivity, efficiency and added value of the workforce, whether the cooperation partners use new, advanced technologies and materials in the theoretical and practical training of students, whether the scientific work of students is promoted.

In cooperation with foreign institutions, the RBC pays particular attention to whether, for example, the restoration study program of partner universities integrates the issues of using the latest technologies and materials. Cooperation with foreign partners is aimed at achieving the objectives of the study programmes:

- to provide knowledge, and to gain and develop the set of skills, competences and attitudes necessary for professional practice;
- to provide graduates with the knowledge and skills to integrate successfully into the labour market and to take on and perform the responsibilities of their profession;
- to provide up-to-date general knowledge by involving guest lecturers and experts in the field who can share their practical experience;
- to design the study process in such a way as to promote students' self-learning and involvement in continuing professional education and qualification development.

RBC also tries to participate in international projects related to new advanced technologies and materials, for example, in 2016 and 2017, thanks to the cooperation with the Estonian Academy of Arts, RBC lecturers and students had the opportunity to participate in the multi-day workshops organised by the Estonian Academy of Arts in Saaremaa, Estonia - "Nano-lime for Conservation of Stone, Plasters and Architectural Surfaces" and "Matter and Meaning. Consolidation of Historic Plaster: Theoretical Issues, Recent Research and Conservation Methods".

All foreign universities with which the RBC has bilateral cooperation agreements have similar study programmes. There are different mechanisms for involving partners, and the information on the partner university's website plays an important role. The information about study programmes, their objectives and content in English is an important factor that is evaluated even without direct communication with the partner university. The next stage of the partner evaluation is a detailed analysis of the content of the respective study programmes – whether they integrate material compatibility issues, preventive restoration aspects, traditional and modern technologies, international principles and ethics of conservation/restoration, non-destructive research methods, HBIM (Historical Building Information Modelling) competences, etc. The rating and references of the

respective university also play a role in the choice of partners. New partners are often attracted through recommendations from existing partners. International cooperation is mainly carried out in the framework of various Erasmus+ projects, and consists of:

- inbound or outbound student study mobility (to or from partner universities);
- inbound or outbound student internship mobility (to relevant companies);
- inbound or outbound teaching staff mobility (to or from partner universities);
- inbound or outbound mobility (to or from partner universities) to improve staff experience.

Cooperation with foreign partners is organised in different ways and at different levels, with most of the activities being carried out by the project coordinator, such as programme directors, heads of department or the RBC international relations coordinator. They attract and coordinate the other involved participants. In both the RBC and the partner universities, project coordinators are most often international relations coordinators or Erasmus+ coordinators. All communication is mostly electronic, with rare exceptions such as urgent matters where telephone conversations or WhatsApp correspondence are used.

If the cooperation involves mobility, a bilateral cooperation agreement with the partner organisation is signed first, as well as individual participant agreements (e.g. Erasmus+ agreements). The main person responsible for the preparation of contracts is the coordinator of the given project, and for the achievement of the quantitative and qualitative goals of the project – its executors. Before the mobility starts, the type of activity, time and place are agreed.

All matters related to the project's finances – drawing up financial plans, executing transfers, bookkeeping, financial data processing – are organised and carried out by the RBC accounting staff.

For mobility participants, its implementation is confirmed in all cases with a certificate of participation issued by the host university, which indicates the mobility participant's name, surname, mobility start and end dates, as well as the number of lecture hours, and for students – the number of credit points (ECTS). All individual Erasmus+ contracts are signed by the international relations coordinator of the RBC on the RBC side, by the international relations coordinator of the respective university, the Erasmus+ Coordinator, the Head of Unit on the partner side, and individual financial contracts are signed by the Director of the RBC, as mentioned above.

The mechanisms for attracting partners are as follows:

- participation in various Erasmus+ projects (KA103, KA107, KA 131);
- posting information on the website of the State Education Development Agency;
- posting information on the RBC website;
- initiating communication with potential partners;
- using the contacts and data of existing partners.

Cooperation with foreign partners is very important for attaining the objectives of the course of study. As a result of these cooperation, the graduate is better prepared for action in the restoration sector. Their theoretical knowledge is wider, more professional. They are more competitive for potential employers with more added value.

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.

Attracting foreign students and educators is mainly done through Erasmus+ programmes.

The main mechanisms of attraction are:

- participation in Erasmus+ projects;
- posting information on the website of the State Education Development Agency;)
- sending information to partner universities (as well as universities that are not yet cooperation partners) about opportunities to go to RBC for study or teaching mobility;
- posting information on the RBC website.

In the period from 2010 to 2022, for the Restoration Programme, Riga Building College has participated in the implementation of various Erasmus+ project activities, which are related to both inbound and outbound student and faculty activities:

- Erasmus+ Programme Main activities No. 1 (KA103, KA131) mobility of people between programme countries in the higher education sector, 9 projects;
- Erasmus+ Programme Main activities No. 1 (KA 107) mobility of people between programme countries and partner countries in the higher education sector, 6 projects;

In the RBC's experience, attracting international students and teaching staff depends on a number of factors:

- the quality of outbound teaching mobility – the quality of the performance of the RBC's own lecturers on teaching mobility abroad – if lectures or practical sessions are well received, this is followed by the interest and willingness of inbound students and staff to work with the RBC. The reverse has also been observed: if outbound teaching mobility is not of high quality, the interest of foreign students and lecturers to collaborate is also lower, which is why the RBC pays great attention to ensuring that outgoing teaching mobility is not random, that it is well prepared in terms of content, that the teaching methods are modern, well thought-out and engaging;
- available funding – in Erasmus+ KA103 projects, inbound student and staff mobility is funded from the resources available to the partner institution, while Erasmus+ KA107 projects have had the best results in attracting international students and staff, as in this case the beneficiary was the RBC and was able to successfully attract lecturers and staff from higher education institutions in the partner countries.

In total, between 2010 and 2022, the RBC has had 2 inbound student mobilities from Spain and 8 inbound student internship mobilities from Lithuania.

6 students from the RBC have gone to Turkey, Spain and Romania for their studies and 20 students have gone to Denmark, Germany, Estonia, Switzerland, Poland, Turkey, the Czech Republic, Lithuania and Austria for their internships. Unfortunately, despite the financial resources available to the RBC, there will be a drop in both inbound and outbound students in 2019, 2020 and 2021 due to the Covid 19 situation worldwide. While staff mobilities lasted generally 2-7 days and were easier to apply to Covid relief periods, the situation was incomparably more complex for student study mobilities, which start and end on specific dates, leaving a significant number of student mobilities unfulfilled.

In terms of staff, the RBC hosted 25 lecturers (Germany, Bosnia & Herzegovina, Spain, Albania, Lithuania) and 8 staff members on experience improvement mobilities (Czech Republic, Germany, Bosnia & Herzegovina, Russia, Lithuania). 58 lecturers (Bulgaria, Germany, Estonia, Turkey, Lithuania, Romania, Czech Republic, Bosnia & Herzegovina, Montenegro, Spain) and 40 staff

members (Lithuania, Germany, Turkey, Spain, Estonia, Albania, Montenegro, Russia, Macedonia) went on mobility from the RBC to foreign partner universities. For more details on the dynamics of both student and staff mobility by year and country, see below.

Internships abroad for students of the study programme "Restoration" 2010 - 2022

No.	Company	Country
1.	Odense Bys Museer	Denmark
2.	Deutsches Fahrradmuseum	Germany
3.	AJATAJU OU	Estonia
4.	Swiss National Museum	Switzerland
5.	Muzeum Wspolczesne, Wroclaw	Poland
6.	Karabuk University	Turkey
7.	University of Pardubice, Faculty of Restoration	Czech Republic
8.	University of Applied Sciences (Kauno Kolegija)	Lithuania
9.	UAB "Opus Optimum"	Lithuania
10.	CEO "Thomas Dambo"	Denmark
11.	Universalmuseum Joanneum GmbH, Museumservice Conservation Department	Austria
12.	Technisches Museum Wien mit Österreichischer Mediathek	Austria
13.	Lithuanian Art Museum, Prans Gudynas Centre for restoration	Lithuania
14.	Estonian Open Air Museum	Estonia

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 experts' recommendations and suggestions introduced significant adjustments in the further implementation, improvement and quality assurance of the study programme.

Most of the recommendations were repeated for the field of study and the programme. And some of the recommendations were formal.

And some of the recommendations were of a formal nature.

The Head of the Restoration Department had to develop proposals for the implementation of the orientation and programme recommendations and inform the stakeholders (management, lecturers, students, support staff) of the process in order to help all stakeholders understand the recommendations made by the experts. A plan was drawn up, deadlines and responsibilities identified, and discussions took place on the most effective measures to achieve the objectives, as clarification was needed on the need to implement the activities. The plan was presented at a meeting of the department. This was followed by a gradual, planned implementation of the recommendations, improvements in the content of the study process and long-term improvements in the content.

The experts' recommendations have been implemented in the substantial improvement of the College's material and technical base and the development of its infrastructure. Within the ERDF project "Modernisation of the laboratory for testing the properties of construction materials" (project No 8.1.4.0/17/I/006), a modern building materials testing laboratory and a building materials room with a "library" of several hundred samples of different building materials and a large collection of minerals and rocks obtained in cooperation with the Faculty of Geography and Earth Sciences of the University of Latvia was created. Samples of building materials are obtained by visiting international exhibitions of building materials and construction products abroad, as well as from manufacturers and distributors.

The aim of the project is to improve the study environment of STEM programs at the Riga Building College (RBC) – to modernize the building materials laboratory, equipping it with modern equipment for testing the properties of building materials, inventory and computer equipment suitable for effective training of students in working with specific computer programs used in construction – BIM technologies.

The 5th floor premises were renovated, student-friendly spaces – creative workshops with interactive whiteboards and height-adjustable work tables for students were created.

The experts' recommendations and the changes made had a positive impact on the study process during the reporting period.

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	1.2. List of key internal regulations.pdf	1.2. Saraksts ar galvenajiem RCK iekšējiem normatīvajiem aktiem un regulējumiem.pdf
The management structure of the higher education institution/ college	1.2. RCK Structure.pdf	1.2. RCK struktūra.pdf
II - Description of the Study Field - 2.1. Management of the Study Field		
Plan for the development of the study field (if applicable)	Study direction Arts development plan.docx	Studiju virziena Mākslas attīstības plāns.docx
The management structure of the study field	2.1.3. The governance structure of the study programme.docx	2.1.3. Studiju virziena pārvaldības struktūra.docx
A document certifying that the higher education institution or college will provide students with opportunities to continue their education in another study programme or another higher education institution/ college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.	2.1.4-Sadarbības_līgums_RCK-RTU.pdf	2.1.4-Sadarbības_līgums_RCK-RTU.pdf
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.	2.1.4. On compensation for damages.pdf	01-9-139e_RCK Apliec par zaudējumu kompensāciju restaurācija_02.12.2022.edoc
Standard sample of study agreement	2.1.4. Study Agreements examples.pdf	2.1.4. Studiju līgumu visi paraugi.pdf
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-All_surveys_EN.docx	2.2.4-Visas_ aptaujas_LV.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. List of teaching staff Restoration.xlsx	2.3.7-Studiju programmas īstenošanā iesaistīto mācītspēku saraksts_LV.xlsx
Biographies of the teaching staff members (Curriculum Vitae in Europass format)	CV_visi_EN ar SR.pdf	CV_visi_LV ar SR.pdf
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.	2.3.7. Latvian language proficiency.pdf	01-9-140e_RCK Apliec.par valodas prasmi_restaurācija_02.12.2022..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-Compilation of academic personnel's quantitative data_EN.docx	2.4.4-Kvantitatīvo datu apk studiju virzieniem.docx
List of the publications, patents, and artistic creations of the teaching staff over the reporting period.	2.4.4-Mācītspēku_publicācijas_EN.docx	2.4.4-Mācītspēku_publicācijas_LV.docx
II - Description of the Study Field - 2.5. Cooperation and Internationalisation		
List of cooperation agreements, including the agreements for providing internship	P2-List of Cooperation agreements.pdf	P2-Sadarbības līgumu saraksts.pdf
Statistical data on the teaching staff and the students from abroad	2.5-Statistika par ārvalstu studējošajiem un mācītspēkiem EN.docx	2.5-Statistika par ārvalstu studējošajiem un mācītspēkiem.docx
Statistical data on the incoming and outgoing mobility of students (by specifying the study programmes)	2.5-Statistika par studējošo izejošo un ienākošo mobilitāti EN.docx	2.5-Statistika par studējošo izejošo un ienākošo mobilitāti.docx
Statistical data on the incoming and outgoing mobility of the teaching staff	2.5-Statistika par mācītspēku ienākošo un izejošo mobilitāti EN.docx	2.5-Statistika par mācītspēku ienākošo un izejošo mobilitāti.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.	P3-recommend.execution_EN.docx	P3-Rekomend.izpilde_LV.docx
An application for the evaluation of the study field signed with a secure electronic signature	01-9-138e_RCK iesniegums AIKArestaur progr akreditācijai_01.12.2022.edoc	01-9-138e_RCK iesniegums AIKArestaur progr akreditācijai_01.12.2022.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
2.3-Dāvinājums no nac.kult.mant..doc	2.3-Dāvinājums no nac.kult.mant..doc
Lietišķie pētījumi restauratori.docx	Lietišķie pētījumi restauratori.docx
Lit.sar.akred. 2022.docx	Lit.sar.akred. 2022.docx
LVS bibliotēka RCK.docx	LVS bibliotēka RCK.docx
LVS iegādāti RCK bibliotēkā.docx	LVS iegādāti RCK bibliotēkā.docx
Publikācijas par Rīgas Celtniecības koledžu.docx	Publikācijas par Rīgas Celtniecības koledžu.docx
2019.01.25_01-28-13_par RCK pievienošanas plaģiāta kontroles sistēmai_uz nenot_laiku.pdf	2019.01.25_01-28-13_par RCK pievienošanas plaģiāta kontroles sistēmai_uz nenot_laiku.pdf
Access ot quality management system / Piekļuve kvalitātes vadības sistēmai	Access ot quality system EN_LV.docx

Restoration (41211)

Study field	Arts
ProcedureStudyProgram.Name	Restoration
Education classification code	41211
Type of the study programme	First level professional higher education study programme
Name of the study programme director	Māris
Surname of the study programme director	Jēkabsons
E-mail of the study programme director	restauratori@rck.lv
Title of the study programme director	Mg.sc.chem.
Phone of the study programme director	+371 26594873
Goal of the study programme	<i>To prepare specialists who meet the needs of the restoration industry, who are engaged in research, conservation and restoration of the technical condition and materials of cultural heritage, are able to independently plan, carry out and manage restoration work.</i>
Tasks of the study programme	<p><i>To provide the knowledge necessary for the performance of the main tasks of the professional activity at the level of conception and application in accordance with the occupational standard for restorer:</i></p> <ul style="list-style-type: none"> <i>- theoretically and practically prepare restorers who can carry out the restoration of cultural heritage objects, attracting specialists from other branches, in accordance with legislative acts and regulations;</i> <i>- to organise the study process in such a way as to ensure comprehensive acquisition of theoretical knowledge and skills, which would facilitate students' creative approach to solving professional issues;</i> <i>- to organise the internship in such a way that the student can consolidate the knowledge acquired in the study courses;</i> <i>- to ensure that the content of the study programme and the study process are in line with changes in the labour market;</i> <i>- to develop research skills;</i> <i>- to ensure the study and practical unity of students and academic staff, to provide the study process with methodological materials and a modern material and technical base;</i> <i>- to promote the development of the student as a free, responsible and creative individual with the ability to organise and manage work in the construction industry;</i> <i>- develop students' ability to work in a team, to plan, to coordinate and to manage teamwork, using interpersonal and communicative skills.</i> <i>- to encourage students to take an interest in projects, project design, implementation and management;</i> <i>- to motivate students to listen to opinions, to assess situations, to make independent decisions and to take responsibility, to be indulgent and tolerant, and to be psychologically resilient.</i>

Results of the study programme	<p><i>Upon completion of this program, students must be able to:</i></p> <ol style="list-style-type: none"> <i>1. demonstrate a comprehensive and specialised knowledge and understanding of the facts, theories, patterns and technologies relevant to the professional field.</i> <i>2. perform practical tasks in the profession in an analytical manner, to demonstrate skills that enable creative solutions to professional problems, to discuss and to reasonably debate practical issues and solutions in the profession with colleagues, clients and management, and to learn with an appropriate degree of independence to further develop their competences.</i> <i>3. the ability to evaluate and to improve own and others' performance, work collaboratively with others, plan and organise work in order to carry out specific tasks in the profession, and to carry out or to supervise work activities that are subject to unpredictable change.</i> <i>4. formulate, to describe and to analyse practical problems in their own profession, to select the necessary information and to use it to solve clearly defined problems, to participate in the development of their professional field, to demonstrate an understanding of the place of their profession in the wider social context.</i>
Final examination upon the completion of the study programme	<i>Qualification work.</i>

Study programme forms

Full time studies - 3 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>3</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>120</i>
Admission requirements (in English)	<i>Secondary education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Non</i>
Qualification to be obtained (in english)	<i>Restorator</i>

Places of implementation

Place name	City	Address
Riga Building College	RĪGA	GAIZIŅA IELA 3, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1050

3.1. Indicators Describing the Study Programme

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

In accordance with the decision adopted at the meeting of the Tripartite Sub-Council for Professional Education and Employment of December 15, 2021, Minutes No 7, a new occupational standard has been adopted: restorer.

Developed under the European Social Fund Operational Programme "Growth and Employment", Specific Support Objective 8.5.2 "Ensuring the relevance of professional education to the European Qualifications Framework" - Project "Improvement of the sectoral qualification system for the development and quality assurance of professional education.

The duration of study in the study programme "Restoration" is 3 years full-time, the volume - 120 credit points (CP) (180 ECTS). The study process is organised in 6 semesters and culminates in a qualification work (applied research and diploma project).

Distribution by courses:

<u>Year 1</u>	<u>40</u>	<u>CP</u>	<u>Year 2</u>	<u>40</u>	<u>CP</u>	<u>Year 3</u>	<u>40</u>	<u>CP</u>
General study courses	6	CP	General study courses	7,5	CP	General study courses	6,5	CP
Industry training courses	24	CP	Industry training courses	19,5	CP	Industry training courses	8,5	CP
			Optional courses	4	CP	Optional courses	4	CP
Internship	10	CP	Internship	9	CP	Internship	9	CP
						Qualification work (applied research and diploma project)	12	CP

Since the submission of the previous accreditation, in 2013, a new Study Plan has been prepared, which will come into force after the accreditation. The content of all study courses was reviewed and updated. The names of several study courses were clarified.

According to the new professional standard, there is a greater emphasis on object restoration than architectural restoration. In consultation with lecturers, representatives of the restoration industry (e.g. the Association of Latvian Restorers), as well as taking into account the opinion of students and trends in the restoration industry, the volume of individual courses has been reduced and the study program has been supplemented with several new study courses.

RBC sees architectural/building restoration as an interdisciplinary specialization and its development is planned in the near future in cooperation with the Departments of Construction and Architecture.

Courses that have been renamed and/or updated:

Previous title and credit points (CP)	New title and credit points (CP)
Communicative study courses 1 CP	Management psychology 2 CP
Foreign language 3 CP Business foreign language 1 CP	Technical foreign language 4 CP
Economic study courses 3 CP Entrepreneurship study courses 1 CP	Economy, entrepreneurship 3CP
Parts of buildings 4,5 CP	Restoration of historical buildings, materials and structures 2CP
Drawing 2 CP	Drawing and surveying 2 CP
Material science: stone (artificial) 0,5 CP Material science: stone (natural) 0,5 CP	Material science: stone 1,5 CP

New study courses:

Study course	CP	Aim
Textile - basics of conservation	1 CP	To ensure the acquisition of theoretical basic knowledge in the preservation of textile objects.
Chemistry of material studies	3 CP	To provide students with basic knowledge in inorganic and organic chemistry, materials science, to provide an understanding of chemical compounds, the relationship of chemical elements with the materials of objects, changes in their aging processes, the possibilities of material research. To develop students' critical thinking, judgment based on the acquired knowledge and the ability to cooperate.
Restoration of contemporary art	0,5 CP	The aim of the study course is to provide a theoretical insight into the approaches that support the preservation of complex materials and art trends.
BIM (Building Information Modelling) Foundation Course	1 CP	To provide a comprehensive overview of innovative technologies in construction, with an emphasis on BIM technologies, related processes, documents and practical activities.

Preventive conservation of museum objects	0,5 CP	To provide the necessary knowledge and practical approaches for the preventive preservation of material heritage in memory institutions.
History of Latvian art	1,5 CP	To provide students with the knowledge of the art history of Latvia and to introduce the art/architectural styles characteristic of the territory of Latvia from the Middle Ages to the present day.
Conservation of plastics	0,5 CP	The objective of the course is to show students how many different plastics are surrounding us. To explain why certain plastics are used for certain products. By time-travelling into the middle of 19 th century the students will see what a magnificent and long road plastics have actually walked next to men and how impossible life now without them would be. This course will show students that plastics are not forever-lasting and that special care must be taken when handling older plastic objects.
Labor protection	1 CP	To introduce students to the organization of labor protection and safety in the company; with the employer's and employee's obligations in matters of labor protection. Educate students about a safe and healthy working environment for employees.
Painting	1 CP	The aim of the study course is to provide knowledge and skills about color perspective, regularities of light, color properties, the importance of color and texture in painting.

Since some of the graduates also work in restoration construction sites, a BIM basic course has also been added to the study plan, seeing its potential in the context of preserving cultural heritage. Painting could be chosen as part of an optional study course, but currently it is planned to learn its basics as part of industry study courses.

Study courses whose scope has changed are summarized in the following table:

Study course	CP in previous accreditation	CP planned
Material science: wood	1,0 CP	1,5 CP
Material science: metal	1,0 CP	1,5 CP
Material science: polychrome wood	1,0 CP	1,5 CP
Restoration technology: wood	6,0 CP	2,0 CP
Colour training	3,0 CP	2,5 CP
Restoration documentation	2,0 CP	1,0 CP

Interior design	1,0 CP	-
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The most significant reduction is in the industry study course " Restoration technology: wood". In this case, the students' opinion that the volume of the course is too large for those who have chosen a different material as a specialization, as well as the course included a rather large volume with outdated information, as well as the free choice course "Furniture restoration technology" has retained its volume (4 CP). "Restoration documentation" reduced, as students learn it as part of their chosen specialization courses and internships. "Interior design" has been removed from the study program as not relevant to the industry.

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 aim of the study programme is to prepare the needs of the restoration industry specialists who are engaged in research, preservation and restoration of the technical condition and materials of cultural heritage, is able to independently plan, carry out and manage restoration works.

To provide the knowledge necessary for the performance of the main tasks of the professional activity at the level of conception and application in accordance with the occupational standard for restoration manager:

- theoretically and practically prepare cultural heritage restoration of objects by attracting specialists of other industries, in accordance with legislative acts and regulations;
- to organize the study process in such a way as to ensure comprehensive theoretical knowledge and acquisition of skills that would contribute to creative approach of students in the solution of professional issues;
- organize internships in such a way that the student can strengthen the knowledge gained in the study courses;
- to ensure the conformity of the content of the study programme and the study process with changes in the labour market; and the latest trends in restoration;
- develop the ability to conduct research work;
- to ensure the study and practical unity of students and academic staff, to ensure the study process with methodological materials and modern material and technical base;
- to promote the student's development into a free, responsible and creative personality with the ability to organize and manage work in the restoration sector;
- to develop students' ability to work in a team, plan, coordinate and manage teamwork by applying communication and communicative knowledge;
- to promote students' interest in working in projects, project development, implementation and management;
- motivate students to listen to opinions, assess the situation, accept independent decisions and take responsibility, to be able to be tolerant and psychologically persistent.

The development and implementation of the study programme follows a logical sequence: the programme's aim and the tasks that follow from it are formulated according to the requirements set out in the professional standard and the labour market demand. The content of the

programme (distribution of study courses) is based on the achievement of the objective and study results and the criteria set out in the education standard, linking them to current developments in the

labour market and the latest scientific discoveries in the restoration industry. The content of study courses is accordingly designed to implement the acquisition of knowledge, skills, competences defined in the professional standard and to ensure the realisation of the aim of the study programme. The content of study courses is discussed and approved in cooperation between the faculty members involved in the study programme, thus ensuring inter-subject coherence and the achievement of common requirements for study outcomes, as well as eliminating unnecessary duplication of content.

The learning outcomes of the study programme are linked to the European Qualification Framework (EQF). The educational credentials awarded for the study programme also include credits according to the European Qualifications Framework (EQF).

Upon completion of this program, students must be able to:

- demonstrate comprehensive and specialised knowledge and understanding of the facts, theories, patterns and technologies relevant to the professional field;
- perform practical tasks in the profession in an analytical manner, to demonstrate skills that enable creative solutions to professional problems, to discuss and to reasonably debate practical issues and solutions in the profession with colleagues, clients and management, and to learn with an appropriate degree of independence to further develop their competences;
- the ability to evaluate and to improve own and others' performance, work collaboratively with others, plan and organise work in order to carry out specific tasks in the profession, and to carry out or to supervise work activities that are subject to unpredictable change;
- formulate, to describe and to analyse practical problems in their own profession, to select the necessary information and to use it to solve clearly defined problems, to participate in the development of their professional field, to demonstrate an understanding of the place of their profession in the wider social.

The study program "Restoration" corresponds to the study field "Arts" (code 41211), in which it is included. The study programme "Restoration" is aligned with binding regulatory and legal documents. The content of the programme is based on the development of the National Cultural Heritage administrative requirements for obtaining the qualification of restorers and the Latvian Society of Restorers study and forecasts in the restoration industry.

After learning the study program, graduates work in an industry that deals with the preservation of cultural heritage. They must have an in-depth understanding of the arts, their history, the art technology that complements the knowledge of the properties of the materials, and therefore most correspond to the direction of the study "Arts".

The establishment, implementation and development of the study programme "Restoration" takes place within the framework of cooperation between RCK, RTU and the the Latvian Society of Restorers, sharing of academic, professional and material and technical resources of cooperation partners in the implementation of the programme.

Representatives of all stakeholders (management of Riga Building College, academic staff, employers, graduates and students) have participated in the development of the Riga Building College development strategy, who have made a significant contribution to the definition of the vision for the future and strategic approach. In the course development, both national level higher education and scientific activity policy planning and regional documents have been considered, as well as the current situation in sectors, their potential for development in the future and the trends prevailing in the world scientific space.

The strategic mission of the programmes of the study field "Restoration" is to prepare high-quality restoration specialists for the needs of the Latvian economy, as well as to be a part of the education, research and restoration sector of the European Union and other countries of the world, coordinating the provided knowledge, skills and competences with the corresponding requirements of the European Union, the interests of the restoration industry and society.

Since the previous accreditation of the study field, the study programme "Restoration" has been improved, considering the demand of the labour market and the development strategy of the Latvian restoration industry. The objective and tasks of the study programme "Restoration", as well as the study results obtained during the studies correspond to the fifth level professional qualification (Cabinet Regulation No. 322 "Regulations regarding the Classification of Education in Latvia"), which is a short-cycle professional higher education. The goal, tasks and results to be achieved are mutually coordinated and ensure that graduates of the study programme "Restoration" implemented by Riga Building College will have gained an understanding based on knowledge and critical thinking about the most important concepts, theories and regularities of the restoration industry, will be prepared for self-guided performance of professional, innovative or research activities, will be able to assess the impact of their activities on society and will be motivated for personal and professional growth.

The content of the study programme "Restoration" is aligned with the goals, objectives and results to be achieved, as well as is based on the admission requirements specified for applicants – general secondary or secondary vocational education, taking into account the centralised examination assessment in Latvian and foreign language. For those persons who have acquired secondary education before 2004 (excluding), as well as for persons who have acquired secondary education abroad or for persons with special needs, on the basis of successful annual marks of the secondary education document, the evaluation of the competition shall be determined according to a special formula for calculating the assessment. Detailed information about Admission Rules study program "Restoration" is available on the website of Riga Building College.

Characteristics of the study programme by duration and amount of studies:

- Amount in credit points; : 120 CP
- Duration of studies in years: 3 years (full-time studies)
- Degree and/or qualification to be obtained: restorer
- Admission Requirements: Secondary education

The volume of study courses (120 CP) of the study programme "Restoration" is large and the distribution by study years may not exceed 40 CP, therefore the optimal duration of studies is 3 years.

The scope of the study programme, the proportions of lectures and practices and the duration of studies are optimal in order to enable future restorers to obtain theoretical and practical foundations in the profession, to target the industry and the labour market and to be able to start their professional activities.

The target audience of the programme is young people interested in cultural heritage conservation, as well as mature people who are already in the process of restoration or with in their related sector, works in the private and public sector in Latvia and abroad.

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

The program prepares restorers who know how to carry out research, conservation and restoration of the technical condition and materials of cultural heritage objects, are able to independently plan, carry out and manage restoration works.

The role of conservators in the preservation of Latvian cultural heritage is very large, although not always fully appreciated, especially within state-funded structures (e.g. museums, libraries, archives). Salaries of restorers are rarely commensurate with their acquired knowledge and qualifications. If a cultural heritage object is restored, in accordance with all the restoration requirements, then the work requires relatively large resources and it is not always immediately understandable to the owners or customers of the objects. Despite this, the work of restorers is increasingly appreciated - there are municipalities (e.g. Kuldīga, Cēsis) that understand the added value of cultural heritage preservation and appropriate restoration.

The construction sector's (in which restorers are also involved) share of total value added in the Latvian economy has fluctuated between 5% and 10%, rising sharply in the period after Latvia's accession to the European Union (EU) and then declining as a result of the economic crisis.

[According to Partnership of Latvian Constructors statistical data](#) (information available in Latvian only) Construction is the 7th largest employer among Latvian economic sector. It accounts for around 60 thousand jobs, or 6.4% of the total number of jobs. The sector is highly seasonal, with a difference of up to 10 thousand jobs between summer and winter, which in turn affects the overall unemployment rate in Latvia by around 1 percentage point.

The goal of the restoration field is to have highly qualified professionals in every restoration specialization. The restoration field requires motivated, qualified employees who want to belong to the cultural heritage preservation field with a good theoretical knowledge base that corresponds to world development trends and the ability to apply theory in practice, with an understanding of their professional responsibility.

Currently, the number of restorers working in their field is not fully known, but it is known that RCK graduates have worked and are working in practically all restoration workshops - both state/municipal, private, and restoration construction sites at all levels.

In all specializations of restorers, there is a gradual change of generations, which is provided by RBC graduates, but it should be noted that, unfortunately, due to uncompetitive salaries, there are graduates who choose to work in other industries.

There are a lot of specializations in restoration - RBC tries to provide the widest possible spectrum of restoration of materials, to give foundations to future restorers, to teach them to think like restorers. It is not uncommon for a graduate who specialized in the restoration of a certain material at RBC later successfully requalifies or enriches his specialization with restoration skills of other materials.

In order to meet the needs of the industry the study programme "Restoration" has undergone an

update of the study courses, about which the self-assessment is set out in more detail in paragraph 3.1.1 of the self-assessment.

The improvement, development and further direction of the study programme "Restoration" is closely related to the directions of the [NDP 2021-2027 development priorities](#) (information available in Latvian only) "Competitiveness and material well-being of entrepreneurs" and "Quality living environment and territorial development", also including the [Sustainable Development Strategy of Latvia until 2030](#) (information available in Latvian only) in the perspective of long-term innovative and eco-efficient economic development. The development of human capital and an innovative, digital economy are a prerequisite for increasing Latvia's competitiveness and productivity, and this is among the priorities highlighted is a [modern education system that meets the requirements of the future labour market](#) (information available in Latvian only), which contributes to the transformation of the economy.

As a result of globalisation, an increasingly dynamic labour market demands not only excellent professional knowledge and qualifications, but also good foreign language skills, which are given special attention in the study programme. In the study program "Restoration" without in-depth foreign language studies, guest lecturers are attracted with the help of the Erasmus+ programme, study and practice opportunities in foreign countries are provided. Added study course "Restoration of plastics", which is read in English, with the support of the Association of Latvian Restorers, students are encouraged to participate in international restoration student conferences, thus preparing students for work in international companies, state and municipal institutions, the private sector.

The program includes a set of professional knowledge, skills, attitudes and competences in demand in the modern laborlabour market, with an emphasis on the acquisition of applied knowledge and professional skills through study projects, qualification work (applied research and diploma project), seminars and practical classes, as well as professional practices.

Graduates of the study programme "Restoration" obtain the qualification "Restorer" and will fill the number of missing places of highly qualified specialists in the restoration sector. Consequently, it can be argued that the employment opportunities of graduates are high.

For example, graduates who had chosen the specialization "paper" in recent years were practically 100% provided with jobs in the industry (National Archives of Latvia, National Library of Latvia, Latvian Writing Museum, Riga History and Shipping Museum and private workshop).

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 number of students enrolled in the "Restoration" study programme in the period from 2013/2014 the academic year to the present academic year consists of 229 students and the number of graduates is 127.

The decline in the number of students in recent years can be attributed both to demographic trends and to the time of the Covid-19 pandemic, because this study program has great importance for practicals, direct supervision of lecturers.

After the lowest point in 2021/2022 for those who have started their studies in the study program, the number of those who want to study has increased this academic year.

The main reason for the termination of studies 55% is the failure, remote learning caused by the COVID-19 pandemic is recognised by only 2 % of students and 5 % of students admit their inability to combine work with studies, 7% of students' reasons for dropping out of studies were family circumstances, 31% cited "other reasons" as the reason for dropping out of studies (change of place of residence, change of interests, etc.). It must be recognized that the highest dropout rate is 65% in the 1st year, 22.5% in the 2nd year and only 12.5% in the 3rd year, which shows that the chosen study program and profession are not what they want to do in life.

Until now, all students studied the study program 100% in Latvian, but this school year one study course is being started in English with a teacher from Estonia.

There have been no full-time students from abroad, but this academical year a refugee from Ukraine started her studies in the 1st year, whose knowledge of the Latvian language is not sufficient - the lecturers communicate with her either in English or Russian, she herself learns the Latvian language in the courses.

Within the Erasmus+ program, students from Lithuania (1) and Spain (2) have studied at RBC, studying the chosen study programs in English.

Students study mainly on state budget funds.

On personal funds studies from 2013/2014. until 2016/2017 for the school year and 2022/2023 33 students started in total, i.e. 14.4% of all those who started studying in 10 years, but by the end of the 3rd year, they had either transferred to budget places, or stopped their studies.

Statistical data with visualisations are attached as 3_1_4_IS_Statistics_on_students_enrolled (Annex 5).

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.

Components and structure of the Engineering Systems study programme:

Parts of the programme	CT
General study courses	20
Industry training courses	52
Optional courses	8
Practice	28
Qualification work	12

The general studies courses provide the acquisition of knowledge appropriate to the short cycle of professional higher education, raise the student's general education level, and provide knowledge and skills in communicative communication and the social sphere.

Compulsory courses of study in a field are common to the field or group of related professions, provide a basic education in the specialty on which the specialisation is based, and provide the opportunity to study the intended specialisation in more depth.

Theoretical studies consist of contact hours and independent studies:

- A contact hour is a form of study that takes place under the guidance of a lecturer. Contact hours make up to 60% of theoretical studies. Contact hours are implemented in the form of lectures, seminars, laboratory work, practical work, course projects. Lectures and seminars are aimed at educating students, while laboratory and practical work, as well as project work, are aimed at independent study and research. The relationship between lectures, practical and laboratory work is determined by the course lecturer.
- During independent studies, the student learns the study material independently (project development - group work, work with literature, information technologies, etc.). Independent studies account for 40% of the course load.

Internship is a form of study that is organized in different ways: mainly in teaching practice workshops, but also learning the basic principles of restoration in the objects being restored (e.g. Riga Brothers' Cemetery Complex, etc.), in private restoration workshops, restoration workshops of museums, Latvian National Archives and Library, under the guidance of experienced restorers.

At the end of the program, a qualification work is developed (applied research and diploma project), in which both parts are evaluated on a 10-point scale and at the end of which is the defense of the qualification work (applied research and diploma project).

A qualification work (applied research and diploma project) is a demonstration of a student's competence for the qualification.

The basic principles for the assessment of short cycle vocational higher education are:

- education is measured by the sum of positive achievements;
- a positive assessment of the mandatory content of the main study programme;
- a set of core requirements for assessing the learning acquired;
- different types of assessment are used to evaluate learning;
- the test provides an opportunity to demonstrate analytical and creative abilities, knowledge,

skills and competences in tasks and situations appropriate to all levels of learning.

The content of the examinations is in line with the content of the course syllabuses and the skills and knowledge requirements of the occupational standards.

The degree of achievement of the learning outcomes is assessed on a 10-point system or on a "pass/fail" basis.

Since the previous accreditation of the study field, the study programme "Restoration" has been updated and improved annually, taking into account the demand of the labor market, for the latest knowledge in restoration. This coincides with the aim of the study program - to prepare specialists who meet the needs of the restoration industry, who are engaged in research, conservation and restoration of the technical condition and materials of cultural heritage, are able to independently plan, carry out and manage restoration work.

When updating the content of the study program, the recommendations of both cultural heritage and restoration industry specialists are taken into account, as well as the latest trends in the study of restoration objects, as well as restoration trends in the world in the selection of methodology and materials and process execution technologies.

The information, deliverables, objectives and other indicators contained in the study courses are consistent and interlinked with the objectives and deliverables of the study programme, as shown in the course mapping of the study programme.

The choice of topics in the content of study courses corresponds to the outcomes defined by the study courses - skills and attitudes, knowledge and professional competences.

The programme provides for the acquisition of professional competences, taking into account the development trends of the Latvian, European Union and global labour market, in-demand professions and competences. In addition, the implementation of the study programme provides extensive opportunities for continuing education in the organisation of students' independent work through e-study, thus ensuring equal opportunities for different groups of society.

The study programme is flexible and adaptable to the interests of different students.

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

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

The implementation of the study programme is carried out using various study forms, formal and non-formal education methods and methodological approaches, as well as e-studies for the organisation of students' independent work.

The study programme uses various methods of contact study, including lectures, practical classes, consultations, individual and group work, discussions. In addition to traditional forms of work, interactive study techniques and methods are widely used, which promote analytical, critical, problem-based, systemic and creative thinking, group and team work techniques, applied communication, including intercultural communication, discussion, presentation, etc. development of skills: projects within the course of the study, case and problem analysis, applied research, field trips, analysis of audiovisual material, practical workshops, simulations, competence training by experienced professionals, group work, open lectures, guest lectures by foreign experts, etc.

Practical work and the development of study projects, aimed at integrating theoretical knowledge, research and practice, play an important role in the networking activities. Much attention is paid to students' independent work. The following study methods are also used: competence training, applied games, group work, etc., which are successfully integrated into the study programme's courses. The use of modern technical tools ensures the clarity of theoretical and practical learning. Requirements and methods are chosen according to the content and specificity of the study courses, as well as the organisation of the study process.

The application of various teaching methods in the execution of study courses contributes to the acquisition of cognitive skills, abstract thinking and analytical thinking skills, as well as knowledge and skills used in professional practice.

Study methods have been chosen in such a way as to develop students' ability to work individually and in groups, to solve difficult situations that have arisen on the restoration, to conduct research important for the cultural heritage field, as well as to promote the achievement of the results of the study courses and the goals of the study program.

The aim of using different teaching methods is to maximise the acquisition of cognitive skills, abstract thinking and analytical reasoning, as well as knowledge and skills applicable in professional practice. The studies include an independent work component and contact lessons. The study process in many courses is based on the active integration of information and communication technologies, thus deepening interdisciplinary links. Each member of the teaching staff regularly tests students' knowledge during the course of study, using the forms of testing specified in the course description (control works, coursework, presentations, independent work, etc.). The requirements depend on the specifics of the course and the organisation of the study process within it. Assessment of knowledge and skills is integrative.

The assessment system for each specific course of study is specified in the course description. The assessment criteria are presented to students at the beginning of each course of study. Examinations and assessments use different forms of assessment: written, text-based or multiple-choice, oral, digital and online, computer-based and web-based, cumulative, which is a form of assessment that takes into account all forms of learner's assessment, with a mark at the end of the course.

The principles of student-centred education are taken into account in the implementation of the study process:

- Students are involved in the process of improving study programmes and the study environment through student surveys. Students participate in surveys, discussions and

evaluate the study process, lecturers, administration and relationships. Student surveys are one of the forms of cooperation between the RBC administration and students, in accordance with the Internal Regulations "Procedure for conduct of student survey of Riga Building College for evaluation of the study process". Student surveys are carried out once a year, at the end of each course of study. The surveys provide feedback on the quality of the courses, students' attitudes and satisfaction;

- Students are provided with an individual approach to the study process;
- Students are supported by teaching staff;
- RBC has developed Internal Regulations "[Procedure for submission and consideration of proposals and complaints by the students of Riga Building College](#)", which determine the procedure for students to submit proposals and complaints to the RBC management regarding the implementation of the study process, the working procedure and working hours of the College. Suggestions and complaints may be submitted individually or by groups of students (incl. RBC Student Self-Government), regardless of the study programme or form of study.

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).

Students' internships are regulated by the Vocational Education Law, the Cabinet of Ministers' Regulations on the Organisation of Internships and Insurance of Students, "[Riga Building College Training Internship Organisation Procedure](#)".

When planning and organizing practices, the following is ensured:

- Close and sequential interaction between theoretical and practical learning;
- a gradual increase in the range and complexity of practical skills as the person moves from one stage of internship to another;
- acquiring a sufficient level of knowledge to start one's own business.

Internships vary in their meaning and nature.

Introduction internship. Learning the general principles of restoration – at the beginning of the first year in the RBC workshops, for stone materials mainly in the Riga Monument Agency objects. During the five weeks, students are introduced to all the core specialisations available at the RBC. Students are introduced to speciality-specific materials, tools and basic technologies. Each student, under the guidance of a tutor, has the opportunity to practice their skills in restoring small objects. The aim of this internship is to give students the opportunity to get to know the specificities of each area of restoration and to facilitate the direction of their further specialisation.

Specialisation internship; Deepening of the acquired knowledge and practical experience in the chosen specialisation – takes place at the end of the first year (five weeks), at the beginning of the second year (four weeks) and at the end (five weeks) in a real workplace or in the RBC restoration workshops, a full-scale restoration of a specific object or a single part of a larger object, including the full cycle from research to the finished restoration. Students keep full documentation of the process. The RBC Department of Restoration has a long-standing good cooperation with the German Hawk Hochschule Hildesheim/ Holzminden/ Gottingen University, within the framework of which, initially in autumn and later in spring, two weeks were spent working on the restoration of wooden parts of the interior of Kuldīga Trinity Church. Covid-19 put the brakes on this cooperation, but we will work towards restoring it in spring 2023. For many years students of stone materials restoration at the Department of Restoration have been working with objects managed by the Riga Monument Agency, mainly on the restoration of the Riga Brothers' Cemetery ensemble, but also on the Alexander's Gate in Viesturdārzs; they have worked on the restoration of K.Zāle's painting "Mother Latvia with her fallen sons", the restoration of the Riga Cathedral Church, the restoration of the Lēdurga Church. There is good cooperation with "Re&Re" and the construction company "Restaurators". Students of the paper restoration specialisation have worked in the restoration workshops of the National Archives of Latvia, the Latvian National Library, the Museum of the History of Riga and Navigation and the private Ā.Ubarste restoration workshop. It should be noted that the RBC Department of Restoration is trying to expand the range of restoration materials offered to students – in the restoration workshops of the Pilsrundāle Museum, the basics of textile restoration have been acquired within the specialisation practice; ceramic restoration in the restoration workshops of the Latvian National Museum of History.

Despite the not always perfect foreign language skills of the lecturers, internship opportunities for foreign students have been provided and have been successful. In cases of difficulties, local students and the programme director get involved.

As admission to the programme takes place without exams, it should be noted that there are still cases where students' knowledge of the national language could be improved.

Pre-diploma qualifying internship. Internship in a real workplace or RBC workshops – further practical experience (9 weeks).

Students in specialisation and pre-diploma internships:

- Conduct pre-restoration study of the objects to be restored;
- Prepare a restoration programme and present it publicly;
- Preserve and restore the object;
- Document the work in a restoration passport;
- Present their work.

The practice is supervised by certified restorers or internship supervisors with professional restoration training.

Students record their work in a "Restoration Diary", which is a record of the restoration process and documented in a "Restoration Passport", signed by the student and the responsible restorer.

The evaluation of the internship is summarised in the documentation of the internship section and the Study Department of the RBC.

Internships outside the RBC are covered by tripartite internship agreements – RBC, student, place of internship. Internship contracts are registered and kept in the RBC's internship department.

Internships in the college's study programme Restoration are organised as follows:

Title	Scope in credit points		Planning					
			1st year	2nd year		3rd year		
			Semester					
	CT	ECTS	1	2	3	4	5	6
Internship	28	42	5	1.	1.	12	2	10
Induction internship • Metal • Wood • Polychrome wood • Stone • Paper	5	7.5	5		1.		1.	
Specialisation internship; • Metal • Wood • Polychrome wood • Stone • Paper • Another choice	14	21		5	4	5		
Pre-diploma internship	9	13.5						9

Internships in the study process ensure the implementation of the study programme and the achievement of study results, as the planned study results are related to and achievable through the implementation of internship courses. Therefore, a feedback loop is generated.

To ensure the quality of internships, internship courses have been developed. Each internship course defines the objectives and expected learning outcomes, as well as the organisation and tasks of the independent work.

The RBC helps you find internships from the information gathered by the Internships Department on internships from previous years, from which good feedback has been received. The RBC also encourages students to enquire and search for their preferred internship placement, which is very often also the student's place of work.

The lecturers in charge of the chosen specialisation, as well as the study programme director, also help to identify potential internship opportunities outside the RBC. When offers of internships are received from the "outside", they are forwarded to the lecturers in charge of the internships and to the students of all three courses. There are also situations where students find their own internships – in these cases, the reputation of the internship is assessed, as well as the respect of restoration principles at work.

The delivery mechanism of the study programme ensures the achievement of the learning outcomes, including the principles of course learning, student placements and student support,

which are integrated into the content of the study programme. The student can complete internship by working in restoration companies, museums, archives, library restoration workshops, thus strengthening the knowledge and skills acquired during the study process and acquiring the necessary skills and competences.

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

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

At the end of the study programme Restoration, qualification work are developed - applied research and diploma project (restoration work), after defending which the student is awarded the qualification of a restorer. In applied research, students conduct research on a topic related to the preservation of cultural heritage, in the diploma project (restoration work), students, under the guidance of a qualified restorer, develop a restoration programme for an object and carry out its restoration.

The topics of qualification works (applied research and diploma projects) by year and evaluations are summarized in the tables below.

At the end of the Engineering Systems study programme, qualification work (Diploma projects) are developed, and the student is awarded the qualification of engineering systems construction manager. In the qualification work (Diploma project), students design the building's engineering systems.

The qualification work (Diploma project) topics by year and grades are summarised in the table below:

Year 2013

Applied research (Title)	Assessment
Artistic Metal Processing	7 (good)
Historic Wall Rendering Methods	7 (good)
Colored Varnish in the Polychrome Finish	10 (with distinction)
The Fund of the Artist Ēriks Melderis (1904 - 1994) in the National Archives of Latvia. Analysis of the Graphic Techniques	9 (excellent)

The Development of the Restoration Department at Riga Building College in 20 years. The Creation of the Informative Presentation Materials	8 (very good)
Re-use of the Historic Building Parts and Building Materials	8 (very good)
Piano Manufacturing and Restoration in Latvia	8 (very good)
Calereous Tufa and its Restoration in the Cemetery of the Brethren in Riga	8 (very good)
Stove Tiles and their Glazings; the Restoration Technology	7 (good)
Travel Chests	7 (good)
Natural Stone Frost Resistance	7 (good)
History of Paper Manufacturing Technology Development	7 (good)
Stone Material Cleaning Methods and their Use in Riga Dome Cathedral	6 (almost good)
Clocks in Riga Architecture	7 (good)
Tangible Cultural Heritage Management in Latvia and Estonia: Problems and Solutions	10 (with distinction)
Exposed Rafters of Agenskalns Neighbourhood Buildings, their Supporting and Decorative Parts	10 (with distinction)
Restoration of Historical Furniture Upholstery	10 (with distinction)
Liepaja District Mansions in 21 st Century	8 (very good)

Diploma project (Title)	Assessment
Stanley No.55 Plane Restoration	7 (good)
The Restoration of a Stone Engraving - Molding	7 (good)
The Restoration of a Polychrome Woodcarving	10 (with distinction)
Restoration of the Graphic Artwork Created by Ēriks Melderis	10 (with distinction)
The Restoration of a Painted Plywood No.5	7 (good)
The Restoration of a Wooden Building Facade Fragment at 4, Puskina str., Riga	10 (with distinction)
Restoration of „Bösendorfer” Grand Piano	8 (very good)

The Care and Restoration of a Sculptural Group „Mother Latvia and the Death Toll Riders” at the Cemetery of the Brethren in Riga	8 (very good)
The Restoration of the Trailing Wall of the Right Lines and the Bas-relief Wall Fragment in the Cemetery of the Brethren in Riga	8 (very good)
The Restoration of a Travel Chest	9 (excellent)
The Restoration of Stone Forging	7 (good)
Oak Chair Restoration	9 (excellent)
The Restoration of a Stone Engraving-Molding	7 (good)
Petroleum Lamp Restoration	7 (good)
The Restoration of a Wooden Building Facade Fragment at 4, Puskina str., Riga	10 (with distinction)
The Restoration of a Wooden Building Facade Fragment at 4, Puskina str., Riga	10 (with distinction)
Restoration of Eclectic Chair	10 (with distinction)
The Restoration of a Nightstand	7 (good)

Year 2014

Applied research (Title)	Assessment
Heraldic significance and degree of conservation of coats of arms of the Latvian fraternity	5 (satisfactory)
Inspecting Portals of the 16 th -18 th Century Secular Architecture in the Old Town of Riga	10 (with distinction)
White Color in the „Schwarzwald” Clocks Decoration	7 (good)
Tabacco Boxes in Latvian Collections	8 (very good)
House Number Plates in Riga since 20 th Century till Nowadays	7 (good)
Adhesives in Paper Restoration	7 (good)
Development of Industrial Iron Casting in Territory of Latvia until Middle of 20 th Century	10 (with distinction)
The Capitals of the Columns of the Monastery Ensemble in the Riga Dome Cathedral at the Period of Time from the 12 th to the 14 th Century	7 (good)

Bicycle Restoration Workshop Furnishings	8 (very good)
RBC and Karabuk Universities Restoration Departments Study Program Comparison	8 (very good)
Lining Materials for Maps Restoration	6 (almost good)
Technologies for Transferring Plaster Base of Wall Paintings	10 (with distinction)
Tiled Stoves in Latvia	6 (almost good)

Diploma project (Title)	Assessment
Restoration of sorority „Gundega” coat of arms who made by Hugo Mercs	5 (satisfactory)
Restoration of a Stone Carved Lion Figure from Riga Dome Cross Gallery	10 (with distinction)
Restoration of the „Schwarzwald” Clock	9 (excellent)
Tabacco Box Restoration	8 (very good)
Restoration of the Firemark	7 (good)
Jaunpils Evangelical Lutheran Church List of Borns, Spouses and Deaths”	7 (good)
Restoration of Metal Pieces of Wooden Ice Box	10 (with distinction)
Restoration of the Baroque Ceiling (R5.07W) of the 18 th Century; Germany, Radolfzell „Austrian Castle”	6 (almost good)
Bicycle Factory „Latvello” Ladies Bike Restoration	9 (excellent)
Kazdaġlioglu Mosque Window Preparation for Conservation/Restoration	7 (good)
Jaunjelgava (Jēkabpils Territory), Slotas (Schlottenhof) Half-manor School and Servant Manor Plan	8 (very good)
Tuff Cladding Plate Restoration	9 (excellent)
Dismantling and Research of Tiled Stove	8 (very good)

Year 2015

Applied research (Title)	Assessment
The research on Reliquaries of Feimaņi Catholic Church	9 (excellent)

The research of market scales of the period the end of 19th century till beginning of the 20th century	6 (almost good)
The conservation and restoration of daguerreotypes	10 (with distinction)
The typological differences between the Lutheran and Catholic confessionals	9 (excellent)
The research of the front doors of the Historicism style buildings in Torņakalns	8 (very good)
The inspection of August Volz sculptural works in Riga	9 (excellent)
The Research of artificial filling materials for the stone	9 (excellent)
The most common used archaeological wood conservation methods	8 (very good)
The architectonic and artistic inventory of Riga Building College building	7 (good)
Signs of the century in architects' private houses of the period the end of 19th century till the year of 1914	9 (excellent)
The research of the granary at manor Ungurmuiža	5 (satisfactory)

Diploma project (Title)	Assessment
The conservation of Reliquary of Feimaņi Catholic church	10 (with distinction)
The restoration of the market scales	7 (good)
The restoration of black and white photography	9 (excellent)
The restoration of orthodox icon of St. Nicholas, the Wonderworker	9 (excellent)
The conservation and restoration of the front door of a building in Kuldīga at 34 Baznīcas street (the historicism period)	8 (very good)
The restoration of the oven tile at Bauska castle	10 (with distinction)
The restoration of heraldic sculpture of Kurzeme	8 (very good)
The restoration of a polychrome painted road sign	8 (very good)
The restoration of the painting frame	8 (very good)
The restoration of K.Zale gypsum model " <i>Mother Latvia with her fallen sons</i> " (fragment No.5)	10 (with distinction)
The restoration of Eclectism period table	8 (very good)

Year 2016

Applied research (Title)	Assessment
Household chemical vor cleaning of metal corrosion and resists	7 (good)
Architectural - artistic research of wooden building in Barinu street 31, city of Liepaja	9 (excellent)
Riga Building College and University of art and design Cluj Napoca restoration studies comparison	9 (excellent)
Post-war modernism furniture in Latvia, 1955-1980	8 (very good)
Atmospheric and urban impact on golden surfaces (gold) exterior	8 (very good)
Facture, formed on processed wood surface with woodworking instruments	9 (excellent)
Agenskalns water tower's "Alise" historical and contemporary bearing on Riga	9 (excellent)
Replacement of original by a copy in cultural heritage	8 (very good)
Icon. From wooden base to work of art	8 (very good)
Tombstones of Riga cemeteries, stylistics and aging of materials	7 (good)
Mold in the polychrome of wooden works of art, the methods of protection and means of it`s prevention	8 (very good)
Bronze casting in territory of Latvia 1500. - 1.b.C	7 (good)
Identification of Latvian Wood Species in Restoration Objects Using a Practical Microscopy Method	10 (with distinction)
Architecturally-artistic research of the stables in the manor building complex in Aluksne	4 (almost satisfactory)
<i>Contemporary Art Conserving Issues. Samples of the Contemporary art collection of the Latvian National Museum of Art</i>	10 (with distinction)
Investigation of Puze Manor Green Hall and authorship attribution	10 (with distinction)
The Valmiermuiža manor's tower ceiling and wall paintings study in the context of the neislamic style'	9 (excellent)
Holding ovens in ethnography	8 (very good)
The assessment of the present situation of Ziemei manor	8 (very good)

Diploma project (Title)	Assessment
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Jelgava`s Master painters chest restoration	8 (very good)
Mirror frame restoration	7 (good)
Carriage lamp restoration	9 (excellent)
Post-war modern arm chair restoration	7 (good)
Restoration of decorative plaster (gypsum) rosette	8 (very good)
Restoration of Biedermeier style sofa	10 (with distinction)
Restoration of 20 th century Art Nouveau chair	8 (very good)
Restoration of gypsum ceiling decor	6 (almost good)
"St. Alexander Nevsky" restoration	9 (excellent)
Restoration of artificial stone sculpture fragment	6 (almost good)
Briezu/Striku chair restoration	7 (good)
Kerosene table lamp restoration	8 (very good)
Part of woodworking hand tool collection restoration	10 (with distinction)
Restoration of limestone tombstone (No.220) from Riga Great Cemetery	7 (good)
The restoration of G.Kirke and U.Zemzaris poster "Leo Kokle 50"	9 (excellent)
Zemites Evangelical Lutheran Church altarpiece parts restoration	10 (with distinction)
Restoration of a closet door	8 (very good)
Restoration of sandstone tombstone (No.A164) from Riga Great Cemetery	8 (very good)
Restoration of sandstone tombstone (No.151) from Riga Great Cemetery	7 (good)

Year 2017

Applied research (Title)	Assessment
Binding types and their preservation	9 (excellent)
Lady revolvers in collections	8 (very good)
Porcelain dolls, their restoration and conservation	10 (with distinction)
Guild chests-decoration techniques and their application	10 (with distinction)
The conception and exhibiting of memorial collection in memorial museums in Riga	10 (with distinction)
Insight into processing techniques of relief gesso. Practical aspects	10 (with distinction)
Modeling and casting of gypsum decorative construction elements	8 (very good)
The portico of Kaucminde manor	8 (very good)
Production of ceramic, cement and artificial stone tiles in Latvia from 19 th until 21 th century	9 (excellent)
Church Weathercocks and their restoration	9 (excellent)
The history, manufacturing and restoration of tarsia a topo	8 (very good)
Examples of decorative building ceramics in the architecture of Old Riga	8 (very good)
Preservation of historic wooden windows. Practical examples	9 (excellent)
Street lantern styles in Riga until 1960's	8 (very good)
Possible Technologies of making copies of small plastic forms in the trade of restoration	10 (with distinction)
Application of unfired clay in historical buildings	8 (very good)

Diploma project (Title)	Assessment
Restoration of a 1911 magazine "Русский Паломникъ " binding	9 (excellent)
Restoration of a pistol with caplock shooting mechanism and a double barrelled pistol with caplock shooting mechanism	9 (excellent)
Restoration of the chess board of Pāvuls Jurjāns	10 (with distinction)

Restoration of apprentices' chest of the Jelgava painter masters	10 (with distinction)
Restoration of the Biedermeier style box	10 (with distinction)
Restoration of a copy of the icon "Our Lady of Częstochowa"	10 (with distinction)
Restoration of the 2 nd part of K. Zāle sculptural group " <i>Mother Latvia with fallen sons</i> " plaster model for the Riga Brethren Cemetery	8 (very good)
Restoration of the 3 ^d part of K. Zāle sculptural group " <i>Mother Latvia with fallen sons</i> " plaster model for the Riga Brethren Cemetery	9 (excellent)
Restoration of Delft tiles from Dannenstern house in Riga	9 (excellent)
Restoration of St. Anthony and St. Theodosius icon	7 (good)
Restoration of Neoclassicism style desk	8 (very good)
Restoration of the basis of column S-4 from Riga Cathedral	7 (good)
Restoration of the attic window frame	10 (with distinction)
The restoration of a street lantern from first half of the 20th century	7 (good)
Restoration of the painting frame	8 (very good)
Restoration of the painting frame	7 (good)

Year 2018

Applied research (Title)	Assessment
The identification of a roadside crucifix in the region of Preili	6 (almost good)
The transition of colours from old times to nowadays in Latvia	8 (very good)
The portrayal of Holy Supper in icons	6 (almost good)
The sculptures of the crucified figure in Riga churches	8 (very good)
Amber and its imitations	10 (with distinction)
Research of the building at 18, Krūzes street in Riga	10 (with distinction)
Wooden saunas in Latvia	9 (excellent)

The technology of making artificial gypsum marble and its application in the restoration of interiors	8 (very good)
The history of wood production and its application in Latvian crafts	9 (excellent)
Documentation of restoration work in the territory of Old Riga done by the Polish restoration company PKZ	10 (with distinction)
Porcelain in Latvia and its restoration (1840-1940)	8 (very good)
Investigation of the pre-restoration of the sacral sculpture: studying the attributes and materials of the character	7 (good)
The fence of the church altar and its parts	7 (good)

Diploma project (Title)	Assessment
Conservation of crucifix	9 (excellent)
Restoration of painting frame	8 (very good)
Conservation of icon "St. John the Baptist"	9 (excellent)
Restoration of crucifix from Limbazi St. John Evangelical Lutheran Church	9 (excellent)
Conservation and restauration of Latvian Army officer parade sword	10 (with distinction)
Restauration of doors in Cesis, Liela Livu street 9	8 (very good)
Restauration of tea table	8 (very good)
Restoration of fragment of Alexander Triumph arch	8 (very good)
Art deco ash commode restoration	9 (excellent)
Restoration of a concrete sculpture	8 (very good)
Restoration of a porcelain cup and saucer	6 (almost good)
Restoration of sculpture of st. Aloysius Gonzaga (Luigi Gonzaga)	8 (very good)
Conservation of 1840 year pure chest	10 (with distinction)

Year 2019

Applied research (Title)	Assessment
History of hand planes and their use	9 (excellent)

The use of pigment in sacred wooden equipment in Kurzeme in the period of Mannerism	10 (with distinction)
History and production of marquetry	8 (very good)
Technical enamel and its use in household objects	6 (almost good)
Insight into the history of tempera colors and their application	9 (excellent)
The research of Kemerī hotel's tableware collection	9 (excellent)
The role of society in preservation of cultural heritage	9 (excellent)
Fiber raw materials for rag paper production in the territory of Latvia from 17th-19th century	10 (with distinction)
Soviet Latvian furniture from 1960 to 1980	9 (excellent)
Wooden gates in Riga from the second half of the 19th century to the first half of the 20th century	9 (excellent)

Diploma project (Title)	Assessment
Restoration of wooden hand plane set	9 (excellent)
Restoration of a decorative wooden carving	10 (with distinction)
Restoration of a chair with armrest	9 (excellent)
The conservation of Latvian Sports Museum awards and medals	8 (very good)
Restoration of a dowry chest	10 (with distinction)
The conservation of tableware and cutlery collection of State hotel Kemerī	10 (with distinction)
Restoration of a dowry chest	10 (with distinction)
Restoration of a case for clarifying the personality of Miller arrested in Tiflis	10 (with distinction)
Art Deco style chair restoration	10 (with distinction)
Restoration of a porch door leaves	9 (excellent)

Year 2020

Applied research (Title)	Assessment
Mechanical polishing technology of ferrous alloys	9 (excellent)
Welding and it's types	8 (very good)
Wood worms and technologies for processing objects affected	10 (with distinction)
Gramophones in the collections of Riga museums	8 (very good)
Wood turning	7 (good)
Saulkalne shelly dolomite	6 (almost good)
Inspection of the interior of building No 7, Frica Brivzemnieka street, Riga.	9 (excellent)
Tools, methods and technologies used in forming of sheet metal spinning	7 (good)
Studies of Trikata's medieval castle and it's building materials	9 (excellent)
Wooden doors of the historical center of Tukums	8 (very good)
Insight into the history and restoration of the Latvian National Museum of Art	9 (excellent)
Granite and it's restoration in Latvia	9 (excellent)

Diploma project (Title)	Assessment
Restoration of children's vehicle	10 (with distinction)
Chest conservation of National Library of Latvia	7 (good)
Restoration of the front of the dowry chest	10 (with distinction)
Frame restoration	9 (excellent)
Art Nouveau mirror	8 (very good)
Conservation of monument fragment from Riga's Great Cemetery.	8 (very good)
Restoration of a wall painting zone in the dining hall of the house at 7, Frica Brivzemnieka Street	9 (excellent)
Restoration of padlocks, shackles and pliers	8 (very good)
Conservation of monument No A153 from Riga's Great Cemetery.	9 (excellent)
Wall clock <i>Le Roi á Paris</i> restoration	9 (excellent)

The restauration of the Biedermeier style bench for footrest	10 (with distinction)
Restoration of concrete burial border	9 (excellent)

Year 2021

Applied research (Title)	Assessment
Materials used for filling and strengthening paper losses in Latvia at the end of 20 th century and the beginning of the 21 st century	8 (very good)
Insight into varnish coatings on polychromic objects	9 (excellent)
Illustrated catalogue of macroscopic changes in stone materials.	10 (with distinction)
Application of new technologies in the process of restoration	8 (very good)
Evolution of car suspension	8 (very good)

Diploma project (Title)	Assessment
Sketch of a folk costume of a woman from Nice by Ansis Cirulis	9 (excellent)
The restoration of Feodorovskaya Icon of the Mother of God	9 (excellent)
Restoration of the southern portal of Ledurga Evangelical Lutheran Church	10 (with distinction)
Restoration of corner cabinet (early 20th century)	8 (very good)
Restoration of a baby carriage	10 (with distinction)

Year 2022

Applied research (Title)	Assessment
Biological growth on stone materials and its cleaning	6 (almost good)
Painting techniques in Gederts Elias's paintings (1915 – 1940)	9 (excellent)
The origins and significance of professionals' ethics of restauration	9 (excellent)
An insight into the history of the National Cash Register Company (NCR) cash registers from 1879 to 1920.	10 (with distinction)
Baby cradle in the ethnographic heritage of Latvia	10 (with distinction)

Imitation of 9th – 12th century Balts archaeological jewelry and their authenticity	10 (with distinction)
Decorative embroidery in Latvia in the 1 st half of the 20 th century	9 (excellent)
The cultural and historical walking route in the neighborhood of Ilguciems	8 (very good)
Research of microbiological conditions in the storages of the National Archive of Latvia from 1989 to 2021	10 (with distinction)
Kemeru Historical park - Rotunda	7 (good)

Diploma project (Title)	Assessment
Restoration of sculptural element "Two brothers" of Riga Brethren's Cemetery	6 (almost good)
Restoration of dowry chest	9 (excellent)
Restoration of dowry chest	9 (excellent)
Conservation of cash register of National Cash Register Company (NCR)	10 (with distinction)
Restoration of radio "Dzintars"	9 (excellent)
Conservation of children's bicycle V - 6 "Veterok"	10 (with distinction)
Vienna chair restoration	9 (excellent)
Restoration of an angel figure	9 (excellent)
Restoration of domestic passports of the Republic of Latvia	10 (with distinction)
Restoration of shed - cabinet	6 (almost good)

Distribution of applied research by topic:

Architecture & The artistic study of architecture	24
Wood, furniture, wooden construction parts	19
Study of specific groups of objects, their restoration	19
Stone materials	18
Theoretical studies	16
Metal materials	11

Polychrome wood	11
Paper materials	9

Distribution of diploma projects by materials:

Wood, furniture, wooden construction parts	40
Stone materials	31
Polychrome wood	27
Metal materials	20
Paper materials	9

Qualification work (Applied research and Diploma project) marks:

Score (in marks)	Number of candidates for a diploma	Percentage of total number of candidates for a diploma
4	1	0,39%
5	3	1,18%
6	15	5,91%
7	41	16,14%
8	67	26,38%
9	65	25,59%
10	62	24,41%

Graduates' thesis evaluation by years:

Year	Number of graduates	Average rating
2013	18	8,19
2014	13	7,77
2015	11	8,36
2016	19	8,11
2017	16	8,75

2018	13	8,31
2019	10	9,15
2020	12	8,54
2021	5	8,90
2022	10	8,75
Total:	127	8,41

The average grade of qualification works (applied research and diploma projects) over the ten years of the study program is 8.41 points (76% of all qualification works (applied research and diploma projects) are above the average).

Applied research topics are chosen together with their supervisors and the director of the study program. The most popular topic - about architecture and its artistic research shows the students' desire to live in an environment where cultural heritage values are valued, to contribute to the objects under restoration, preserving their authenticity as much as possible.

Similar is the case with the next three most popular topics - wooden objects (furniture, etc.), study of specific groups of objects and stone materials. This type of research gives in-depth knowledge and systematicity to both students, supervisors, as well as restorers working in industries and other specialists related to the preservation of cultural heritage. Research related to other materials is also no less useful for the industry.

It should be reminded that applied research is available in the RCK library and from 2015 electronically in the Department of Restoration. After the development of the applied research, separate publications have been prepared in publications related to the industry (see point 2.4), they have accustomed some restorers already working in the industry with scientific experience to treat their work, share it with colleagues, a wider audience.

Almost every applied study has a role to play in the relevant restoration sector, but it may mention some individual samples whose effects have been greater: Illustrated catalogue of macroscopic changes in stone materials (for the first time such a catalog has been created in Latvia, which facilitates the work of specialists related to the preservation of stone materials); Wood worms and technologies for processing objects affected (always a problem in this region); Research of microbiological conditions in the storages of the National Archive of Latvia from 1989 to 2021 (giving an in-depth insight into the changes in the microclimate of Latvian National Archives in the long term); Fiber raw materials for rag paper production in the territory of Latvia from 17th-19th century (study origin of local paper materials, giving an in-depth insight into it); The use of pigment in sacred wooden equipment in Kurzeme in the period of Mannerism (added value is a visual time table established in Latvia for pigment use, which has been evaluated by local restores).

Diploma projects of qualification works (restoration works) have helped Latvian museums, churches, the National Archives of Latvia, the National Library of Latvia, the Riga Monuments Agency, as well as private individuals to deal with the range of objects that needed high-quality restoration.

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 Programme Director coordinates the activities of the departments involved in the implementation of the short cycle vocational higher education study programme “Restoration”. The Programme Director is responsible for ensuring the implementation of the study programme content, updating the course descriptions, teaching the relevant study courses and preparing the self-assessment for accreditation. Identifies and collects information from employers on the quality of study programmes and the need for new study programmes.

The following structural units are involved in the study process:

- The Study Department organises the study process.
- Academic staff carries out teaching, methodological and research work.

The lecturers involved in the programme to be accredited have the necessary skills to transfer their knowledge and experience to students and to receive feedback on their work. All lecturers are provided with the opportunity to improve their knowledge, participate in advanced training courses, as part of exchange programmes, go on practical trainings or lecture abroad and attend professional international exhibitions.

- The International Relations Department organises the involvement of students and lecturers in various international projects.
- The Housekeeping Department, which deals with material and technical provision matters.
- Human Resources Department which deals with entry into the employment and company contracts, etc.
- The Practical Training Department cooperates with employers in organising student practical trainings at restoration workshops of museums, archives, libraries, as well as in private restoration workshops, in actual restoration objects, provides practical training sites, prepares and compiles student practical training documentation.
- The Programme Director and the Study Department control the progress of the qualification work (diploma project and applied research) and the defence procedure.
- Methodological room — students can copy, print, bind, scan materials, work on computers in the presence of a methodological class consultant.

Practical implementation of the programme is supported by college staff capable of ensuring the functioning of the infrastructure: a computer system administrator, library staff, technical staff, workshop and laboratory managers and laboratory technicians.

Marketing of the study programme is the responsibility of, and the function of public information is performed by the Public Relations Specialist.

The duties and responsibilities of academic staff and students are laid down in the College's Internal Rules “Mutual Duties and Rights of Lecturers and Students in the Study Process”. Approved at the RBC Council Meeting on 15 February 2017, Minutes No. 61, Clause 1.

The management structure of Riga Building College is shown in the diagram (in Latvian) on the website.

Resources available to students, incl. study rooms, facilities, tools and equipment (for preparation, combination, integration and visualisation of study and research materials), information networks (Internet, intranet, Moodle), databases (library network, free access to databases (book resources database), materials (research materials, scientific publications, archives), services (administrative, financial, IT and network support services, access to official statistics), computer applications and software (Standard Office, AutoCAD, Revit, online data visualisation tools and software, online communication tools) allow to study all courses of the programme, as well as to carry out research at different stages, providing a flexible and student-oriented environment.

The programme uses the necessary technical equipment (computers with licensed software, projectors, interactive whiteboards, etc.) and a variety of teaching methods (group work, seminars, discussions, etc.)

Riga Building College Library is a structural unit of the RBC, registered on 6 September 2004 with the Register of Libraries under the registration number BLB 1703.

The library has a total area of 300 m² with 50 workstations and 7 computers. Users have access to a scanner, a multifunction machine with printing, copying and scanning capabilities.

The library was accredited on 16 May 2017 (accreditation sheet No. 786 A), and it was granted the status of a library of local interest. The library has been integrated in the national unified library information system and carries out library processes in the automated information system "SKOLU ALISE".

RFID security system (security gates) has been installed in the library. A separate book repository and reading room for architecture and restoration programme students has been arranged.

Electronic catalogue is available at: <https://skolas.biblioteka.lv/>, a link leading thereto is provided on the College's website. The library's collection consists of 20,000 units, including books, periodicals, as well as students' theses.

Students and lecturers can use the resources available in the library.

The library is a unit of the institution and its main task is to provide the necessary information resources and services for teaching and studying.

Students and lecturers of the study programme "Restoration" have access to:

- 50 reader workstations;
- 8 computers with wireless internet, 2 scanners, 2 copiers, 2 printers;
- The collection consists of 22,258 items, including books, periodicals and students' qualifying works (diploma theses) in paper format: Building Science, Engineering Systems, Architecture 2018-2019, Restoration 1995-2022 and Applied Research in Architecture 2013 - 2020, Restoration 2003 - 2022);
- subscription to Latvian national standards (LVS) applicable to the construction industry; magazine "Būvinženieris" is also available online;
- Open Research Library, an open access e-book platform offering single access to more than 20,000 open access books published worldwide;
 - Newspaper of the Latvian Society of Restorers is also available online;
 - The Latvian Society of Restorers has started creating an electronic library dedicated to restoration.

Books were purchased, and subscriptions for 14 periodicals were made, including the special

architecture magazine in English called DETAIL, and magazines: "Latvijas būvniecība", "Latvijas arhitektūra", "Būvinženieris", "Deko", "RESTAURO", "Mākslas vēsture un teorija" "Latvijas restauratoru biedrības avīze" and other.

The RBC library contains Latvian construction and architecture and restoration magazines published since 1997.

The library's collection includes students' qualification works since 1995, as well as applied researches developed by restoration and architecture students since 1996. These applied researches serve as an informative and methodological basis on which both students and lecturers can continue to work on these topics in depth.

Books acquired for the collection of the library during 2016-2022 in relation to the study programme "Restoration": 332 books: 187 in English, 133 in Latvian, 12 in German.

The specialists of the study programme in Restoration must be familiar with the application of various natural and artificial stone materials, both for historical and quite modern objects of cultural heritage; these specialists must be familiar with the methods of determining the properties of materials, interpretation of the data obtained, the principles of compatibility and application of materials in drawing up a restoration program, carrying out restoration works.

On 23 August 2017, Riga Building College signed an agreement with the Central Finance and Contracting Agency on the implementation of the ERDF project *"Modernisation of the Building Material Properties Testing Laboratory"* (project No. 8.1.4.0/17/I/006).

The e-environment is used for the implementation of the study program: the Moodle platform, Microsoft Teams and Zoom platforms are also used for remote lectures.

The objective of the project was to improve the study environment of STEM programmes at the Riga Building College (RBC) — to modernise the construction material laboratory by equipping it with modern construction material property testing equipment, inventory and computer hardware suitable for effective training of students in working with specific computer programmes used in construction — BIM technologies in study programmes. A basic BIM course is also provided for restoration students.

The RBC has the material and technical facilities to support its study programmes:

projectors and screens; special interactive whiteboards; copiers; printers; scanners; document binding and laminating equipment; foam cutter for making models; acoustic systems and sound amplifiers; video and still cameras; audio and video equipment;

E-studies are provided with the help of various modern technology tools; both Zoom Cloud meetings and Skype are used for video lectures; both Google Docs and Dropbox are used for sharing documents.

Students and lecturers can use a free WiFi system throughout the RBC premises.

All the buildings and structures used by the RBC are the property of the MoES. The study programmes are implemented in Riga, at 3 Gaiziņa Street both in the main building and in the workshop building in the yard. Most of the classrooms, laboratories are shared with students and lecturers of other programs, as well as the college's secondary schools, students and teachers..

Facilities used by the RBC Study Programme "Restoration" for the implementation of the study process

No.	Name of premises	Quantity
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1.	TOTAL AREA OF THE BUILDING 1,484.46 m2 (excluding dormitories and workshops)	
	Study lecture rooms and laboratories 2,991.66 m2	30
1.1.	STUDY LECTURE ROOMS	21
	Computer classrooms (105; 324; 325; 326)	4
	Technical Foreign Language (403; 427)	2
	Histories of art and architecture (103; 231; 237)	3
	Legislative, Cultural Management, Environment Protection, Photo Documentation (103, 231; 236; 501; 502; 503)	6
	Psychology of Applied Relations, Management Psychology (409)	1
	Economics, Entrepreneurship (103; 231; 237)	3
	Civil, Labor Protection (311)	1
	Drawing and surveying (423)	1
	Layout, Color training(102)	1
	Drawing, Painting (504; 505; 525)	3
	Material science: stone, wood. Restoration technology: stone, wood (103)	1
	Chemistry, Chemistry of restoration, Restoration technology: metal (102)	1
1.2.	STUDY LABORATORIES AND WORKSHOPS	9
	Material science, Restoration technology: stone (006)	1
	Restoration technology, Specialisation practice: polychrome wood, metal. (1B- 4 connected rooms)	4
	Restoration technology: furniture (7B)	1
	Woodcarving, Specialisation practice: wood (322)	1
	Plaster processing, Modelling (003)	1
	Acquaintance practice : paper (206)	1
1.3.	OTHER ROOMS	24
	Administration offices	13

	Study Department	1
	Library	1
	Methodological Cabinet	1
	Student Self-Government	1
	Assembly Hall	1
	Sports Hall	1
	Gym (semi-basement)	1
	Medical point	1
	Archives	1
	Warehouse	1
	Student canteen	1
2.	DORMITORY	
	Residential premises	124
	Kitchens	9

Additional information can be found in Part II, Chapter 3, Sections 2.3.1 - 2.3.3 of the Self-Evaluation Report of the Study Field and the Information can be found under the Report submitted by the Study Field.

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 RBC uses both the state budget subsidy and its own revenues, as well as foreign financial assistance to support the study process.

Additional information can be found in the criteria of Part II, Chapter 3, Section 2.3.1 of the Self-assessment Report of the Study Area.

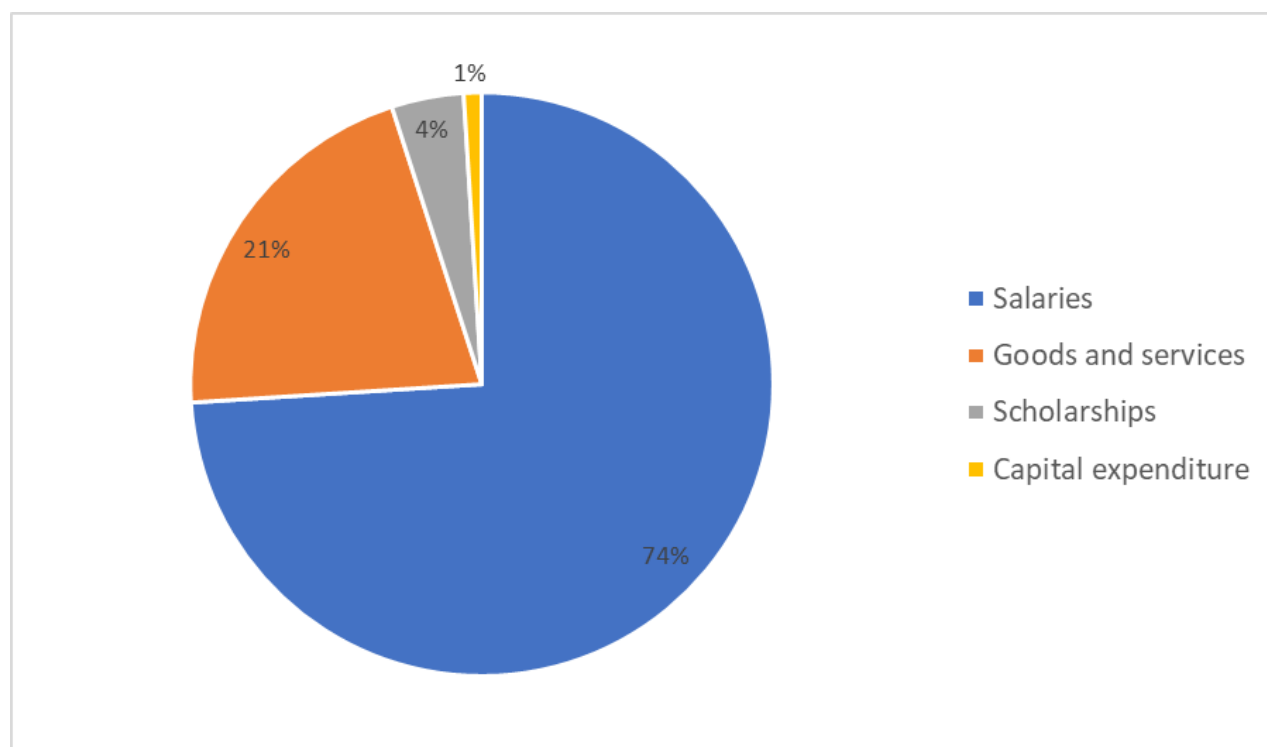
The base cost per student is determined annually by [12.12.2006 Cabinet of Ministers 994 "Procedures for Financing Institutions of Higher Education and Colleges from the Funds of the State Budget"](#) , apply the cost coefficient of the thematic educational area "Engineering" of 2.9.

The base cost per student in 2021 is EUR 1630.11. The social security cost of a study place is EUR 265.50.

A Study Agreement is concluded with each student (Appendix "[2.1.4. Study Agreements examples.pdf](#)") for education from the budget or for a fee. The tuition fee for the Restoration programme is EUR 1600.00 per year.

The sources of financing (revenue) of the study programme "Restoration" are the funds allocated by the State (grants by coficients and budget places) and own revenues. Own income consists of tuition fees, as well as income from the hostel, room rent, paperwork, etc.

Information on the costs per student within this study program and the positions included in the cost calculation, as well as the percentage distribution of funding between positions:



Another instrument for raising funds is participation in the regular projects of the SCCF in the field of Cultural Heritage:

Objective	Project title/implementer	SCCF tender	Financing
For equipment financing	Purchase of technological equipment (microscope) for quality restoration and research (RBC Support Society, I.Balija)	2019 2. tender	1890

For the restoration of objects	Restoration of the plaster cast of the sculpture group "Mother Latvia with her fallen sons" at the Riga Brothers' Cemetery (RBC Support Society, G.Vagners))	2015 1. tender	2000
	For the restoration of various objects Saiva Kuple	2015 3. tender 2016 2. tender 2016 3. tender	1000 750 1300
	For the restoration of various objects Uģis Baļļa	2017 1. tender 2020 3. tender 2021 2. tender	1000 1300 1500
	Restoration of the F.E.Štolls' mushroom moulage. M.Jēkabsons	2020 3. tender	1600
For object study	Laboratory study of the liturgical floor candlestick of the Roman Catholic Church of the Glorification of the Holy Cross in Rozentovo. A.Kozorovicka (student)	2016 1.tender	310
For participation in conferences	Participation in the 4th International Seal Restorers' Round Table in Paris. M.Jēkabsons	2016 2. tender	550
	Gels in Conservation, conference in London. Saiva Kuple	2017 1. tender	600
	Conference "Keep colour - Keep cool. Conservation and restoration of polychrome sculptures". L.Krāģe	2019 Creative trip	540
Total			14,340

Here is a link to the results of the funded tenders: <https://www.kkf.lv/index/finans%C4%93tie-projekti/regul%C4%81rie-projektu-konkursi.html> (in Latvian only).

Given the variable number of fee-paying students in the programme in each academic year (changing enrolment and budget situation), it is not possible to determine the exact minimum number of students in the programme to ensure the cost-effectiveness of the study programme.

The Restoration study programme is cost-effective, as the state budget grants and tuition fees cover the costs of one student each academic year.

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 composition of the teaching staff involved in the study programme "Restoration" is relatively stable, but since the previous accreditation of the study programme, there have been changes in both the composition and the numbers of the teaching staff.

The academic qualifications of the lecturers in the study programme "Restoration" are in compliance with the requirements of the normative acts (Augstskolu likumam) in the field of higher education, the specifics of the study programme and the conditions of its implementation, as well as the Riga Construction College Regulations on Academic and Administrative Positions.

18 academic staff members are involved in the implementation of the study programme for the academic year of 2022 / 2023: 8 docents, 3 lecturers, 18 guest lecturers and 4 assistants.

A list of teaching staff and guest lecturers, indicating their qualifications and the course they teach, is given in the mandatory annex in paragraph 2.3.7. CVs for academic staff and guest lecturers in the Europass format are also attached to this paragraph.

Guest lecturers from Latvia and abroad are also involved in the study process. Guest lecturers from abroad are attracted mainly through Erasmus+ inbound mobility. We have a guest lecturer from Estonia whose lectures are included in the study plan. Additional information can be found in the criteria 2.5.2 - 2.5.3 of Chapter 3 of Part II of the Study Field Self-Assessment Report.

In the academic year 2022 / 2023, the academic staff consists of 8 lecturers with a doctoral degree (26 % of all lecturers), 18 with a master's degree (58 % of all lecturers) and 5 specialists in the field and bachelors (16 % of all lecturers).

In order to ensure the professional implementation of the courses of the study programme, representatives of the field of cultural heritage preservation and restoration are also engaged as guest lecturers, institutions related to the preservation of cultural heritage, restoration workshops, current restoration objects, where specialized lectures are held, study tours are visited (e.g. National Cultural heritage administration, Riga Castle, Cathedral Church, Kuldīga Restoration Center, Museum Repository, etc.). Information about the seminars and conferences organized by the Society of Latvian Restorers is being resent by email.

Qualification and professional development of teaching staff helps to achieve study results, therefore RBC encourages teaching staff to systematically improve their competence and share their success with colleagues.

The e-study system Moodle is used in the implementation of the "Restoration" study program. It is regularly improved and supplemented, paying special attention to the activity of teaching staff.

Not all teaching staff are open to working with modern technologies, however, progress has been made and the teaching staff are grateful for the support and opportunities provided to improve the study process.

Moodle is an invaluable tool for cooperation of study participants, exchange and storage of results, weekly communication and coordination. For faculty, Moodle's environment is already becoming

commonplace for communicating with students, the course's learning process and didactic provision.

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 teaching staff of the Engineering Systems study programme has undergone a number of changes – long-standing teaching staff in the field have been replaced by a number of industry professionals and new qualified lecturers, there are new courses with new lecturers:

- Mg. oec., Mg. sc. ing. Marita Strādere – Economics, Economy, entrepreneurship;
- Dr.sc.ing. Gerda Gaidukova - Environment protection;
- Mg. sc. Inga Ķīle – Civil, Labor protection;
- Ph.D. Agita Gritāne - History of art;
- Dr, arch. Ilmārs Dirveiks - Restoration of historical buildings, materials and structures;
- Dr. paed., Mg. sc. ing. Andris Bērziņš - Drawing and surveying;
- Bc.art. Ansis Klucis - Photo documentation;
- Bc.art.Kārlis Rubenis - Material science: wood; Restoration technology: wood;
- Dr.sc.ing. Linda Krāge - Material science: stone; Acquaintance practice : stone; Specialisation practice: stone;
- Mg.art. Indra Saulesleja - Textile - basics of conservation;
- Mg. sc.chem. Indra Tuņa - Chemistry of material studies;
- Mg.art. Sintija Sāldābola - Restoration of contemporary art; Preventive conservation of museum objects;
- Mg.sc.chem.Māris Jēkabsons - Specialisation practice: paper; Organisation and management of restoration;
- Mg.sc.chem Līga Paušus - Specialisation practice: paper;
- Mg.art. Karoliine Burkland - Conservation of plastics;
- Mg.paed., Ing. Maksims Kazakovs; Bc. arch. Ingars Strazdiņš - – Computer graphics (Autocad, Revit), BIM basic course.

Changes in teaching staff by year:

From 2014 to 2020, one teaching staff changed or joined every year.

The biggest changes took place in 2021, when seven new teaching staff joined. This is due to the fact that several long-time teaching staff of the study courses retired. The study courses conducted by them were reviewed in more detail and, taking into account the opinions of students, teachers and industry trends, the study courses were reorganized, new study courses were added, and new teaching staff who had proven themselves in the industry were added.

Changes will continue in 2022 as well - there is a new foreign instructor in plastic conservation, changes are being made to the Computer Graphics study course and the BIM basic course is being introduced.

It is important to emphasize that work on new specializations is planned at RCK, in collaboration with the Departments of Construction, Restoration and Architecture, which would be oriented towards restoration construction works. Therefore, the study courses related to the restoration of buildings have decreased in the Restoration program and more emphasis is placed on materials studies, restoration technologies and restoration of modern materials.

In the academic year 2022/2023, the average age of academic staff is 50 years.

The attraction of new teaching staff improves the quality of the courses and provides students with a broader knowledge based on their previous and current professional experience. A number of new study courses are included, where lecturers with wider international experience and who play an important role in the field of restoration and cultural heritage are engaged.

The recruitment of new teaching staff has improved the quality of studies, allowed students to acquire more specific, professional knowledge and skills, removed the burden of outdated, non-current, routine lectures.

The evaluation of the performance of teachers is carried out by an internal quality evaluation committee on an ongoing and systematic basis, in accordance with the criteria laid down in the internal rules on remuneration:

- conducting applied research;
- participation in seminars, professional development courses, exchange trips;
- participation in international projects;
- creative work, publications;
- methodological work;
- advice for Erasmus students on incoming mobility;
- organising study tours and workshops;
- participation in industry-related bodies.

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).

Several lecturers are involved in the development and implementation of the course, thus ensuring the integration of science and practice. Lecturers are actively involved in suggesting topics to be added to study courses, issues to be included in qualification works (applied research and diploma projects) and research directions, and this mutual cooperation contributes to the quality of study courses both in the development and implementation phases.

Mutual cooperation of lecturers, discussions are organized at meetings of the RBC and meetings of the Department of Restoration of the study direction "Restoration".

Meetings of the teaching staff of the study programme shall be organised by the director of the programme at least once a year before the start of the study year.

At least once every 2 months, meetings of the Department of Restoration are organized, in which:

- all types of test materials are reviewed;
- the topics and tasks of the qualification works (Diploma projects) are reviewed and accepted;
- the topics and tasks of the courses and study works are reviewed and accepted;
- practice tasks and reports are developed and approved;
- other issues of cooperation between staff have been considered.

Cooperation between teaching staff is fostered through lifelong learning seminars, exchanging new ideas in teaching and research.

As teachers also provide secondary students, RBC organizes a variety of, more extensive vocational training courses and seminars, such as: Challenges of parenting work to implement skills approaches in school – developing self-directed learning; options for adapting learners' behaviour and means; Andragogia – principles and practices of adult education, etc.

RBK organizes educational tours to restoration-related sites, not only for students, but also for dockers, involving teachers from other departments (Architectural, Construction), encouraging exchanges of professional thoughts, collective bargaining

In addition to the workshops organised by RBK, the teaching staff who are directly related to the restoration shall participate in seminars, conferences, workshops and professional trips organised by the Latvian Society of Restorers, in which “hand is held on the pulse” for all the topics in the sector. The qualification of restorers organised by the National Heritage Board is also increased.

The cooperation between the teaching staff is successful and improves the quality of the study programme.

To promote the interconnection of study courses, study programme faculty members discuss topical issues of their own and their colleagues' study course content, coordinate topics, as well as discuss the latest developments in the field of restoration and cultural heritage. Meetings of docents to discuss the preparation of students' research results for publication and the research carried out in their courses.

In the academic year of 2021/2022 the ratio of teaching staff (31) to students (31) is 31:31 or 1,00.

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	3_1_2_Rest_Diploma.pdf	3_1_2_Rest_diploms_ar_pielikumiem.pdf
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	P5-Students_statistics_EN.docx	P5-Statistika par studējošajiem_LV.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	P6_Compliance_with_the_State_education_standart.docx	P6_Atbalstiba_valsts_izglitibas_standartam.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)	P7-Compliance with prof standart_EN.docx	P7-Atbalstiba profesijas standartam_LV.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	P8-Course_map_EN.xlsx	P8-Studiju kursu kartējums_LV.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	P9-Programm_plan.xlsx	P9-Studiju programmas plāns.xlsx
Descriptions of the study courses/ modules	P10-Courses_all_EN.pdf	P10-Studiju kursu apraksts.pdf
Description of the organisation of the internship of the students (if applicable)	K11 Procedure for organising study internship Ver.1.0.pdf	K11 Mācību prakses organizēšanas kārtība Ver.1.0.pdf
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		