

Professional Education Competence Centre
Riga Technical College

First Level of Higher Professional Education

AUTOMOTIVE TRANSPORT

Study Program Self-evaluation Statement

Professional Education Competence Centre *Riga Technical College*

Head of Automotive Department

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INTRODUCTION

The study program at Professional Education Competence Centre *Riga Technical College* (hereafter RTC) submitted for the evaluation is the first level of higher professional education study program in *Automotive Transport* with the acquired qualification *automotive service specialist*. The study program was accredited on 5 November 2008, with the act of the Accreditation Committee No 035-1575 until 31 December, 2014.

1. Quality

1.1. Study Program Aims and Tasks

The study program *Automotive Transport* is aimed at the following:

1. to prepare highly qualified technical specialists in compliance with the first level of higher professional (college) education providing them with the possibility to start work at car technical service centres, repair and other relevant companies.
2. to facilitate knowledge acquisition, skills development as well as attitude formation, which will lead the students to the acquisition of the relevant qualification and enhance their competitiveness in the changeable social economic conditions.

The objectives of the study program are to ensure theoretical knowledge and practical skills related to automotive transport exploitation and maintenance:

1. to prepare highly qualified, consistent, competitive automotive service specialists;
2. to supply the study process with methodological materials, supplementing automotive specialty material and technical facilities with modern automotive diagnostics and repair facilities;
3. to involve employers in the design of the study content design and the organisation of qualification examination;;
4. to cooperate with relevant Latvian and foreign educational institutions and employers in the field of professional education; 5. Veikt lietišķos pētījumus autoservisa pakalpojumu jomā, rīkot studentu zinātniskās konferences un publicēt rezultātus;
5. to enhance students' internship system in accordance with modern labour market requirements.

1.2 Study Content and Organisation

In order to ensure achieving the aims of the study program it involves:

- 20 credit points (hereafter CP) of general education study courses (including 1 term paper in the 4th semester),
- 55 CP of domain specific study courses (including 1 term paper in the 4th semester),
- 16 CP of internship at an enterprise,
- 9 CP granted for the design and the defense of the qualification paper.

The study program consists of 100 CP with the implementation period being two and a half years for full-time studies and three years for part-time studies.

One credit point (CP) corresponds to 40 hours of studies a week, i.e.

- 20 contact hour and 20 hours of independent studies for full-time students;
- 16 contact hour and 24 hours of independent studies for part-time students;

Internship constitutes 40 hours a week for both full-time and part-time students.

The level of professional readiness is influenced considerably not only by the material and technical facilities but also by the study program designed in an optimal way.

The teaching methodology and study modes which are selected and applied during the program implementation are aimed at continuous and consistent learning and connecting the previously acquired knowledge and skills with the subsequent ones. As the levels of students' knowledge, skills and perception are different, various teaching methods are implemented, the relevance of which is checked after the acquisition of a definite theme in accordance with the study course programs. Interactive study methods are applied using which academic personnel formulate the aim and objectives, recommend reference literature sources, and the appropriate ways of information processing, which students can achieve autonomously applying their own techniques and at their own pace. Whenever possible, audio-visual mode to present the study material is widely used.

Students' wishes and interests are considered selecting the themes for course projects presented and defended during the seminars. They are topical for them and match with the course content. Thus, designing course reports and term papers the students learn to acquire the material autonomously and develop the skills for further qualification paper design and defense. The improvement in this field has been noted by the State Qualification Examination Committee.

Term papers (projects) are expected to be designed in the following courses: Car Maintenance and Repair and the general study course Entrepreneurial Economics. The aim

of the term paper design is to strengthen the theoretical knowledge, acquire research, empirical and creative skills as well as evaluate students knowledge and skills in the certain subject. The term paper must attempt to solve specific problems under the supervision of the academic advisor. The theme of the term paper is appointed by the academic personnel. However, the students are offered to choose the themes of course reports and term papers that correspond to the course content, contain topical problems and novelty with further defense in the format of a presentation themselves with the consequent approval by the academic advisor. Thus, the students are facilitated to learn autonomously the information that is appealing and topical for them as well as present their research activities. The possibility is very topical since many students combine their studies with work at leading Latvian enterprises. The term paper is defended and evaluated according to the 10 points system.

The students are required to strengthen the theoretical knowledge and prove its application, which justifies the involvement of two internships in Latvian enterprises, i.e.

Upon successful completion of the theoretical and practical studies as well as internship assignments, the student is required to defend the qualification paper in accordance with the *Methodological Guidelines and Conventions for Qualification Paper Design at Riga Technical College*, which were designed in 2008, supplemented in 2011 and are accessible at RTC webpage (www.rtk.lv). The students are allowed to select the theme of the qualification paper themselves with further approval.

The sequence of the development of the qualification paper is as follows:

- formulating the task;
- analysing the problem and choosing a possible solution;
- practical implementation of the task applying efficient solution technologies;
- assessment of the acquired results.

The design and defense of the qualification paper demonstrate the compliance of a student's theoretical knowledge and practical skills with the qualification requirements.

The students are provided with an individual approach throughout implementation of the study program. Active and regular information exchange channels for successful communication are e-mail (group's or individual) and Skype so that students may contact

academic personnel, ask their questions and get answers outside lectures and tutorials and the lecturer may quickly forward the information.

Upon commencement of a study course, the students are familiarised with the course content, expected learning outcomes upon the successful course completion as well as the requirements for obtaining credit points and assessment criteria. If necessary, an individual plan may be designed and proposed.

The individual approach is also manifested in the following:

- The students are offered to choose the themes of course reports and term papers that correspond to the course content, contain topical problems and novelty with further defense in the format of a presentation themselves with the consequent approval by the academic advisor. Thus, the students are facilitated to learn the information that is appealing and topical for them autonomously as well as present their research activities and acquire the skills necessary for further qualification paper defense. The possibility is very actual since many students combine their studies within leading Latvian enterprises.
- During their internship the students complete an individual assignment. Upon internship completion, they submit an internship log, an assignment report and a reference from the head of the internship at the workplace to the department.
- The students are entitled to choose a theme for the qualification paper themselves.

Term papers, the internship report as well as the qualification paper design and defense are conducted by students individually under the supervisor's guidance, which also ensures an individual approach and feedback.

The students are supposed to strengthen and supplement knowledge and skills acquired during the study courses as well as justify their practical application. Thus, the program involves two internships in Latvian enterprises:

Production technological internship of 5 CP (5 weeks) in the 2nd and 4th semesters;
Qualification internship of 11 CP (11 weeks) in the 5th semester.

Production-technological and qualification internships are organized at the leading enterprises of the domain, e.g. *SCANIA LATVIJA Ltd*, *VOLVO Truck Latvija Ltd*, *DOMENIKS Ltd*, *Hansa Auto Ltd*, *Gros Auto Grupa Ltd*, *V4MOTORS Ltd*, *Autofavorīts*

Ltd, Bosch Ltd, HUNDAI Ltd, NISSAN Ltd a. o. The internship is supervised by the college academic personnel, who together with the prospective qualification paper advisor designs individual assignments, provides tutorials and controls the overall process. Thus, the actual data collection and the design of the qualification start during the internship. Every student also has the head of the internship from company employees at the workplace. At the end of the internship the student submits an internship log, a report and a reference from the head of the internship at the workplace to the department. The execution of the internship program is evaluated by the head of the internship from the academic personnel considering the reference from the employer and prospective qualification paper advisor. The assessment is passed or failed.

The students, who acquire the professional study program are required to combine theoretical knowledge with practical application. The overall aim of the internship is to apply, strengthen and supplement the theoretical knowledge and practical skills acquired during the study courses to perform certain work responsibilities as well as prepare the students for the qualitative design of the qualification paper.

Internship is a study mode run at a work place in accordance to the program. Production technological internship is at organised at an enterprise, but in exceptional cases at college. Internship places are provided by both college authorities and students. The department approves of the head of the group's internship from the academic personnel.

In order to ensure the successful completion of all study courses of the 1st level of higher professional education program assessment system, assessment criteria and requirements have been designed. Assessment techniques are different depending on the content and the aims of the study course and can be seen in course descriptions of the program.

In order to assess the students' progress during the acquisition of the course content and upon course completion, the academic personnel applies B. Bloom's taxonomy according to which:

1. knowledge – remember, recognise, define
2. comprehension – explain, interrelate
3. application – generalise, organise,
4. analysis – compare, differentiate, classify,
5. synthesis – compose, construct, produce,

6. evaluation – judge, weight, summarise.

At the beginning of the study course the students are informed about the assessment of their knowledge and skills. The obtained information stimulates students' learning motivation and develops their self-assessment skills and allows teachers to assess learning process in groups.

Implementation and improvement of the didactic concepts is ensured by pedagogical education of the academic staff which has been additionally acquired.

Once a month the department meetings are held, where one of the most essential discussed issues is students' successful performance, their attendance of lectures, as well as the evaluation of the session results. The results of the academic year are evaluated taking into consideration and approving of the annual self-evaluation statement of the study program.

1.3 Studies and Evaluation of Knowledge

In the course of the study program *Automotive Transport* implementation it is expected to evaluate students' theoretical knowledge as well the level of acquisition of psychomotor (practical) skills. To assess this knowledge and skills the program contains exams in general education and domain specific subjects, which are distributed throughout the semesters. Domain specific tests are organised in the format of:

- complex(multiple choice) tests;
- practical assignments.

The complex multiple choice tests involve questions from various domain specific study courses covered at a certain time of within the framework of the study program and enable to evaluate students' theoretical knowledge objectively.

During the exams containing practical assignments the primary attention is attracted not only to the assessment of the specific skill development to accomplish a certain task, but also to allocated time, applied tools, equipment and materials influence on the final outcome. In order to improve the significance, reliability and validity of the assessment the scale comprising the following criteria has been applied:

- work organisation;
- practical skills;
- the correctness of the technological process;
- the relevance of results to the final outcome;

- work safety;
- the consumed time .

The assessment of psychomotor skills is very complicated, as some of non-psychomotor criteria may reduce the final mark, for example, prior calculations, without which the completion of a skill task is unsuccessful.

Upon the commencement of study courses, students' prior readiness is crucial. For students' enrollment *RTC Matriculation Procedure*, which was issued in accordance with the Law of Higher Education Institutions clauses 45, 46 and 83, is used.

RTC provides a possibility to acquire a higher education to any resident of the Republic of Latvia irrespective of his/her age, gender, social and material status, race and national identity, political and religious beliefs. The enrolment is organised considering competition principles in accordance with matriculation regulations, summing up the marks in two centralised exams with the average mark in the General Certificate of Secondary Education.

Every member of the academic personnel has a compulsory tutorial once a week. The time and place have been approved with the decision taken during the department meeting and are accessible to students electronically at RTC webpage and on the notice board next to the schedule. The students can obtain individual tutorials on the phone, by e-mail or Skype. In order to ensure the achievement of results of the study program and motivate students to study, the knowledge of the students is regularly assessed with the help of tests, practical and individual assignments and discussions. The learning outcomes are discussed with the students during the lectures.

1.4 Study Provision and Management

Studies are provided in accordance with RTC regulations, which have been devised in accordance with the legislative and normative acts of the Republic of Latvia. RTC regulations and structure determine the operation of RTC board, involving students' representatives delegated by RTC Students' board. Therefore, the students are included not only in the decision making concerning specific study programs, but also with regards to the decision making process at college on the whole.

An essential aspect of program implementation is annual students' and graduates' questionnaires, the results of which are included into annual self-assessment statements accessible at college webpage www.rtk.lv. The results of the questionnaires are analysed during the department meeting at the end of the academic year. Respondents' negative

feedback is closely paid attention to, however, it is worth mentioning that students are mostly satisfied with the study program. In order to enhance the organisation of the study process and improve quality, students' and graduates' comments, suggestions, recommendations and proposals are considered and implemented.

In order to avoid conflict situations, students are entitled to obtain support from the group's monitor, who is the first instance to approach if problems arise. In case they cannot be solved with the help of the group's monitor, study program director, the head of the department and study department are involved. Since academic personnel is very competent possessing pedagogical education the conflicts occur rarely.

Rare conflict situations are solved through discussions involving the conflicting sides and the head of the department, or, in case of the necessity of finding a compromise, on the basis of a formal application and a decision of the department meeting which is confirmed by the RTC principal's order. It is worth mentioning that during the implementation of the study program there have not been such precedents.

The introduction of the *Code of Ethics*, which was designed by lecturer Evija Tože in 2011 was reviewed in her article *The Introduction of the Code of Ethics to Academic personnel's, Employees' and Students' Work at Riga Technical College – RTC scientific proceedings* 9th issue, 2011.

1.5 Academic Personnel and Students Research (Creative) Activities

Currently there are 25 members of the academic personnel involved in the implementation of the study program *Automotive Transport* who have the following qualifications in the relevant fields:

- Doctors of science – 5;
- Masters – 17;
- Bachelors – 2;
- higher professional education– 1.

A term papers and qualification papers exhibition has been held since 2010. There all academic personnel and students can get acquainted with the designed papers.

Since 2002 RTC has organised annual *International Scientific Practical Conferences* where RTC academic personnel as well as its students participate publishing their findings and results in scientific articles, for instance:

1. R. Kelberere *Salutogenesis as an Opportunity for Students to Improve Their Competitiveness in the Labour Market* p.87- 97
2. J.Rozenblats, S Sipcenko *From Education to Perfection* p.9-13
3. J. Rozenblats, S. Sipcenko *Riga Technical College Strategy for Development* p.10-14
4. J. Rozenblats *Tendencies in Professional Education* p. 18 -23
5. R. Kelberere *The Role of Higher Mathematics in Revealing and Facilitating Students' Creativity* p.86 -90
6. J. Rozenblats, S. Sipcenko *Riga Technical College Development Vision* p. 31 – 35
7. J.Nipers *How to Comprehend and Purposefully Use Teenagers' Differences* p. 41-45
8. S. Eihmane, E. Saripo *PLD Diesel Engine Fuel Injection Systems* p. 117-122
9. K.Apranis, A. Polakovs *Vehicle Safety Systems-Air Bags* p. 123-129

The academic personnel are entitled to conduct scientific research in foreign enterprises. It must be noted that in the spring of 2011 S. Eihmane had an internship at Harpic Motosport in Estonia within the framework of ERASMUS program .

1.6 Quality Assurance and Guaranties

Quality management system corresponding to ENQA *Standard and and Guidelines for Quality Assurance in the European Higher Education Area* requirements has been implemented in the Professional Education Competence Centre Riga Technical College.

The evaluation of quality is achieved by the administrative personnel, departments, which implement the study program and other structural units involved, RTC board, professional associations, employers as well as students' board.

To achieve the internal quality assurance of the study program of the first level of higher professional education, the system operates at several levels.

1.Study department ensures the following:

- RTC study course control, which involves its compliance to the program of higher education, its content;
- Students'survey at RTC with an aim to identify their adaptation to RTC system and satisfaction with the study process, lectures and practical assignments. The results of the survey are available at the Study department;
- The provision of classrooms and technical facilities to large groups (32-64 places)

- The design of the schedule in accordance with study plan and current situation.

2. Automotive department ensures the following:

- Once a year a report is submitted by the study program director to the Study department with prior approval at the department meeting;

3. The involvement of students' into the evaluation process of the study program conducting a survey in order to find out their opinion and obtain suggestions for the improvement of the study program implementation and academic personnel professional development;

4. College Business Activity department ensures the following:

The provision of classrooms and technical facilities in accordance with latest technologies, facilitating department development and improved quality of the study program.

5. Study program director accomplishes the following:

- Once a semester a students' survey about the quality of work of the personnel and the evaluation of the study program is conducted. The survey data is analysed, presented and discussed at the department meeting, administrative personnel meeting and Board meeting;

- Once a year the content of the study program, methodological materials, latest study literature and study papers (course reports, internship reports, term papers) methodological guidelines are reviewed.

Academic personnel is entitled to participate in courses and seminars about latest teaching, pedagogical methods as well as in the professional development events (seminars and exhibitions) organised by employers.

Academic personnel and the study program director participate in various expertise exchange events and projects, cooperate with foreign educational institutions and competence centres, meet social partners and the representatives of the involved institutions discussion branch topicalities, analysing its results and making corrections in the study course programs.

Summarising the information about the graduates' careers in 2009 – 2011, it can be seen that the majority continue their professional development in the chosen specialty (72.9% of graduates work in their field). It is considered that these figures confirm that the

graduates have a broad range of career prospects to work successfully in the specialty acquired as well as that the educational aims of the program are met.

2 Resources

2.1 Study Program Aims and Tasks

In order to ensure the qualitative study program acquisition, a considerable attention is paid to lectures, seminars, laboratory and practical assignments organisation and management. Paper descriptions and methodological materials are available at the library, in the classrooms and laboratories.

In the course of the study program *Automotive Transport* implementation its resources have been continuously improved.

Within the ESF co-financed project *Automotive Transport Study Program Modernisation, Designing Topical Specialisation Branches* in 2008 body repair laboratory equipment was purchased.

The employers have also contributed considerably. Due to their support material and technical facilities are supplemented with latest study modules on a regular basis.

The psychological environment of the college is created by the students, academic personnel and other employees. Open environment, i.e. favourable, democratic, sincere, accessible and relevant has to be supported at college. This is the environment where the students would feel comfortable, are encouraged to express their opinion freely, obtain the required psychological support and methodological help from the academic personnel.

2.2 Study Content and Organisation

Some study courses are run by several academic personnel, i.e. one delivers lectures, the other monitors laboratory and practical assignments. Some professional study courses are delivered by guest professors.

Academic Personnel Involved in the Study Program Implementation

No	Name, Surname	Academic Position	Scientific Degree	Study Course	CP
1.	Rūta Kelberere	Lecturer	Master's	Higher Mathematics	6
2.	Jānis Rozenblats	Assist. professor	Doctoral	Physics	3
3.	Jana Kuzmina	Guest assist.	Master's	English	3

No	Name, Surname	Academic Position	Scientific Degree	Study Course	CP
		professor			
4.	Jānis Pujāts	Assistant	Master's	Entrepreneurial Economics	3
5.	Vladimirs Viskovs	Assistant	Master's	Labour, Environment and Civil Protection	2
6.	Dagnija Jukāma	Assistant	Master's	Corporate Psychology	2
7.	Jānis Pujāts	Assistant	Master's	Latvia and Europe	1
8.	Voldemārs Cikovskis	Assist. professor	Master's	Internal Combustion Engines	5
	Kārlis Aprāns	Lecturer	Bachelor		4
9	Jānis Rozenblats	Assist. professor	Doctoral	Car Electrical Appliances and Electronics	2,5
	Edvīns Žugs	Lecturer	Master's		5,5
10	Andris Lazdiņš	Assistant	Higher professional	Car Components	4
	Jānis Grīnbergs	Assistant	Master's		2
11	Tāļvaldis Vecvagars	Lecturer	Master's	Car Maintenance and Repair	7
	Andris Ādamsons	Guest lecturer.	Master's		1
12	Juris Romanovskis	Assistant	Master's	Vehicle Operation and Road Safety	3
13	Jānis Pujāts	Assistant	Master's	Transport Entrepreneurship	1
14	Jānis Nipers	Assist. professor	Master's	Engineering Graphics	2
	Jānis Kaņeps	Guest assist. professor	Master's		1
15	Jānis Mazais	Guest assist. professor	Doctoral	Basics of Quality and Management	2
16.	Romualds Jakubānis	Hon. assist. professor	Doctoral	Metrology, Allowance and Shrinkage	2
17.	Egils Cēders	Guest assist. professor	Doctoral	Technical Engineering Mechanics	3,5
18.	Voldemārs Cikovskis	Assist. professor	Doctoral	Materials Studies and Technology	2
19.	Egils Cēders	Guest assist. professor	Doctoral	Vehicle Theory and Mechanics	2

No	Name, Surname	Academic Position	Scientific Degree	Study Course	CP
20.	Jānis Rudzītis	Guest assist. professor	Master's	Vehicle Exploitation Materials	2
21.	Gints Birzietis	Guest assist. professor	Doctoral	Logistics	1
22.	Andis Šuplinskis	Assistant	Master's	Computer Studies	2,5
23.	Jānis Kalniņš	Lecturer	Master's	Sports	0
24.	Sanita Eihmane	Assistant	Master's	Production Technological Internship	5

In order to ensure the qualitative study program acquisition, a considerable attention is paid to lectures, seminars, laboratory and practical assignments organisation and management. Paper descriptions and methodological materials are available at the library, in the classrooms and laboratories, which facilitates qualitative work execution. The quality of these assignments influences significantly the final mark in the study course.

Upon the commencement of the internship, the students receive the internship program which contains the content, the documentation to be submitted upon completion and assessment criteria.

On the whole, the overall number of contact lectures comprising 2500 academic hours includes theory (37%), practical assignments (23%), internship (25%), and the qualification paper design (15%). It is considered that such distribution is relevant for achieving the goals of the higher professional education study program.

2.3 Studies and Evaluation of Knowledge

The facilities to ensure efficient study program *Automotive Transport* acquisition are classrooms, labs, and computer study rooms. As a result of international projects implementation, the equipment in classrooms and laboratories has achieved a high level, which can be compared with material and technical facilities in the institutions in developed countries, sometimes even exceeding it. For example, in 2008, within the framework of the project *Automotive Transport Study Program Modernisation, Designing Topical Specialisation Branches* in 2008 a body repair laboratory was developed.

As well as this, the students are exposed to applying the following:

- An all wheel drive car sectional view;

- Front and drive axles sectional view
- Fuel Injection Stands with the equipment, i.e. Bosch, L-Jetronic, L3-Jetronic;
- Engine tester Bosch FSA-720;
- Systems tester Bosch KTS 570;
- Brakes check stand Bosch BSA 305;
- Wheels mounting and dismounting stand, wheel alignment stand SBM;
- Visual aids produced in Germany, i.e. fuel system operation simulation stand Bosch Monomotronic and petrol injection system;
- Bosch PMS 100 portable motor testers for measurement at the simulation stand or at the board;
- Body repair stand (for straightening
- As a result of the cooperation with AUTO SCAN RTC Automotive Transport department received a truck *Scania 400* as a present.
- A petrol injection system modular set.

2.4 Study Provision and Management

The following RTC structural units are involved in the program implementation:

- Transport and Metalwork department Automotive Transport department;
- General Studies, Entrepreneurship and Management department;
- Information Technology and Communication department;
- Power Engineering department.

The abovementioned departments deliver the domain specific theoretical and practical courses .

On 4 February 2010, RTC initiated a project implementation in accordance with the signed agreement with State Education Agency, European Regional Development Fund *Infrastructure and Services* addition to 3.1 priority *Infrastructure for Human Resource Strengthening* 3.1.2. event *Higher Education Infrastructure* 3.1.2.1. activity *Higher Education Institutions Premises Modernisation, Including Facility Provision for Disabled* sub-activity *Higher Education Institutions Premises Modernisation for Quality Assurance, Including Study Program Acquisition for Disabled* (more details are available at www.rtk.lv in the section *International Projects and Sponsors*). As a result, in the academic year 2010/2011 RTC renovated study premises at 16 Braslas Street, Riga. Simultaneously, technical material

facilities have been improved by equipping a modern electronics laboratory with 26 soldering stations with complete sets to ensure qualitative study process for acquiring practical knowledge.

The Students' Board operates in accordance with the Professional Education Competence Centre *Riga Technical College* developed Guidelines about students' board accepted at RTC Board meeting of December 02, 2008, meeting minutes No 40-2008. The Student Board operates at 16 Braslas Street Room 118, Riga, LV-1084, e-mail: brasla@rtc.edu.lv.

The library is a structural unit of Riga Technical College, which operates in accordance with the internal normative acts, ensuring literature and information access, providing, library, bibliographical services, consulting students and academic personnel.

There are 27 study places, 5 computers and a photocopier in the reading room (97 m²). The computers are connected to the Internet through the local area network. In addition, the students can access the computers with the internet connection in classrooms and dorms.

The library provides a free access to reference literature, latest publications in various branches and fiction. The library has a subscription to 28 hard copy press and media materials.

It consists of 2 books storage rooms (193 m²) for reference literature, fiction, periodicals archive and study books and methodological materials for full-time and part-time students in technical branches, i.e. energetics, electronics, telecommunications, metalwork, information technologies, including 8000 lecture methodological notes, which were designed and published within the framework of the EU projects using its funding and Latvian standards.

The library contributes to the study process implementation as well as to the scientific research activities of the academic personnel and students.

RTC library supplements necessary scientific literature, study books, and methodological materials for the support of the study program cooperating with the study programs directors and the heads of departments. In 2011, there have been 35 705 units in the library, including 25 537 books, 22 032 of them being study books. Audio visual aids constitute 22, DVD 12 items respectively. The library utilises alphabetical and systematic catalogues. The library employees use the united state catalogue of 9 libraries as well as Latvian National Library and Riga Technical University subscription for the academic personnel.

Since 2009, ordering and receiving books are possible electronically applying for Latvian National Library inter-library subscription.

The library stock involves books and methodological materials in foreign languages – English, German, and Russian.

RTC has a dormitory (4 Ieriķu Street –) and other facilities for guest academic personnel and exchange students.

2.5 Academic Personnel and Students Research (Creative) Activities

Judging from the abovementioned (college facilities, library, and access to employers' equipment), it can be concluded, that the students are exposed to modern scientific research environment which can be proved by scientific publications of the academic personnel as well as good achievements in the competitions of qualification papers.

2.6 Quality Assurance and Guaranties

The financial resources for ensuring the implementation of the study program are seen in the data of higher education institutions in the section Riga Technical College and their usage is controlled annually by RTC Audit Commission which statements are publicized in annual reports.

3 Sustainability

3.1 Study Program Aims and Tasks

The aim of the study program *Automotive Transport* is to prepare specialists for the automotive transport enterprises, create motivation for professional development and continuous learning in engineering and other spheres as well as provide the students with the relevant higher professional education.

RTC has devised its development conception for the period of 2008-2014. The devised document includes the main vision and mission statements which are to be considered and elaborated on in a more detailed RTC strategic development plan. The document has been prepared having in the basis the forecasts of the stakeholders leading in the economy sector on the development tendencies and requirements. In the process of its preparation enterprises and associations representing their fields of business, as well as

RTC administration at different levels: higher level administration, administration of specialties and programs and the heads of departments were consulted. This document has been designed by the chairman of the board of the company *Knowledge Transfer and Marketing Ltd* Roberts Dlohi. It is available at www.rtk.lv for a more detailed exploration.

3.2 Study Content and Organisation

The content and implementation of the study program ensure a continuous and consistent development of the study program and meet four main goals of a higher education (personality, democratic society and scientific development challenges, labor market requirements).

To achieve the abovementioned goals, the first one should be initially addressed, i.e. student's growth and becoming an open, willing to learn, socially active personality since it ensures the achievement of the subsequent ones.

It is considered that the most effective means in achieving this goal is the academic personnel's personal attitude to the student and study environment in the process of the study program implementation.

To determine the students' evaluation of the emotional atmosphere some questions have been included into the students' and graduates' questionnaires. The obtained respondents' results are encouraging. Therefore, it is believed that the students turn into a person suitable for a democratic society in the process of studies.

Academic personnel is entitled to participate in courses and seminars about latest teaching, pedagogical methods as well as in the professional development events (seminars and exhibitions) organised by employers. As well as this, Academic personnel and the study program director participate in various expertise exchange events and projects, cooperate with foreign educational institutions and competence centres, meet social partners and the representatives of the involved institutions discussion branch topicalities, analysing its results and making corrections in the study course programs.

The most important ones are presented below:

No	Activity	Name, surname
1.	<i>The 8th Higher Professional Education in Theory and Practice: International Scientifically Practical Conference, Riga, April 27, 2010. RTC.</i>	All the academic personnel of the department
2.	<i>The 9th Higher Professional Education in Theory and Practice: International Scientifically Practical Conference, Riga, April</i>	All the academic

	May 17, 2011, RTC.	personnel of the department
3.	„Darba aizsardzības apmācības moduļi (mācību programmas) profesionālās izglītības iestādēs” 50 st. kurss. Apl. Nr. 04-01-03/11/1695	S. Eihmane
4.	<i>Safe School Safe work</i> 28th November (<i>SEVERSTAĻLAT</i>)	S. Eihmane
5.	<i>Safe School Safe work</i> 21th October(<i>AMO PLANT Ltd</i>)	S. Eihmane
6.	<i>Safe School Safe work</i> 16th November (<i>VALPRO Ltd</i>)	K. Aprāns
7.	<i>ROBERT BOSCH</i> 30th October and 1st November	K. Aprāns, V. Cikovskis, G. Zariņš
8.	<i>Automotive Mechanics 2011</i> exhibition	All the academic personnel of the department

RT has signed bilateral cooperation agreements with:

- *) Latvian Agricultural Academy Technical faculty (LLU);
- *) HVM – Systems Baltic Oy (a training centre in Estonia).

3.3 Studies and Evaluation of Knowledge

To ensure the study program sustainability, it is necessary to follow the changeable labor market requirements which results in constant changes in both study courses and programs. Therefore, continuous changes are made in study course content and study plan.

3.4 Study Provision and Management

The content and implementation of the study program comply with the main goals of higher education:

- personality development;
- democratic society development;
- tasks aimed at science development;
- observing labor market requirements.

The program evaluation indicators are the students’ points of view, the views of the administrative and academic staff, the proportion of the use of latest technologies in the classrooms and during internship. The students are motivated for professional development during the studies, i.e. to continue their studies to obtain the second level of higher professional education.

The evaluation methods of knowledge, skills and attitude are considered to be objective, related to the learning outcomes and labor market requirements. Study process content and implementation correspond to the main higher education aims.

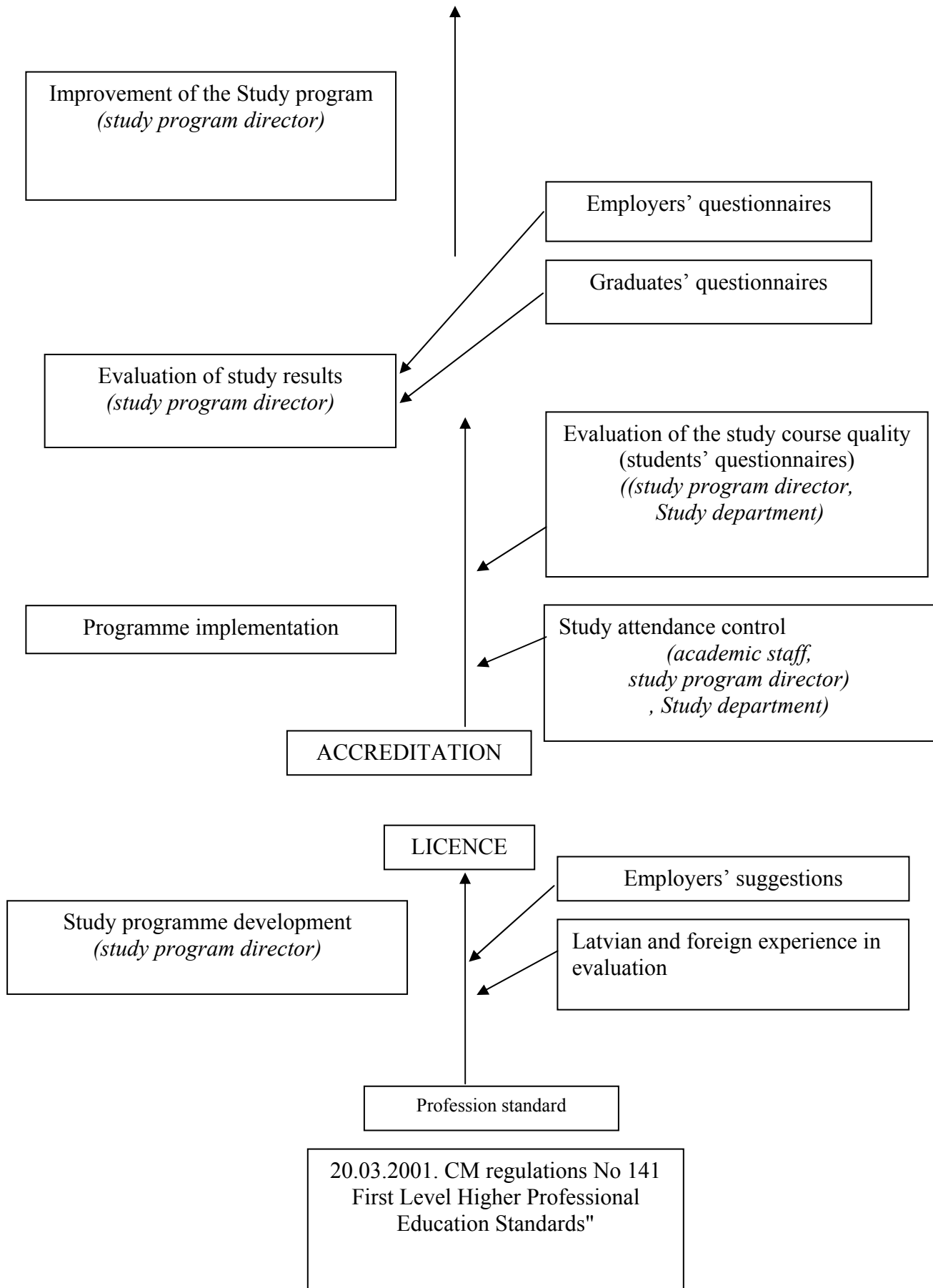
In the process of the evaluation of results both experienced employers' representatives and the leading members of RTC academic personnel are involved. State Qualification Exam Committee has noted that the level of the designed and defended qualification papers has considerably increased. It also pointed out that the following aspects should be paid attention to:

- references in the text to the bibliography;
- conclusions and suggestions should be more specific.

These drawbacks are being handled to avoid their occurrence in the qualification papers in 2012.

RTC Study Program Management System is designed in the following way:

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3.5 Academic Personnel and Students Research (Creative) Activities

The academic personnel are involved in scientific research (creative) activities, the themes of which are topical and connected with the interests of the region, the study program content and future development. The results of scientific work are published in internationally available and peer-reviewed issues.

The results of scientific research work are used practically, facilitating innovation. Therefore, the students are also able to choose different topical themes for their term and qualification papers, which are related to the interests of the region and the study program content.

3.6 Quality Assurance and Guaranties

At the end of each academic year the study program self-evaluation report is developed.

It includes evaluation of its strengths and weaknesses, development opportunities, academic resource, technical facilities, financial provision and internal self-evaluation. The report is discussed and evaluated at the Power Engineering department meeting, and it is located at RTC home page www.rtk.lv afterwards.

One of the issues reviewed in the self-evaluation report is the analysis and summary of the results of students' and graduates' questionnaires. The questions of the questionnaires cover the content and implementation quality of the study program, the level and development of technical facilities as well as the description of the academic and the administrative personnel.

A cooperation agreement between RTC and Latvian Agricultural Academy regarding the continuation of the studies by RTC students of the study program *Automotive Transport* in Latvian Agricultural Academy in case of study program liquidation, restructurisation or other changes was signed on 29 August, 2008.

The dynamics of the students' and graduates', the graduates' employment trends, the academic personnel qualification and age, finance and research results as well as the development trends in recent three years are regularly considered in self-evaluation statements and discussed at the Automotive Transport department meetings.

4 Cooperation and Overlapping

4.1 Study Program Aims and Tasks

The aim of the study program *Automotive Transport* is to prepare specialists for the automotive transport enterprises, create motivation for professional development and continuous learning in engineering and other spheres as well as provide the students with the relevant higher professional education.

There are different qualification levels and the program volume (implementation period). The study program *Automotive Transport* designed at RTC is aimed at preparing middle-level specialists with a clearly expressed practical direction within a short period of time (2.5 years). It is considered that this goal is achieved.

4.2 Study Content and Organisation

Having in the basis clause 47 of the Law of Higher Education Institutions, when transferred from a different institution all relevant study courses credit points and the assessment marks obtained in other Latvian higher education institutions study programs are considered. Thus, the students are entitled to acquire separate modules, study courses and/or have internship (partly or fully) in other Latvian higher education institutions study programs or abroad.

The knowledge obtained during the internship will be considered as a good basis for the design of the qualification paper.

Within the assigned resources, different projects are implemented such as students and academic staff mobility projects within *Erasmus* program in 2010/2011 ac.year.

The academic personnel from other educational institutions is involved in the study program implementation, e.g. G. Birzietis Latvian Agricultural Academy, E. Cēders, J. Mazais, J. Kaņeps, J. Rudzītis Riga Technical University, A. Ādamsons *Scania Latvia Ltd.*

4.3 Studies and Evaluation of Knowledge

The results of the study program are compared and evaluated every year with Lapland Technical College (Finland) by the academic personnel of both institutions on the basis of a signed cooperation agreement with RTC.

4.4 Study Provision and Management

Within the assigned resources, different projects are implemented such as academic personnel mobility projects within *Erasmus* program in 2010/2011 ac.year. In the time period under consideration one lecturer visited Estonia. This academic year two lecturers will go to Lithuania and two lecturers are expected to come to Latvia. The students enrolled this year are entitled to apply for the internship in EU enterprises within ERASMUS program until the end of the semester.

4.5 Academic Personnel and Students Research (Creative) Activities

Currently there is no research (creative work) conducted in cooperation with other Latvian or foreign higher education study program students and academic staff. In the nearest time these activities are supposed to be planned and implemented together with Latvian Agricultural Academy

4.6 Quality Assurance and Guaranties

Riga Technical College cooperates as an associate member with:

- Latvian Electrical Engineers and Power Construction Engineers Association (LEEAA);
- Latvian Information and Communication Technology Association (LIKTA);
- Latvian Authorised Dealers Association (LPAA);
- The Ministry of Education of the Republic of Latvia Quality Service, expert (College Association delegation);
- Higher Education Quality Assessment Centre of the Republic of Latvia (AIKNC), expert;
- Latvian Electrical Equipment and Electronics Industry Association (LEtERA), board member;
- Machine Building and Metalwork Industry Association (MASOC), expert.

Riga Technical College is a member of Latvian Employers' Confederation.