TALLINNA TERVISHOIU KÕRGKOOL
TALLINN HEALTH CARE COLLEGE

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SELF-EVALUATION REPORT

INSTITUTIONAL ACCREDITATION

TALLINN 2012

I. GENERAL DATA AND BRIEF INTRODUCTION

Higher education institution   Tallinn Health Care College (*Tallinna Tervishoiu Kõrgkool*)
                                   (hereinafter the *College*)
Legal status   A state agency administered by the Ministry of Education and Research
Registry code   70003980
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Main areas of activity

Formal education in the broad group Health and Welfare, provided within the adult education system; applied research and development to promote professions taught; and in-service training.

According to section 5 of the Statutes of the College (et, en), the functions of the College are to:

1. provide instruction according to curricula of the master degree studies specified by the Government of the Republic, professional higher education, and vocational training based on basic education and secondary education;
2. assure the organisation of studies and work organisation which will enable students and pupils to acquire the knowledge, skills and moral values necessary for life and work;
3. provide the membership of the College with favourable conditions for teaching, learning, applied research and development activities, professional and pedagogical self-development, and communications with other members of teaching staff, teachers, students and pupils in Estonia and foreign countries;
4. partner with employers, employee and professional associations in order to bring the quality and scope of education into conformity with labour market demand;
5. prepare and develop the College's curricula, organise methodological work and prepare curricula for in-service training;
6. prepare subject-related methodological guides, teaching aids and educational materials, and support their publication;
7. continuously improve the physical and financial resources of the College based on the requirements set out in the development plan and curricula;
8. inform the public of its activities;
9. set up cooperation agreements with educational, research and development institutions, as well as with natural and legal persons, based on the objectives of academic activity;
10. employ highly-qualified specialists as teaching staff and teachers;
11. provide fee-based services related to its core activities to the extent and pursuant to the procedure provided for in its Statutes;
12. develop partnerships and cooperation with foreign educational institutions, other agencies, enterprises and organisations; and, under agreements, to exchange students, pupils, members of the teaching staff and teachers;
13. participate in international projects for the purpose of developing academic activities and conducting applied research;
14. be engaged in consulting in the broad group Health and Welfare;
15. organise conferences, workshops and other events related to its core activities;
16. participate in shaping education and health care policies in Estonia.

Mission: The College trains innovatively and critically thinking health professionals.

Vision: The College is in continuous development, nationally and internationally networked, where, in cooperation with national and international partners and involving learners, current challenges are addressed**.**

Core values: *IKKA* (*Inimene Koostöö Kaasamine Areng*) (People Cooperation Inclusion Development)

PEOPLE – come first, are of the highest value to the College. Staff – their competence, commitment, individuality and innovativeness create a unique environment for development and

learning. Learners – their different backgrounds as well as skills and knowledge that evolve in the process of learning, enrich the College, becoming a bridge between society and partners.

COOPERATION – the College shapes skills for multi-professional and multicultural teamwork in its staff and learners while in continuous national and international cooperation with organisations that support development.

INCLUSION – College staff, learners, alumni and partners are included in the management of its organisation and development activities.

DEVELOPMENT – we support innovativeness, we inspire and are inspired, we make purposeful development possible while insisting on accountability for the choices made.

Territorial location: The College has a building and a student home (hostel) in Tallinn and a structural unit in Kohtla-Järve; educational activities are also carried out in Kiviõli, Kuressaare and Pärnu.

History

About 1800	Health care training in Tallinn was begun
1940	Tallinna Õdede Kool (Tallinn Nursing School) was opened
1941	Tallinna Meditsiiniline Keskkool (Tallinn Medical Secondary School) was established as a result of the merger between Tallinna Õdede Kool (Tallinn Nursing School) and Tallinna Velskrite Kool (Tallinn School of Assistant Physicians)
1941-1944	Due to World War II the school was evacuated to Tambov, Russia, operating there
1944	The Medical Secondary School reopened in Tallinn
1945	The school was renamed Tallinna Vabariiklik Meditsiiniline Keskkool (Tallinn Republican Medical Secondary School)
1945-1965	The school conducted training in Ida-Viru County
1964	The school was renamed Tallinna Meditsiinikool (Tallinn Medical School)
1965	Kohtla-Järve Meditsiinikool (Kohtla-Järve Medical School) was established
1970	The hostel in Tallinn was completed at Nõmme tee 49,Tallinn
1977	The school building was completed at Kännu 67, Tallinn
1996	A gradual transition to providing higher education (HE) started, HE curricula for Nursing and Midwifery education were launched
1998	The Optometrist and Assistant Pharmacist curricula of HE were launched
2000	The Occupational Therapist curriculum of HE was launched
2002	Regional provision of the Nursing Education curriculum (for nurses with previous vocational education) was started (at Kohtla-Järve in 2002, Pärnu in 2007, Kuressaare in 2011)
2003	The Nurse Assistant curriculum of vocational training was launched The school was awarded the first Erasmus University Charter
2004	The school completed its first international accreditation of curricula and institution
2005	**Due to restructuring, the school was granted the status of a state institution of professional higher education (the Government of the Republic Order No. 118 of 28 February 2005) and continued under the name of Tallinna Tervishoiu Kõrgkool (Tallinn Health Care College)**
2006	Kohtla-Järve Medical School was rearranged into a structural unit of Tallinn Health Care College
2007	The Health Promotion Specialist curriculum was launched
2008	The Nursing Education Specialisation curriculum was launched The Care Worker curriculum of vocational training was launched by combining the Nurse Assistant and Social Care Worker curricula
2009	The 'Health Care' study programme group completed a transitional evaluation and was granted the so-called education license of the new generation Workplace-based training in vocational training was launched (at Paide in 2009, Kiviõli in 2010, Pärnu in 2011)
2010	The Emergency Medical Technician curriculum was launched
2011	The 'Medicine' study programme group completed a transitional evaluation and was granted the so-called education license of the new generation.

Specialties taught, numbers of learners and staff

Table 1. Curricula

Title of curriculum	Study programme group	Code in EHIS[1]	Standard period of study	Student workload
Professional higher education The right to conduct studies granted by the Government of the Republic Regulation No. 178 of 18 December 2008 'Standard of Higher Education'.				
Health Promotion	Health Care	80997	3 years	180 ECTS
Occupational Therapist	Health Care	3311	4 years	240 ECTS
Basic Nursing Education	Health Care	1467	3.5 years	210 ECTS
Nursing Education Specialisation	Health Care	84789	4.5 years	270 ECTS
Midwife	Health Care	1470	4.5 years	270 ECTS
Optometrist	Health Care	1479	3.5 years	210 ECTS
Dental Technician	Medicine	80166	3.5 years	210 ECTS
Assistant Pharmacist	Medicine	1477	3 years	180 ECTS
Vocational training				
Care Worker based on secondary education	Social Work and Counselling	84310	2 years	80 weeks of study
Care Worker based on basic education	Social Work and Counselling	85820	2 years	80 weeks of study
Emergency Medical Technician based on secondary education	Therapeutics and Rehabilitation	103804	1 year	40 weeks of study
Emergency Medical Technician based on basic education	Therapeutics and Rehabilitation	103805	1 year	40 weeks of study
Massage based on secondary education	Therapeutics and Rehabilitation	84311	1.5 years	60 weeks of study

[1] Estonian Education Information System

Table 2. Learners as of 1 November

Curriculum	2007		2008		2009		2010		2011	
	RE[1]	REV[2]	RE	REV	RE	REV	RE	REV	RE	REV
Professional HE	1210		1269		1408		1530		1607	
Basic Nursing Education	602	6	650	4	703	29	783	26	796	42
Basic Nursing Education (previous vocational education)	191	19	188	14	170	17	171	30	160	54
Midwife	104		114		126	5	131	9	134	9
Midwife (previous vocational education)	36				15	1	18	1	23	
Nursing Education Specialisation (Health Nursing)					20		20		24	
Assistant Pharmacist	99		120	3	136	5	132	5	131	7
Optometrist	69		70	2	73	3	69	3	72	5
Dental Technician	38	1	38	2	25	1	36	2	38	3
Occupational Therapist	30		33		32		38	3	51	6
Health Promotion	15		31		46	1	50	3	47	5
Vocational training	121		98		97		152		141	
Nurse Assistant	121									
Care Worker			98		91	6	123	6	113	5
Emergency Medical Technician							20	3	21	2
Total	**1331**		**1367**		**1505**		**1682**		**1748**	

[1] state-funded student/pupil places
[2] non-state-funded student/pupil places

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Table 3. Staff as of 1 January

Staff	2008	2009	2010	2011	2012
Academic staff					
Employees	77	79	74	71	75
Positions	67	71	67	65	70
Average age	46.2	45.5	46.7	46.6	46.4
Support staff					
Employees	22	28	26	31	33
Positions	22	26	25	30	30
Average age	43.1	41.7	46.0	41.7	40.5
Administrative staff					
Employees	29	26	22	22	22
Positions	28	24.5	22	22	22
Average age	55.0	54.5	51.0	54.9	53.5
TOTAL					
Employees	128	133	122	124	130
Positions	117	122	114	117	122
Authorisation agreements	87	76	78	115	73

Stakeholders:
The Republic of Estonia — society, local governments, the Ministry of Education and Research, the Ministry of Social Affairs and other state agencies; learners; employers; professional associations; foreign partners; College employees; alumni.

Principal cooperating partners:
The Ministry of Education and Research, Ministry of Social Affairs, National Institute for Health Development, Tartu Health Care College and other HEI, North Estonia Medical Centre Foundation, East Tallinn Central Hospital, Tallinn Children's Hospital Foundation, Ida-Viru Central Hospital Foundation, the main employers / practical training facilities / professional associations related to all curricula, *Metropolia Ammattikorkeakoulu* (Helsinki Metropolia University of Applied Sciences) (the Republic of Finland), and other foreign partners linked to College curricula.

A brief description of the self-evaluation process
On 14 May 2011 the College Council adopted a resolution deciding to undergo institutional accreditation in 2012.

The self-evaluation process consisted of different stages: preparatory, data compilation, data analysis, producing the self-evaluation report and coordination. During the whole process the membership was regularly informed and everybody had an opportunity to participate in it. All materials on self-evaluation, including a draft self-evaluation report, were made available on the intranet. An 'Institutional Accreditation' link was created for internal use where all the documents on accreditation were assembled, including the data gathered and analysed by the working groups for sub-sectors. The aim was to retain the progress of the process with all collected data. At the same time a work schedule for institutional accreditation was prepared which was made available to the whole team. The principles of staff inclusion and equal division of labour were followed when conducting self-evaluation.

In May 2011 the quality working group agreed on who would be responsible for different sectors and who would lead the work of sub-sectors. The leaders of sub-sectors formed working groups that included student representatives. A Steering Group for institutional accreditation, composed of sector leaders, was set up to manage the self-evaluation process. From May 2001 to May 2012 the Steering Group met seven times.

The College Council approved the composition of the accreditation team on 17 June 2011.

The first joint meeting of the team was held on 20 June 2011.

On 25 August 2011, the Rector approved the composition of the team for accreditation by a directive. The team consisted of 64 College employees.

On 16 September 2011, a training for the whole team was carried out to shape their common understandings. The training was conducted by a representative of the Estonian Higher Education Quality Agency and the Quality Manager of the Estonian Academy of Security Sciences as the

representative of a higher education institution (HEI) that had already undergone a pilot accreditation.

From September to December 2011 the work continued in sector working groups and the whole team met five times to discuss problems encountered.

On 2 December 2011, according to the work plan, a seminar for the institutional accreditation team took place where collected data was analysed.

On 16 December 2011 the team held a meeting where a representative of the Estonian Higher Education Quality Agency participated to answer the questions that had emerged, particularly in the context of service to society.

On 3 January 2012 a seminar for College staff took place where results of the analysis were presented.

From 4 January to 17 February 2012 the self-evaluation report was drawn up.

On 20 February 2012 the self-evaluation report was made public to the College staff and the Estonian Higher Education Quality Agency for their feedback.

On 12 March 2012 a joint meeting of employees was held to discuss the proposals received and to correct the report.

On 13 March 2012 the College Council approved the self-evaluation report.

From 15 March to 15 April the report was translated into English.

On 16 April 2012 the report in English was submitted to the College membership, Advisory Board, *Metropolia Ammattikorkeakoulu* (Helsinki Metropolia University of Applied Sciences) (the Republic of Finland) and experts for their feedback.

On 2 May 2012 the received feedback was discussed and the report was corrected.

On 15 May 2012 the College Council approved the self-evaluation report in English.

On 15 May 2012 the self-evaluation report was submitted to the Estonian Higher Education Quality Agency.

Main achievements over the last five years

Over the last five years the College has become a partner to employers, Professional HEIs and professional associations in Estonia and abroad. Through its representatives the College provides input to lawmaking, development plans, development of health care, etc.

- The College is one of the two health care colleges in Estonia.
- Since 2005, as a member of the Rectors Council of Applied Universities (RCAU) (see page 63), the College has been included in HE developments and cooperation projects.
- The College has voluntarily participated in two external evaluations.
- The number of learners has increased from 1331 in 2007 to 1748 in 2011.
- New curricula have been launched: two at the level of professional HE and three at the level of vocational education.
- Study programme groups have undergone transitional evaluation, i.e., they have 7-year education licenses.
- A feedback system has been effective since 2002; in 2007 a Feedback and Monitoring System was introduced which makes available comparisons of five Professional HEIs.
- The College has constantly expanded regional education in cooperation with local governments, professional associations and organisations.
- College employees are experts in national working groups and advisory bodies.
- All curricula have attained membership status in international networks.
- The College has achieved international recognition for internationalisation twice.
- The tradition of the International Week has been established since 2002.
- Since 2009 the College has organised an annual conference for care workers.
- On the College's initiative, the first professional competition — The Best Pupil in the Care Worker Curriculum — was held in 2011.
- In 2008 the College started to issue the *Proceedings of Tallinn Health Care College*, and so far two collections have been published.
- In 2008, under the Leonardo da Vinci Programme, the College prepared a package of guidelines on six partner countries to support its mobility activities.
- Seven international multilateral agreements have been concluded to carry out applied science and development projects, including quality management comparisons.

- Seven national applied science projects have been carried out or are under way.
- The College is nationally networked and cooperates with employers, professional associations and HEIs.
- Continuous provision of extra opportunities for the official language study, and seeking additional resources for it.
- Introduction of different solutions of information technology to provide contemporary working and learning conditions.
- Modernisation of physical and technical resources has been implemented by the College's own funds and EU structural assistance funds.
- In 2011 the College started to expand its library.
- The College has applied for funding to improve learning, work and RDC environments in its college buildings and student home, and has received it from the structural assistance funds and through the Green Investment Scheme.

II. SELF-EVALUATION

1. ORGANISATIONAL MANAGEMENT AND PERFORMANCE

1.1 General management

1.1.1 The College's role in society

The College's role in society has been defined in section 4 of its Statutes (et, en). The aims of the College are to be an internationally recognised institution of professional higher education with a modern learning environment which provides education in the broad group 'Health and Welfare'; through applied research and development promote the professions taught in the College; influence health behaviours in the population; contribute to the shaping of a healthy living environment; and organise in-service training. Due to its specialisations, the College has become a competence centre in the fields of occupational therapy, optometry and dental technology in Estonia and in the field of health and welfare in Ida-Viru county.

The College's mission and vision are based on the role and aims of the College and society's expectations. The College builds its activity planning on its mission, vision, national and international priorities and trends in health care and education, EU educational policy, field-related development plans and strategies. The development plan of the College is a strategic document which describes its long-term objectives and expected key results. The College's development plans are prepared for 3–5 years. This self-evaluation report focuses mainly on the results of the Development Plan for 2009-2012 (et, en) and the objectives set out in the Development Plan for 2012 – 2016 (et, en).

Results:

1) The College is one of the two health care colleges in Estonia, providing professional HE for nurses (basic and specialisation) and midwives; and the only one providing education for occupational therapists, health promoters, assistant pharmacists, dental technicians and optometrists.
2) Curricula meet the international standards and diplomas are recognised both nationally and internationally.
3) Since 2002 the College has provided regional training, e.g., in Ida-Viru county, Paide, Pärnu, Saaremaa and Kiviõli.
4) College employees are recognised experts who are included in the working groups of the state, local governments, professional associations, etc. For example, in the 2009/10 academic year in 38 expert committees, in 2010/11 in 53 committees (see 4.1.2).
5) The College has fulfilled 89% of the state-commissioned education requests for professional HE and 97% of such requests for vocational training. (Figure 8 on page 30).

1.1.2 Compliance of the development plan and action plans with mission, vision, core values, national priorities and society's expectations

The College builds its development plan and action plans on the aims and functions arising from its Statutes, mission, vision and core values. The development plan takes into account national strategies (et), as well as development plans of specialties and fields that affect the College's activities and curricula and their further development. The College considers it essential to shape learners into innovatively and critically thinking health professionals with professional skills; and realises its role in cultivating ethical attitudes and entrepreneurial spirit in its learners.

The Rector's Office directs the preparation of a development plan, involving the staff, learners and essential stakeholders. The preparation of the development plan is preceded by a SWOT analysis in cooperation with partners and stakeholders. Based on the College development plan, structural units prepare their development plans and annual work plans to implement their activities. The implementation of development plans is analysed twice per calendar year. The College reports on the implementation of its development plan to the College Council (et) and to the Ministry of Education and Research in the annual management report (et). The Advisory Board (et) provides its opinion on the implementation of the development plan.

One of the objectives of a development plan is to identify new (including international) reference HEIs and prepare reference indicators (including financial and personnel indicators). Since 2007 the

College has compared its key results to HEIs belonging to the Rectors Council of Applied Universities.

Results:
1) The development plan is based on the following documents: the Estonian Higher Education Strategy, 2006–15; the Strategy for the Internationalisation of Estonian Higher Education, 2006–15; Estonian National Targets for the Europe 2020 Strategy; Supporting growth and jobs — an agenda for the modernisation of Europe's higher education systems; development and action plans of professional associations; the Development Strategy for Nursing and Midwifery, 2012–20; National Health Plan, 2009–20; the Hospital Master Plan; the Primary Health Care Development Plan, 2009–15; the Estonian Nursing Care Network Development Plan, 2004–15; Tallinn's Health Plan, 2008–15; etc.
2) Since 2002 the results from stakeholder feedback have been used to improve the management of the College (the activities based on the feedback results are described throughout the whole document).
3) To improve its activities, the College has obtained feedback comparisons from other Estonian reference HEIs through a jointly developed Feedback and Monitoring System (since 2007).
4) Since 2005 councils of professional HE curricula have comprised representatives of employers, professional associations, alumni, and foreign experts. Final examination committees and final paper defence committees are chaired by representatives of employers or professional associations.

1.1.3 Defining key results of the College

Key results are defined in a College development plan. The measurable key results are identified to implement the objectives of a development plan. The key results are the most important objectives at organisation and stakeholder levels, and they are defined based on the objectives of the development plan and considering society's expectations, priority areas, and national and international priorities in the respective fields. The implementation of key results is analysed twice per calendar year. The implementation of key results is reported to the College Council (et), and to the Ministry of Education and Research in the annual management report (et). The Advisory Board (et) provides its opinion on the implementation of key results. An implementation report of the previous period will be a part of a development plan (et, en) for a new period.

Results:
1) The College has defined the key results in its development plans for the last three periods since 2006.
2) The key results of the development plan for 2009–12 were as follows:
   1. The College will be providing eight professional HE curricula, including Nursing Education Specialisation in all four fields (Health Nursing, Intensive Nursing, Mental Health Nursing and Clinical Nursing), and three vocational training curricula.
   2. In cooperation with employer organisations and professional associations, the College will have developed the directions for applied research and will conduct applied research, using the results thereof to promote the respective field, including initiating the development of new curricula.
   3. The College will organise the provision and enhancement of professional, occupational and vocational knowledge, skills and experiences, including retraining, meeting the demands of employers, professional associations, institutions of social services and health care, educational institutions and the labour market.
   4. The College will be engaged in partnerships in Estonia and Europe, to create joint curricula in specialties where the master degree studies are not available in Estonia.
   5. The College's building in Kohtla-Järve will be partially renovated and furnished, and it will have become a training and competence centre with modern living, learning and work environments in the field of health and welfare in Ida-Viru county.
   6. Renovated library space in Kohtla-Järve and upgraded rooms in Tallinn will meet the expectations and needs of various target groups.

3) The implementation of key results of the development plan for 2009–12 has been analysed and the results of the analysis are incorporated in the development plan for 2012-16.

4) The key results of the development plan for 2012–16 are as follows:

1. Mentorship and job shadowing systems will be established and at least 100 mentors will be trained per year.
2. Due to a support system for research, development and/or creative activity (RDC), the number of publications per full-time teaching staff will increase.
3. The number of student final papers and participation in competitions will show a growing trend, and a collection of final papers will be published.
4. Students will have an opportunity to earn 5 ECTS credits for studies using a foreign language.
5. The College will develop flexible teaching formats (including regionality), the official language study, and launch a summer school (4 courses).
6. The College will carry out 14 applied research projects and assess its participation performance in networks and projects.
7. Learner mobility will be 12%, and 25% of the membership will have obtained experiences in internationalisation.
8. Half the learners will be of age 30+ and there will be learners from all regions of Estonia.
9. A three year trend of the feedback from employers and alumni will be identified.
10. The College will provide in-service training in line with the needs of stakeholders and participant numbers will be stable over the years.
11. The College will offer various services to the general public; participants will be of all age groups and their numbers will be increasing year by year.
12. The College will constantly invest in the development of learning, work and RDC environments and will seek external resources for it.

1.1.4 Conducting the preparation and implementation of development and action plans by the leadership, inclusion of the membership and stakeholders

The Rector's Office, the Council of the College or the head of a structural unit initiates the process of producing development and action plans. The Rector's Office and structural units set out the principles for a College development plan which are discussed at the College Council. The preparation of development plans is preceded by analyses that help to identify the needs, opportunities, risks, environment and demographic indicators, etc. The membership and stakeholders are involved in carrying out those analyses.

A draft development plan is made available for the staff, learners, stakeholders, cooperating partners and others for public discussion. The draft development plan is submitted to the Advisory Board for its comments and coordination. The development plans are approved by the College Council. The College Council submits the development plan to the Minister of Education and Research for approval.

The College has participated in external evaluations since 2003 and used the recommendations to improve its activities. In 2004 the College completed an international institutional accreditation. Professional HE curricula received positive international accreditations during the period 2004 through 2008, and underwent transitional evaluation for study programme groups in 2009 and 2011. The College has voluntarily participated in various external evaluations, e.g., a quality award pilot project in vocational education in 2003, the Quality Award for Estonian Vocational Educational Institutions in 2003–2004, the HE quality pilot project under the Primus Programme (see page 63) in 2009, and a continuation project of the quality pilot project in 2010. Since 2005 the College has improved its quality management system, participating in the work of a quality working group at the Rectors Council of Applied Universities (RCAU), comprised of representatives of all Professional HEIs.

Results:

1) The College voluntarily participated in external evaluations in 2003, 2009 and 2010.
2) The members of the Rector's Office and the Council are active in the field of their respective professions and HE, which enables the College to be included in decision-making processes related to professions and HE, and obtain new information for its organisational management.

3) International cooperation for which the Directorate-General for Education and Culture of the European Commission awarded the College with a Silver Medal for Teaching Staff Mobility under the LLP/Erasmus Programme in 2008, and the Archimedes Foundation awarded the College with a Golden Apple Award for Cooperation in 2011.
4) The College staff is included in College management. About 87% of employees are members of different College working groups and teams.
5) The membership, stakeholders and partners are included in the preparation of College development plans.
6) There are 68 employees who have completed quality-related training. Through internal training courses, all College employees have had quality-related training. Five employees had active roles in quality projects: four as assessors and one as a validator. Four other employees have participated in the work of assessment committees of study program groups: two as members, one as chairperson and two as an assistant.
7) The student and pupil bodies are included in management, as a result the learners' assessment of their inclusion in management of the College is stable.
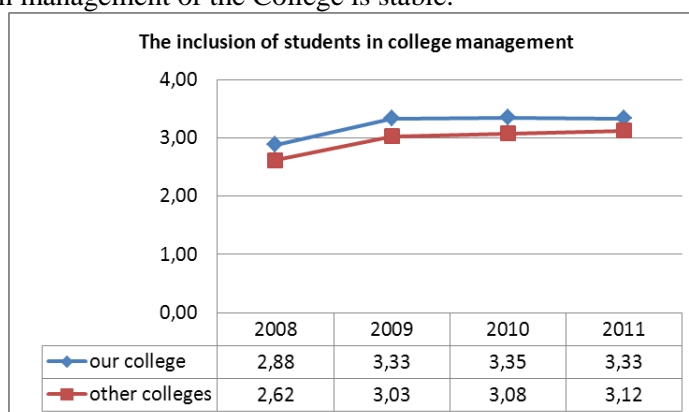
The inclusion of students in college management

	2008	2009	2010	2011
our college	2,88	3,33	3,35	3,33
other colleges	2,62	3,03	3,08	3,12

Figure 1. The inclusion of students in college management (2008–11) (in a 4-point system)

1.1.5 Defining and describing liability at all management levels to support the achievement of aims and the coherent performance of core processes of the College

Management of the College is based on its Statutes (et, en), the structure (et, en) approved by a directive of the Rector, the statutes of structural units, job descriptions, and other rules and regulations. The Advisory Board of the College is an advisory body that serves as a link between the College and society, the activities of which are regulated by the Institutions of Professional Higher Education Act.

The core processes of the College are mapped and persons responsible for each process designated. Process mapping is based on the adapted model of total quality management (TQM). A quality working group comprised of representatives of all structural units, including the Rector and Vice Rectors, and whose work plan is approved by the College Council, is established to ensure cohesive functioning of all processes. The quality working group reports to the College Council.

The College is directed and represented by the Rector who is responsible for the general state of affairs and the development of the College as well as for the lawful and efficient use of its funds. The Council is the highest collegial decision-making body of the College and has a term of three years. The Rector directs the activities of the Council and ensures implementation of its resolutions. The Rector's Office acts as an advisory body to the Rector and is composed of Vice Rectors, the Finance and Administration Director and other persons appointed by the Rector.

For managing College operations, the Rector appoints Vice Rectors and determines their rights, obligations, spheres of responsibility and required reporting.

The academic structure is directed by the Vice Rector for Academic Affairs who ensures that the activities of the structure comply with laws, the Statutes of the College and other rules or regulations. The academic structure is comprised of chairs, departments and other structural units organising and developing educational activities. The principles and procedure for activities of a unit of the academic structure is established by the statutes of the structural unit. Chairs are structural units which organise teaching and development of one or several related curricula. Chairs

are directed by leading members of the teaching staff of the College in their professions. Departments are structural units which support teaching, learning, applied research and development, and organise educational activities. Departments are directed by heads of departments.

The development structure is directed by the Vice Rector for Development and International Relations. Units of the development structure direct and organise the College's international cooperation, development activities and applied research. The development structure includes a library, a unit organising in-service training, and a unit coordinating and organising development activities. The aim of the library is to be a centre of educational information and research which will contain up to date information databases and ensure that the highest level of access is available. Functions of the unit organising in-service training are to develop and organise in-service training courses and, in partnership with employers and stakeholders, identify the needs for in-service training. Functions of the unit coordinating and organising development activities are to bear responsibility for the effectiveness of international projects and international relations, prepare contracts and organise project reports.

Accounting, IT and administrative units are directed by the Director of Finance and Administration. Functions of the accounting unit are to work out financial policy which supports the development of the College, prepare a budget of the College, manage financial analysis and financial planning, and organise and keep account records. Functions of the IT unit are to organise the development of information technology and coordinate it, acquire and maintain hardware and software, and support e-learning. The administrative unit administers state assets granted to the use of the College and organises their management.

The responsible representative body governing the student and pupil bodies is the [Student and Pupil Council](et) (et) which represents the students and pupils in relations with the College, Estonian and international organisations, agencies and persons. The Student and Pupil Council elects student and pupil representatives to the Council of the College and other decision-making and advisory bodies on the principles established by its Statute.

Representatives of staff, employers, students and pupils are included in the activities of committees and working groups.

To assure the College's operational quality, the external partners (such as the Advisory Board, Curriculum Councils, etc.) are included in the management and development; [framework agreements for practical trainings](et) (et) have been set up with more important partners. The College collaborates with professional associations, employer representatives, the Ministry of Social Affairs, the Ministry of Education and Research, and other partners.

Documents regulating College operations are constantly updated, which has resulted in clarity and specificity in all areas of activity. Employer and employee responsibilities and rules of conduct in labour relations are established by the [Rules of the Organisation](et) (et). The [Ethics Committee](et) (et) has been established to find solutions to ethical misunderstandings at different levels. Since 2003 the College leadership has obtained information about the effectiveness of College management and the needs to improve it through annual learner and staff feedback surveys. The controlled internal communications of the College ensures that the membership is informed of College goals. The controlled external communications ensures that stakeholders and partners are informed and involved.

Results:
1) Structural changes in the College are implemented based on the desire to achieve the objectives of a development plan. For example, establishing research fellow and senior lecturer positions; establishing the departments of Academic Affairs and Vocational Education and Training, and the Chair of Health Promotion; establishing a coordinator position for language teaching.
2) College staff assessment of leadership support is slightly higher than in reference HEIs. A comparison of the assessment in 2011 to that of in 2007 shows an upward trend. A slight decline in 2011 compared to 2009 can be attributed to changes in work organisation because of different external evaluations, but the College will monitor future trends and plan development activities if needed.

Table 4. Assessment of leadership support, 2007–2011 (in a 5-point system)

		2007	2008	2009	2011	2007	2008	2009	2011
leadership support	our college	3.46	3.72	4.25	4.05				
	other colleges			3.96	3.85				

3) 24 employees have completed management training. Seven middle managers have completed the Basic Training for Middle Managers and earned 4 ECTS credits under the Primus Programme.

1.1.6   Management of internal and external communications of the College

The internal and external communications of the College are based on the aims of the College and are managed by the procedure for communications that formulates the strategy for communications as well. Communications are directed by a Public Relations Specialist.

The aim of internal communications is to inform the College membership, including in-service training participants and mentors (practical training supervisors at practical training facilities) and include them in the College management through their proposals and decisions, which supports the achievement of the College's strategic aims and unification of attitudes. The College has introduced a number of electronic information transmission channels to transfer information and make normative documents and other work-related documents available. For example, by means of the document management system Amphora, GoogleDocs, intranet, email lists, website, Skype, Study Information System (includes the ability to post messages to different audiences), etc.; the exchange of information among various bodies, e.g., working groups, councils, meetings, internal trainings, the Rector's briefings, etc.

College employees have email addresses; lists are formed of addresses for different audiences to send information and provide opportunities for communication. Electronic information channels allow the College to include its membership in various discussions as well. The college buildings provide wireless Internet access and videoconferencing.

The aim of external communications is to support the College's core activities by creating a positive image and relations with target groups based on mutual understanding and openness; and to inform society about the activities performed by the College to achieve the wellbeing of the society. The external communications target potential learners — basic and upper secondary school pupils and adults who are eager to learn; academic and career counselling professionals; College alumni; health and social care providers — hospitals, primary care centres, clinics, nursing homes, etc.; professional associations and societies; city and local governments; research and development institutions; representatives of other HEIs/universities; private companies; ministries — the Ministry of Education and Research, the Ministry of Social Affairs, the Ministry of Justice; and the general public.

The most important, comprehensive and up-to-date external information channel that is available to all target groups is the College website (et, en). The website has links to social media channels: Facebook, Twitter, YouTube, etc. The address of the College website is made available on websites of the more important cooperating partners, such as Estonian Nurses Union (et), the Rectors Council of Applied Universities, the Department of Nursing Science at the University of Tartu (et), etc. The external communications provide a positive image of the College's learning and work environment to the public, media, partners and other interested persons. To this end, various information events are carried out within the College: College Open Houses, tours introducing college buildings and curricula, Specialty Days, Student Shadow Days, conferences; and outside the College: education fairs, career information days, specialty days, conferences, seminars, training courses, information days of other enterprises, etc.

To reach the aims of communications, the activities are planned and implemented taking into consideration the audience, choosing the channel preferred by that audience. Communications seek to achieve openness, cooperation, consistency, timeliness and relevance. Communication activities are planned for each calendar year based on the objectives of the College, taking into account the previous year's performance review and feedback results. The activities are carried out in accordance with the College academic calendar, the work plan of the Public Relations Specialist, the schedule of College-wide events, and the College's budget.

Results:
1) The College has procedures for communications (et, en) and a marketing plan, and uses different information transmission channels.
2) The College ensures the membership a web-based access to information, e.g the decisions of the Council meetings are available for membership and are sent to the Advisory Board.
3) The College has symbols that the Student and Pupil Council has actively used. For example, the mascot, ring, cap, etc.
4) The College has an operating website; 43% of respondents to the survey about admissions procedures (in 2011) answered that the website had been the primary source of information about the College.
5) The College considers its internal communications effective. Compared to reference HEIs, assessment of the availability of College information is somewhat higher. Satisfaction with the availability of information on educational activities has slightly improved from year to year, the mild decline in 2011 was due to the introduction of a new Study Information System (SIS). The College associates the decline in the availability of information on its development and management with the transitional period due to the introduction of various information technology environments. The College has continuously provided internal training courses in the use of information technology, and estimates an increase in satisfaction in 2013.

Table 5. Employee assessment of internal communications, 2007–2011 (in a 5-point system)

		2007	2008	2009	2011	2007	2008	2009	2011
Availability of information on educational activities	our college	4.00	4.03	4.49	4.41				
	other colleges			4.21	4.06				
Availability of information on college development and management	our college	3.81	3.88	4.46	4.24				
	other colleges			4.11	3.89				

6) The College has an effective external communications system, as shown by the admission survey results and comparisons with other HEIs.

Table 6. Learner assessment of external communications, 2007–2011 (in a 5-point system)

		2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Availability of information needed for admission	our college	4.43	4.49	4.48	4.53	4.42					
	other colleges	4.34	3.52	4.48	4.48	3.85					
Comprehensiveness of information needed for admission	our college	4.39	4.4	4.43	4.48	4.48					
	other colleges	4.21	3.27	4.37	3.97	4.13					

1.1 Development activities for general management

Planned development activity	Expected result
Competing for the Quality Award and participating in other voluntary external evaluations	Continuous external feedback and improved quality of management
Improving the delivery of information	The average grade for the availability of information about the development and management of the College will be 4.5
Continuously improving work organisation	Staff satisfaction with work organisation will be graded at 4.2 in average
As a member of the network of health promoting institutions, to prepare a development plan for becoming a health promoting college	The activities that contribute to becoming a health promoting college will be implemented

1.2. Personnel management

1.2.1   The principles and procedures for staff recruitment and development

In recruiting, selecting and evaluating employees, the College is guided by the Statutes of the College, the Institutions of Professional Higher Education Act, Standard of Higher Education, the current College development plan that formulates the College's objectives for personnel, and the recruitment and selection procedures that are governed by bylaws of the organisation, e.g., the Qualification Requirements and Procedure for Evaluation and Selection of Teaching/Research Staff (et, en). Recruitment of teaching staff is a continuous process involving all stakeholders. In recruiting staff the College uses a variety of communication channels. For example, national newspapers, Internet portals, the College website, alumni list, and direct mail to stakeholders. To ensure the sustainability, the College searches for usable talents among its learners on an ongoing basis.

Appraisal interviews between an employee and his or her immediate supervisor are carried out. Prior to such interviews, employees prepare self-evaluations which are discussed with their immediate supervisors and then recorded. Appraisal interviews with the teaching staff rely on reports filled out by the teaching staff in the SIS and appraisal interview forms differing by chair/unit, based on their particularities and needs.

The College prepares an analysis of training needs using appraisal interview forms, feedback from heads of structural units and learners, staff's opinions and suggestions, and analysis of staff trainings in the previous year — which then forms the basis for preparing the next calendar year's plan for staff training.

The College supports staff's pursuing formal education to ensure successors at all levels, e.g., enabling the staff to apply for a sabbatical semester for creative activities in accordance with an established procedure (et), or to change the structure of their duties upon agreement between the parties; compensating the study costs in accordance with a learning agreement; etc.

Results:

1) 20 College employees completed the training entitled 'Conducting Appraisal Interviews in Institutions of Higher Education' in 2010.
2) Principles for staff training (et) were developed under 'Regulating the System for Staff In-service Training', an improvement project of the 'Continuation Projects of the Pilot Project on Quality Assurance' under the Primus Programme.
3) 2–4% of staff professional training costs are funded from payroll and the balance through different programmes and projects. For example, the Primus, Leonardo da Vinci, 'Substantive Development of Vocational Education' programmes, etc.

Table 7. In-service training for the staff, 2007–2011

Staff in-service training	2007	2008	2009	2010	2011
Number of training courses	289	382	344	369	363
Number of training days	696	887	860	727	739
Total cost	41,938	71,735	28,260	32,639	33,309
from the College budget	27,901	38,238	6,583	4,188	3,810
from projects	14,037	33,497	19,677	28,451	29,499
Participating					
teaching staff	88.3%	93.7%	97.3%	97.2%	98.7%
support staff	23.5%	48.1%	35.4%	37.7%	40.0%

4) The proportion of College employees with doctorates or master's degrees is increasing year by year, which ensures that the College has qualified staff, provides quality education and is sustainable. In Estonia, master degree studies are not available in most disciplines taught in the College because of their specifics. In 2011 the members of the ordinary teaching staff and the head of the Chair of Optometry completed master degree studies in optometry at the University of Latvia.

Table 8. Number of doctorates and master's degrees or equivalent qualifications held by the College staff (as of 1 January)

Staff	2008	2009	2010	2011	2012
Academic staff					
number of teaching staff	77	79	74	71	75
PhD	7	6	6	5	5
MA	40	43	47	44	46
with academic degrees	61.0%	62.0%	71.6%	69.0%	68.0%
Support staff					
number of employees	22	28	26	31	33
MA	3	4	3	4	5
with academic degrees	13.6%	14.3%	11.5%	12.9%	15.2%

5) During the period 01/01/2007 to 31/12/2011, 15 members of the teaching staff and 4 employees of the support structures defended their master's degrees.
6) CVs of the teaching stuff have been entered into the Estonian Reasearch Information System (ETIS) (see page 63), both in Estonian and English.
7) Age distribution of the academic and support staffs is sustainable, i.e., the staff is composed of employees of different age groups ensuring the stability of the College.

Table 9. Age distribution of academic and support staffs (as of 1 January)

	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
age	Academic staff					Support staff				
– 30	5	6	3	3	8	5	10	8	11	14
31 – 40	23	22	24	22	20	3	3	3	7	4
41 – 50	19	21	23	22	21	6	6	5	5	5
51 – 60	21	19	18	18	18	6	8	7	8	6
61 –	10	6	7	6	8	2	2	3	3	5
average	46.2	45.5	46.7	46.6	46.4	48.0	46.4	47.2	47.2	45.6

8) The average age of academic and support staffs has been stable over the years.

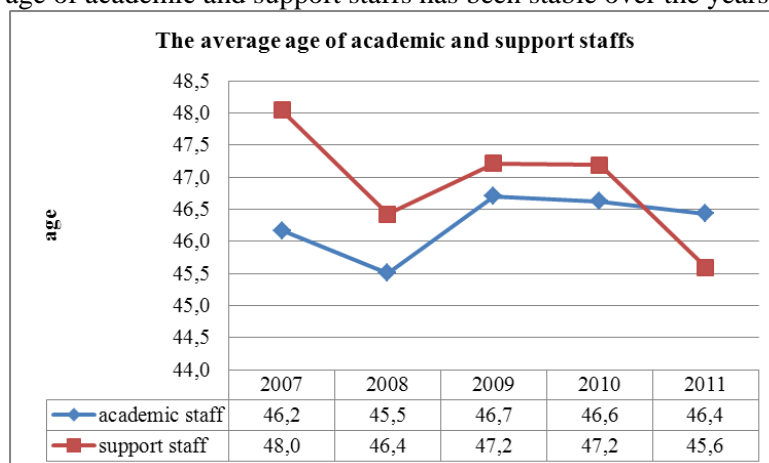|	2007	2008	2009	2010	2011
academic staff	46,2	45,5	46,7	46,6	46,4
support staff	48,0	46,4	47,2	47,2	45,6

Figure 2. The average age of academic and support staffs

9) There is competition for vacant positions. The competition for support staff positions is higher than that for academic staff positions due to the specific qualification requirements for academic staff positions.
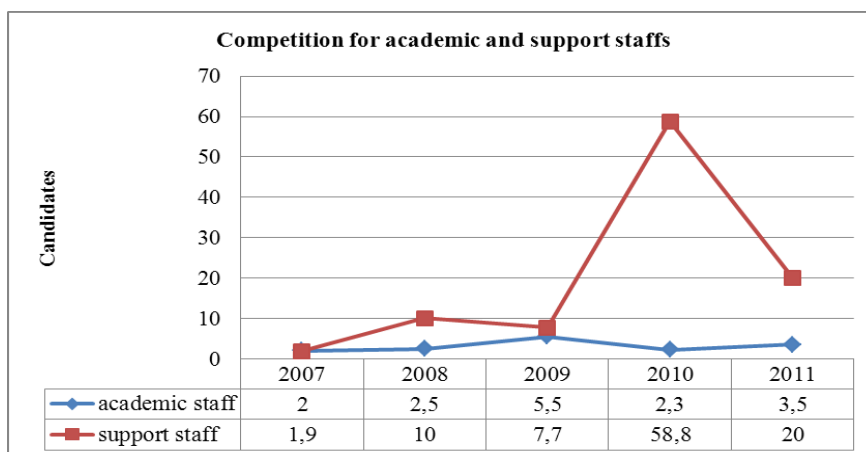
Figure 3. Competition for academic and support staffs (as of 1 January)

1.2.2 When selecting, appointing and evaluating the academic staff, their prior activities are taken into account in a balanced way

The College values applicants' prior teaching experiences and their achievements in research, development and creative activities and, if available, learner feedback, when selecting, appointing into office or evaluating the academic staff. Academic staff selection, appointment and evaluation are based on an established procedure (et, en).

Results:
1) The Evaluation Committee and its rules of procedure were approved in 2010 and for the first time the teaching staff were appointed into office through an evaluation process. Eight members of the teaching staff passed the evaluation.

1.2.3 The principles of staff remuneration and motivation

The College has defined the principles (et, en) of remuneration which consider the importance of the position in the structure, complexity of the duties, scope of liability, competence, level of education and other qualifications. The principles of remuneration are made available to the staff.

Motivation consists of different components. Recognition is one of the measures for motivation and is regulated by the corresponding procedure (et). It is considered important to recognise College employees, cooperating partners and former employees. Different forms of recognition are used, such as a letter of appreciation, a College memento, appointment as Honorary Fellow of the College, a gift, etc. The system of incentive pay and flexible work organisation support staff's creative, innovative and entrepreneurial abilities.

The College values the health of its workers and has entered into contracts with health centres to offer affordable opportunities for work-out; also, exercise classes have been organised for interested staff on the College premises. The College organises different events for all employees as joint activities, such as year-end celebrations, the College's birthday celebrations, etc.

Results:
1) Staff satisfaction with the regulation of wages is generally stable and slightly higher than in reference HEIs. The College associates the significant increase in satisfaction in 2009 with the fact that although the College's budget was reduced due to the economic crisis, the College did not cut wages for its employees.

Table 10. Staff satisfaction with the regulation of wages (in a 5-point system)

		2007	2008	2009	2011	2007	2008	2009	2011
Regulation of wages at college	our college	3.37	3.53	4.25	3.64				
	other colleges			3.98	3.24				

2) Staff satisfaction with being recognised is stable, but satisfaction with career opportunities is showing a growing trend. In comparison with other HEIs, a steep decline in staff satisfaction

with career opportunities in other colleges can be noticed, while our college is seeing an increase in trend.

Table 11. Staff satisfaction with being recognised and career opportunities (in a 5-point system)

		2007	2008	2009	2011	2007	2008	2009	2011
being recognised	our college	3.07	3.42	3.96	3.88				
	other colleges			3.75	3.54				
career opportunities	our college	3.25	3.39	3.6	3.63				
	other colleges			3.8	3.42				

3) In 2011 the learners started choosing and recognising the best employees. Recognition of 3 employees and 13 teaching staff members took place at the traditional annual Rector's reception for successful learners.

4) The labour costs proportion at the College has constantly been about 50% of its operating costs, e.g., in 2009 it was 52%, which has enabled the College to pay competitive wages as well as carry out development activities.

1.2.4   Surveying staff satisfaction and using the results in improvement activities

Staff satisfaction has been surveyed regularly since 2003. In 2008 Professional HEIs introduced a joint web-based Feedback and Monitoring System (FMS) (see page 63) that enables the comparison of results. In 2003–2008 the feedback was gathered each year, since 2009 it has been done every other year according to the feedback plan approved by the College Council and coordinated with the FMS partners and the RCAU quality working group. The questionnaire is adjusted in collaboration with the partners in the RCAU quality working group as needed. The survey examines staff satisfaction and the importance of the field on a 5-point scale with an option to comment. Staff satisfaction with work organisation and work environment, staff successes and failures, motivation and dedication are examined. Employees have the opportunity to make suggestions for improving the College and express their opinions. The results are presented to the membership on bulletin boards, at the Rector's briefings and are made available on the intranet.

Feedback results are analysed in the College Council and structural units who plan improvement activities, which are incorporated in budgets and action plans.

Results:

1) The staff is satisfied with College management, the level is generally comparable with other HEIs (see 1.1.5).

Table 12. Staff satisfaction with leadership (in a 5-point system)

		2007	2008	2009	2011	2007	2008	2009	2011
leadership support	our college	3.46	3.72	4.25	4.05				
	other colleges			3.96	3.85				

2) The staff has been satisfied with working conditions through the years and in most cases their satisfaction has been higher than in reference HEIs. Staff satisfaction with labs and class rooms for practicals has slightly declined, which can be explained by the more critical assessment due to the expectations of new furniture. The College considers that the reason for the rising trend in satisfaction lies in the constant improvement of working conditions, feedback analyses and the discussion and implementation of resulting proposals.

Table 13. Staff satisfaction with working conditions (in a 5-point system)

		2007	2008	2009	2011	2007	2008	2009	2011
condition of College public spaces	our college	3.86	3.94	4.26	4.54				
	other colleges			4.1	3.98				

		2007	2008	2009	2011				
condition of labs / class rooms for practicals	our college	4	4.3	4.21	4.17				
	other colleges			4.31	3.92				
condition of lecture halls	our college	3.93	4.26	4.18	4.15				
	other colleges			4.13	3.76				
tools	our college	4.03	4.16	4.39	4.1				
	other colleges			4.44	4.04				
catering	our college	2.48	3.62	3.78	3.88				
	other colleges			3.56	2.67				

3) Staff satisfaction with the flow of information is stable; there has been some decline due to introduction of a new SIS in 2010, which caused additional stress in relation to learning the new system. At the same time, compared to other HEIs, the assessment is somewhat higher.

Table 14. Staff satisfaction with the flow of information (in a 5-point system)

		2007	2008	2009	2011	2007	2008	2009	2011
availability of information on educational activities	our college	4	4.03	4.49	4.41				
	other colleges			4.21	4.06				
availability of information on college development and management	our college	3.81	3.88	4.46	4.24				
	other colleges			4.11	3.89				

4) Staff satisfaction with support staff has increased year by year, a growing trend was especially obvious in 2008 when the Department of Academic Affairs was established.

Table 15. Staff satisfaction with work by the support staff (in a 5-point system)

		2007	2008	2009	2011	2007	2008	2009	2011
work by the support staff	our college	3.67	4.03	4.24	4.08				
	other colleges			4.21	4.1				

5) Since 2009 the College has included all employees in the job satisfaction survey, including the administrative staff.
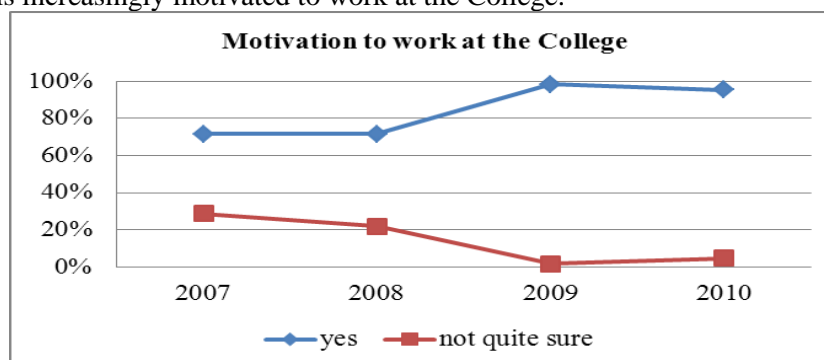6) The staff is increasingly motivated to work at the College.

Figure 4. Motivation to work at the College, 2007–10

1.2.5 Staff participation in international mobility programmes, cooperation projects, networks

The mobility of College staff is based on the Bologna Declaration, priorities of internationalisation of Estonian higher education, the College's aims and development plan. Opportunities for mobility

are ensured by different programmes and projects, such as Erasmus, Leonardo da Vinci and Grundtvig under the Lifelong Learning Programme, Nordplus, etc.

The College participates in the following international networks: European Network of Occupational Therapy in Higher Education (ENOTHE), European Association for International Education (EAIE), Consortium of Institutes of Higher Education in Health and Rehabilitation in Europe (COHEHRE), International Union for Health Promotion and Education (IUHPE), Dietitians Ensuring Education, Teaching and Professional Quality (DIETS2), European Academy of Optometry and Optics (EAOO), European Association of Institutions in Higher Education (EURASHE), and the European Association for Health Information and Libraries (EAHIL); (see 3.2.3).

The College values its staff's self-development through internationalisation, supporting their presentations at international conferences, and the participation in project and programme meetings, and exchange programmes for teaching staff or employees, etc.

Results:

1) Staff mobility was based on the objectives of the Development Plan for 2009–12 (outbound 10; inbound 10); mobility indicators were higher than planned because of finding additional resources. Inbound teaching staff numbers indicate the interest in the College.

Table 16. Mobility of the teaching staff and other employees

Programme		2006/2007		2007/2008		2008/2009		2009/2010		2010/2011	
		persons	mobility	persons	mobility	persons	mobility	persons	mobility	persons	mobility
LLP/Erasmus											
outbound	teaching staff	10	16	12	17	14	19	5	5	10	12
	other staff			2	2	3	3	3	3	4	4
inbound	teaching staff	14	16	17	17	18	19	26	26	21	21
	other staff					4	4	6	6	6	6
Nordplus											
outbound	teaching staff							6	6	4	4
	other staff										
inbound	teaching staff							12	12	7	7
	other staff										
LLP/Leonardo da Vinci											
outbound	teaching staff	7	10	10	13	7	9	5	10	3	3
	other staff										
inbound	teaching staff	7	7	10	10	29	29				
	other staff										
Tempus											
outbound	teaching staff	3	3	4	13						
	other staff										
inbound	teaching staff	15	16	7	7						
	other staff										
Other											
outbound	teaching staff	1	1								
	other staff										
inbound	teaching staff										
	other staff										
TOTAL											
outbound	teaching staff	21	30	26	43	21	28	16	21	17	19
	other staff			2	2	3	3	3	3	4	4
inbound	teaching staff	36	39	34	34	47	48	38	38	28	28
	other staff					4	4	6	6	6	6
Teaching staff mobility		**27%**		**33%**		**28%**		**22%**		**23%**	

2) Systematic feedback of teacher`s on LLP/Erasmus mobility has been gathered since the college has joined the program in the academic year 2001/2002. The feedback form used before the academic year 2008/2009 contained general questions and gives possibility to describe the organization and content of mobility period, pleasant and unpleasant moments and make proposals and suggestions without evaluation scale. The feedback was mostly positive, and the most often described problem was connected with filling in different documentation required

for LLP/Erasmus mobility. From the academic year 2008/2009 a new feedback form using evaluation scale was introduced.
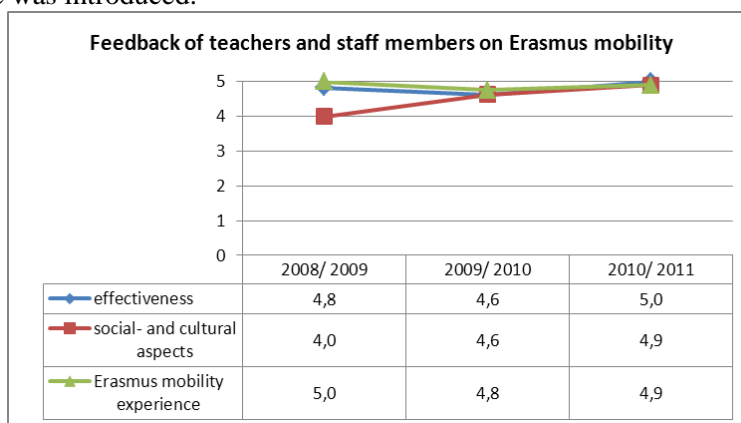
Feedback of teachers and staff members on Erasmus mobility

	2008/ 2009	2009/ 2010	2010/ 2011
effectiveness	4,8	4,6	5,0
social- and cultural aspects	4,0	4,6	4,9
Erasmus mobility experience	5,0	4,8	4,9

Figure 5. Feedback of teachers and staff members on Erasmus mobility (in a 5-point system)

3) Since 2008 higher education institutions have the possibility to apply for financing from DoRa to engage foreign lecturers (to compensate the difference in salary). The College has applied for finacing from DoRa in 2009 for one lecturer; the application was accepted during the redistribution of project funds and negiotiation process is still going on. During the years the College has been engaging foreing lecturers, for example in the Chair of Optometry, continuing education (course for technicians of technical aids); and has used the possibilities offered by different mobility programmes and projects (Evidence Based Practice, Metropolia Finland) etc.
4) In 2008 the College was recognised with a Silver Medal for its teaching staff mobility by the Directorate-General for Education and Culture of the European Commission under the Erasmus Programme.
5) Head of the Chair of Occupational Therapy, was elected as member of the Executive Board of ENOTHE in 2010.

1.2.6   Principles of academic ethics as a basis for staff and student activities

The core values of the College were formulated in 2005. Ethical principles (et) guiding the activities of the College, including the principles of preventing plagiarism and conducting proceedings in plagiarism cases, are formulated in the following documents: rules of procedure, job descriptions, employment contracts, the Guidelines for the Preparation of Student Research Papers, rules of professional ethics (e.g., the Code of Ethics for Nurses, etc.), Rules of Procedure for Ethics and Bioethics Committees (et). Formed in 2004, the Ethics Committee of the College resolves and prevents ethical issues from emerging at different levels. The Bioethics Committee of the College was established in 1998 with the aim of providing opinions on student research projects. The members of the Ethics and Bioethics Committees are representatives of the College membership.

Results:
1) The Ethics Committee of the College serves its stated purpose, resolving emerging ethical issues by negotiations and by reaching consensus.
2) The Code of Academic Ethics of Tallinn Health Care College was prepared in 2012.
3) The core values of the College — **IKKA** (People Cooperation Inclusion Development) — were described in the Development Plan, approved for the years 2012–16.

1.2 Development activities for personnel management

Planned development activity	Expected result
Increasing the attractiveness of academic positions by job shadowing	Competition for academic positions will be stable — at least 3 applicants per position
Preparing an adaptation programme for practical training supervisors, new employees and employees with new duties	By 2016 the College will have a mentoring system
Analysing the remuneration system and staff satisfaction with remuneration	Staff satisfaction with the regulation of remuneration will have reached the level of 2009

Organising the principles of recognition of membership and cooperating partners	Recognition of membership and cooperating partners will be based on the developed indicators
Supporting staff mobility, including long-term traineeships of leading members of teaching staff at foreign HEIs, to meet the objectives for internationalisation	The College will have prepared measures that support mobility
Preparing a plan for ethics training	There will be regular training courses for staff

1.3. Management of financial resources and infrastructure

1.3.1 The allocation of financial resources, and practical administration and development of infrastructure

The allocation of College funds is based on the College development plan based on which a budget for each financial year is prepared. The preparation of the budget and reporting are in accordance with the College's Procedure for the Use of State Funds and Own Funds (et, en).

College budgets are prepared in three sections — a main budget, a budget for the student home and a budget for the development structure. The main budget is derived from a) funds allocated from the state budget for providing state-commissioned education, and b) assigned funds allocated from the state budget for study allowances for learners. The Education Committee at the Ministry of Social Affairs makes a proposal on such state-commissioned education in the field of health care to the Ministry of Education and Research, based on national strategies, development plans, and suggestions by HEIs and professional associations. The Ministry of Education and Research requests state-commissioned education from the College annually. The calculated cost of a student/pupil place (the basic cost multiplied by the factor for the broad group of studies) is regulated by the government and forms the basis for establishing tuition fees of the College. The College development plan foresees significant investments over the entire period.

The budget revenue from the student home includes the revenue from accommodation services, granting the use of assets and selling services. The budget revenue from the development structure includes the revenue from in-service training, tuition fees, development projects and sponsorships. The College's revenue and fiscal policy enable it to achieve its aims, the objectives of its development plans and curricula, and ensures the practical management of its infrastructure, allowing it to mitigate risks.

Structural units, including the Student and Pupil Council, prepare their draft budgets. Budget talks are held with the Rector's Office; the implementation and results of the previous financial year and the planned budget are analysed as well. The College budget is drawn up based on the budgets of structural units. The College budget is approved by the Rector. The budget is made available on the intranet to all employees of the College. The accounting unit keeps records on the implementation of the budgets of structural units. The implementation of the budget is continuously monitored and the reviews are analysed at the Council meetings at least twice a year. According to the Institutions of Professional Higher Education Act and the Statutes, the College has allocated the funds in its budget since 2010, that the Student and Pupil Council uses to exercise student and pupil self-government and perform functions arising from law and the Statute of the Student and Pupil Bodies. In 2010 the budget of the Student and Pupil Council was 3196 euros and in 2011 it was 4160 euros. The College considers it important to support students by providing the opportunity to apply for various scholarships, such as the RCAU's scholarship, the scholarship of a best student/pupil research paper, the scholarship to support learners' internationalisation, etc., based on the approved regulations (et).

Results:
1) The College's budget consists of revenue from various sources and is stable overall.

Table 17. Budget dynamics by the distribution of the revenue and expenditure (€'000)

	2007	2008	2009	2010	2011
Revenue					
Foreign aid funds	210,6	296,6	386,3	209,2	328,4
State-commissioned education	1 723,7	2 487,1	2 451,5*	2 313,3*	2 494,7*
State funds for students — study allowances	348,1	447,9	449,5	461,7	473,8
Economic activity	262,6	250,1	348,7	304,6	410,5
Total revenue	**2 545,0**	**3 481,7**	**3 636,0**	**3 288,8**	**3 707,4**
Expenditure					
Study allowances	369,0	524,7	475,3	491,9	530,5
Staff expenditure	1 445,6	1 848,2	1 928,9	1 815,2	1 963,1
Operation and maintenance costs	901,8	1 231,9	1 075,4	866,9	1 299,3
Total expenditure	**2 716,4**	**3 604,8**	**3 479,9**	**3 173,9**	**3 792,9**

*Due to the global recession, in the second half of 2009 the government reduced the base cost of learner places, which had an impact on the budget.

2) According to financial audits, the accuracy and legality of financial transactions over the years have substantially been in accordance with legislation.
3) Over the last five years significant investments have been made to improve the learning and work environment (see Table 23 on page 26).
4) The student scholarship fund planned in the College budget is growing.

Table 18. The scholarship fund (€)

	2007	2008	2009	2010	2011
The scholarship fund	1 074	1 150	1 660	3 247	6 200

5) Non-academic activities of exchange students are coordinated by the Erasmus Student Network Tallinn, whose activity the College finances on annual basis according to the cooperation agreement.
6) The College supports the organisation of annual Tallinn Student Spring and Autumn Days.
7) The College has signed favourable cooperation agreements to support learners' sporting opportunities (Kalev SPA, Tallinn Pedagogical College, etc.); has provided training opportunities at the College; and has gathered information about different sporting opportunities in Kristiine District on its website.

1.3.2 Information systems that support the management of the College and the coherent performance of its core processes

The purposeful use and further development of information technology solutions support the management of the College and the coherent functioning of its main processes, and ensure the membership better working and learning conditions.

Results:
1) Since 2004 the College has used a web-based study information system.
2) Free WiFi has been available in the Tallinn college building since 2005 and in Kohtla-Järve since 2007.
3) Since 2005 the College has used Persona software for managing personnel records. In 2010 the College launched Amphora, an electronic document management system.
4) The College started to develop e-learning courses under the e-VÕTI [e-KEY] project in 2005. Since 2008 the College has participated in the BeSt Programme (see page 63). Main learning environments include Moodle, IVA, Udemy, etc.
5) In 2007 the College introduced a web-based Feedback and Monitoring System (FMS) which was developed in cooperation with the RCAU, and in 2010 it was interfaced with the SIS.
6) Since the 2008 admission the College has used the Admission Information System (SAIS, abbreviation in Estonian).

7) To optimise costs and improve data flow, a [consortium](#) (et) was established in 2008 which was comprised of Professional HEIs, the Estonian Information Technology Foundation and the Ministry of Education and Research to create a common study information system for Professional HEIs. The consortium is continuously developing the system seeking different financing opportunities for development. For example, the 'Development of Modules for the Study Information System' project with the total cost of 196,200 euros for the period 2011–13.
8) In 2008 a video conferencing system was procured to optimise the management of teaching and learning in the college buildings, and the telephone exchange was replaced to enable an IP solution with the structural unit at Kohtla-Järve.
9) In 2009 the College's website was taken to a new platform and a new needs-based design was introduced. The website is linked to the intranet, which gives access to documents outside the College computer network. The employees have e-mail addresses with a domain of ttk.ee.
10) The College introduced the Study Information System (SIS) in 2010. All educational activities are organised through the SIS. The curricula, subject specifications, teaching materials, study results, room schedules, timetables, staff work time planning, etc. are all found in the SIS. The SIS enables the sending of messages to different target groups of learners.
11) The website has direct links to various web environments, such as RIKSWEB, SIS, SAIS, IVA, Moodle, EBSCO, etc.
12) The College staff is equipped with personal computers.
13) The student home in Tallinn has Internet access in rooms and there is a separate learning room with five PC workstations as well.

1.3.3 To what extent staff working conditions and student learning and research conditions meet the needs of the College and expectations of the membership

The College has two buildings — one in Tallinn and the other in Kohtla-Järve — and a student home (hostel) in Tallinn. The college buildings are furnished with modern working tools and teaching resources based on the needs of curricula. The College learning environment has improved year by year. All the study groups have at their disposal an adequate number of lecture halls and seminar rooms of different sizes and equipment; rooms for practicals are open to learners for practicing their practical skills according to a schedule by the corresponding chair. The College analyses the effectiveness of the use of its assets when preparing its budgets, its development and action plans, and setting its objectives. The effectiveness of the use of assets is analysed each year when presenting a review of the implementation of a budget to the College Council and a financial report.

Results:
1) The physical environment of the Tallinn and Kohtla-Järve buildings support teaching, learning, work, research, development and creative activities.

Table 19. Technical data on College rooms and equipment

Rooms and equipment	Tallinn 7354 m^2	Kohtla-Järve 1342 m^2	Total
Lecture halls and seminar rooms			
number	30	10	40
with presentation equipment	20	4	24
Rooms for practicals and labs			
number	15	3	18
with presentation equipment	6		6
Computer room			
number of PC workstations	19	15	34
Library			
number of PC workstations	20	3	23
Portable projectors	4	5	9
Canteen			
number of seats	108	36	144
Student and Pupil Council			
number of rooms	1	1	2

Administrative offices			
number	40	7	47
Student home (hostel)			
number of beds	220		220
number of PC workstations	5		5

2) Resources for conducting studies are planned annually based on the funding availability and the needs.

Table 20. Costs for procurement of resources needed for conducting studies (€'000)

Resources	2007	2008	2009	2010	2011
textbooks	29,4	49,0	21,1	21,3	24,6
learning and teaching resources	71,7	98,4	59,9	49,7	166,7*
presentation equipment	10,4	21,2	5,2	16,6	10,7
TOTAL	**111,5**	**168,6**	**86,2**	**87,6**	**202,0**

* including funds from projects 119.7

3) The College was granted funding from the EU structural funds for implementing the 'Educational Infrastructure of Professional Higher Education' sub-measure of the 'Modernisation of Educational Infrastructure for Professional Higher Education and Teacher Training' measure, created for the implementation of the priority axis entitled 'Improving the Competitiveness of Estonian R&D through Research Programmes and Modernisation of Higher Education and R&D Institutions' of the Operational Programme for Development of Economic Environment.

Table 21. Funded projects (€)

Name of project	Start of project	End of project	Total cost
Modernisation of Teaching Laboratory for Optometry	01/10/2010	31/10/2011	58 287.42
Modern Teaching Laboratory for Dental Technology	01/06/2011	31/12/2012	267 431.90
Simulation Centre for Teaching Nurses and Midwives	01/01/2011	31/12/2014	619 303.87
Complex of Laboratory in the Field of Pharmacy	01/04/2014	31/10/2015	444 631.58
Modernisation of Educational Infrastructure for Occupational Therapy — Teaching Facility 'Accessible Teaching Kitchen'	01/04/2013	31/10/2013	56 842.12

4) The College was granted funding of 519 300 euros for the period 2011–13 for the 'Improving Access to College Buildings and Ensuring Fire Safety' project, through the 'Learning Environment of Institutions of Professional Higher Education' sub-measure of the 'Learning and Work Environment of Higher Education and R&D Institutions' measure.
5) The Tallinn college building and student home were included in the list of objects covered by the Green Investment Scheme and the following works will be undertaken by *AS Riigi Kinnisvara* [State Real Estate Ltd] in 2012:

Table 22. Planned renovation works at the Tallinn college building and student home in 2012 (€)

	Start of project	End of project	Total cost of project
College building			
- facade and base insulation - roof insulation and sealing - renovation of central heating system and heat distribution unit - construction of general ventilation system - renovation of main electric switch	01/03/2011	31/12/2012	3 290 044

Student home			
- facade and base insulation - window replacement - renovation of central heating system and heat distribution unit - renovation of main electric switch	01/03/2011	31/12/2012	550 240

6) During the last five years the learning and work environment has been improved significantly.

Table 23. Investments in the learning and work environment, 2007–11 (€'000)

	Tallinn college building	Kohtla-Järve college building	Student home
2007	**161,200**	**36,200**	**29,100**
	- plumbing replacement in one wing - window replacement in the cloakroom - repair of the stairs and shelter of the main entrance - construction of a parking lot with 25 spaces - replacement of front fence and gates - repair of the ventilation system in the canteen and kitchen	- renovation of two classrooms and the facade of the building	- foyer and plumbing repairs
2008	**268,900**	**17,900**	**47,300**
	- renovation of stairwells - repair of the 3rd and 4th floor toilets - renovation of the kitchen - installation of fire doors - electronic security system upgrades and installation of partial video surveillance - installation of automatic fire alarms - adding recreational spaces to corridors	- installation of a ventilation machine and security doors to the outbuilding	- improvements to the ventilation system - repair of the 1st floor toilet and shower room - stairwell repairs
2009	**140,600**	**338,100**	**46,800**
	- repair of stairwells and window replacement - repair of and window replacement in classrooms for occupational therapy - repair of office 105	- replacement of heating system and radiators - installation of shelves, customer service counter and security gates in the library	- repair of the 2nd, 3rd and 5th floor toilets - door replacement of the 2nd floor rooms
2010	**80,400**	**128,500**	**19,200**
	- fence replacement - construction of a parking lot with 28 spaces - renovation of workrooms and classrooms - adding sockets to rooms 115 and 116	- installation of the fence and gates - renovation of the outside stairs and shelter - construction of a ramp for wheelchair users - repair of workrooms and classrooms - tiling of the vestibule	- insulation of the external wall of the 5th floor shower room - room, toilet and shower room repairs
2011	**300,000**	**38,300**	**26,000**
	- first stage of the library construction - adding sockets to corridors	- insulation of the facade of an outbuilding - facade repairs of the college building	- replacement of kitchen countertops - repair of two rooms, kitchen and corridor on the 1st floor - replacement of suspended ceiling and repair of the toilet and shower room on the 2nd floor

7) Based on the analysis of student and staff satisfaction surveys, several improvements have been made: adding wall sockets, installing filtered water dispensers in Tallinn and Kohtla-Järve buildings, eliminating electric hand dryers in restrooms replacing them with paper towels, replacing the catering provider, etc.
8) Staff satisfaction with working conditions has been stable over the years and slightly higher than the average in reference HEIs (see Table 13 on page 18-19).
9) Student satisfaction with learning conditions has been stable over the years and at the same level with the average of reference HEIs. The assessment is somewhat lower for the availability of documents in the library compared to reference HEIs. The chairs in cooperation with the library have analysed the need for library materials and introduced measures to improve the situation by providing additional funds in 2012 to purchase textbooks and improving the skills of using electronic materials (including e-learning). In addition the College invests in the preparation of teaching materials and learner training to expand the opportunities to access documents.

Table 24. Learner satisfaction with learning conditions (in a 4-point system)

		2008	2009	2010	2011	2008	2009	2010	2011
condition of college public spaces	our college	3,25	3,53	3,57	3,55				
	other colleges	3,36	3,36	3,48	3,59				
opportunity to use college rooms for independent work	our college	3,26	3,54	3,57	3,54				
	other colleges	3,26	3,21	3,39	3,56				
computer rooms	our college	3,53	3,48	3,56	3,42				
	other colleges	3,36	3,20	3,37	3,54				
condition of lecture halls	our college	3,24	3,54	3,47	3,41				
	other colleges	3,78	3,58	3,50	3,42				
state-of-the-art furniture for labs / rooms for practicals	our college	3,36	3,50	3,44	3,34				
	other colleges	3,19	3,19	3,31	3,43				
catering service	our college	2,56	3,17	3,12	3,00				
	other colleges	2,90	3,23	3,21	3,18				
documents available in the library	our college	3,38	3,30	3,34	3,02				
	other colleges	3,44	3,48	3,46	3,44				
library services	our college	3,82	3,81	3,88	3,84				
	other colleges	3,81	3,72	3,77	3,82				
international cooperation	our college	3,06	3,32	3,42	3,26				
	other colleges	2,78	3,28	3,26	3,23				

1.3 Development activities for managing financial resources and infrastructure

Planned development activity	Expected result
Participating in the 'Acquisition of State-of-the-art Recording System for Recording Training Sessions and Lectures and the Joint Implementation Thereof by Institutions of Professional Higher Education' project, through the 'Educational Infrastructure of Professional Higher Education' sub-measure of the 'Modernisation of Educational Infrastructure for Professional Higher Education and Teacher Training' measure	College staff and learners will use the system of recording lectures and training sessions
Establishing a College fund for applied research	An additional fund will exist for planning and conducting applied research
Building a new library for the membership and partners to create a better learning and work environment	The College will have a library that provides an innovative development and learning environment
Expanding the scholarship fund of the College	Stakeholders and partners will contribute to the scholarship fund
Improving the use of information technology	A uniform public Quality Manual will have been produced
Constant improvement of learning and working conditions	Staff and learner satisfaction with working and learning conditions will have been assessed an average of a half point higher

2. TEACHING AND LEARNING

2.1. Effectiveness of teaching and learning, and evolution of the student body

2.1.1 Defining educational objectives and achieving them

The College has defined the general educational objectives in its development plan. The educational objectives of each curriculum are defined in the development plan of the corresponding chair/department and in the curriculum. The objectives are determined by the needs of the labour market that are based on the national priorities and field-related development plans. The College gets immediate feedback on the needs of the labour market through curriculum councils that involve representatives of employers and professional associations.

All College curricula define the full-time study requiring that each academic year learners complete 100% of their workload as determined in their curricula, i.e., earn 60 ECTS credits. An academic year is divided into semesters (30 ECTS credits each), and at the end of each semester student progress is assessed.

Results:
1) Feedback from graduates shows that they wish to work or actually work in the acquired profession when graduating from the College.

Employment of the graduates

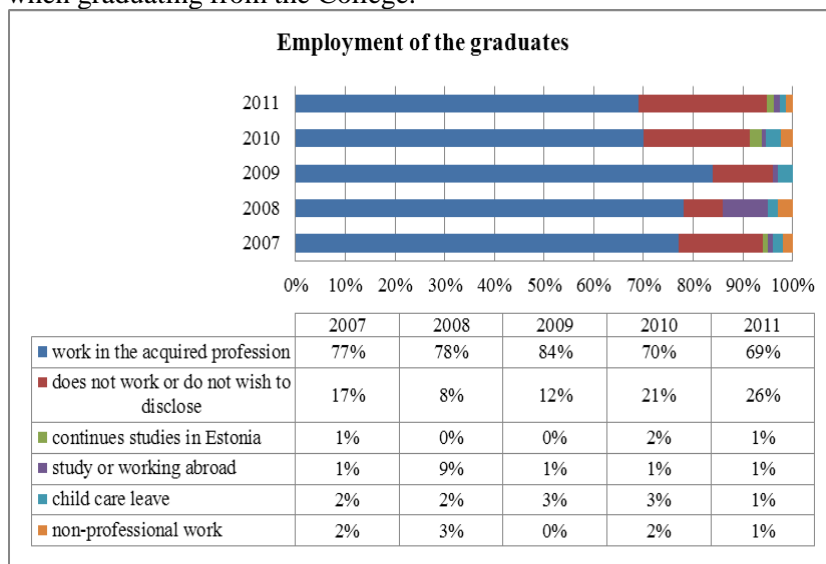|	2007	2008	2009	2010	2011
■ work in the acquired profession	77%	78%	84%	70%	69%
■ does not work or do not wish to disclose	17%	8%	12%	21%	26%
■ continues studies in Estonia	1%	0%	0%	2%	1%
■ study or working abroad	1%	9%	1%	1%	1%
■ child care leave	2%	2%	3%	3%	1%
■ non-professional work	2%	3%	0%	2%	1%

Figure 6. Graduates with the intention to take up professional work

2) The College graduates are valued and competitive in their professions in the labour market outside Estonia as well, and start new businesses. According to the alumni survey of the Estonian HEIs in 2009, 83% of the respondents work in their professions or in closely related fields.
3) Support systems assist learners with different prior preparation levels. For example, learners with non-Estonian upper secondary education are offered an additional opportunity to learn the official language within the framework of state-commissioned education using different study arrangements (preparatory courses or parallel courses); recognition of prior learning and work experiences; flexible organisation of studies; etc.
4) The College has a web-based Study Information System which enables it to monitor learner progress effectively and systematically.
5) The College has defined the practical training facilities. In cooperation with such facilities, learners complete their practical trainings under the supervision of competent mentors, which ensures that the learners will achieve prescribed learning outcomes and competitiveness in the labour market.
6) The College comprises learners from different regions of Estonia, covering the entire state. This is evidenced by the residence statistics of the first-year learners.
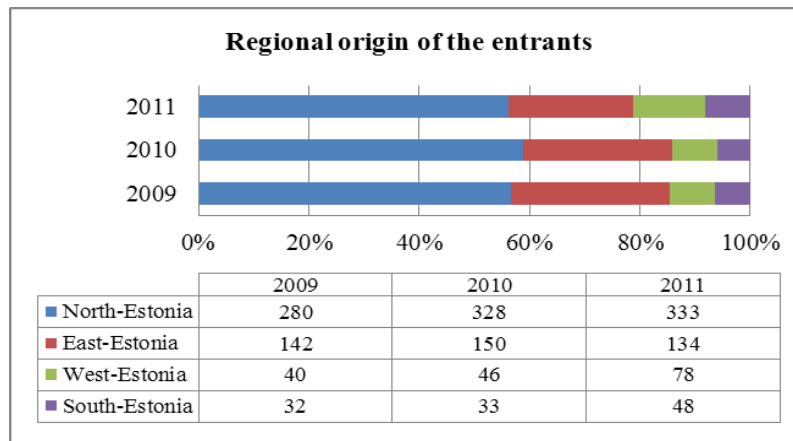
Regional origin of the entrants

	2009	2010	2011
North-Estonia	280	328	333
East-Estonia	142	150	134
West-Estonia	40	46	78
South-Estonia	32	33	48

Figure 7. Regional origin of the entrants

7) The College analyses the provision of state-commissioned education and takes necessary measures to implement it. For example, academic counselling, tutorship, flexible and regional organisation of studies, individual curricula, application of the system of recognition of prior learning and work experiences, etc. Economic changes in society can be regarded as the main reason for the decline in providing state-commissioned education in 2010 and 2011. For state-commissioned education see Table 25 on page 33.
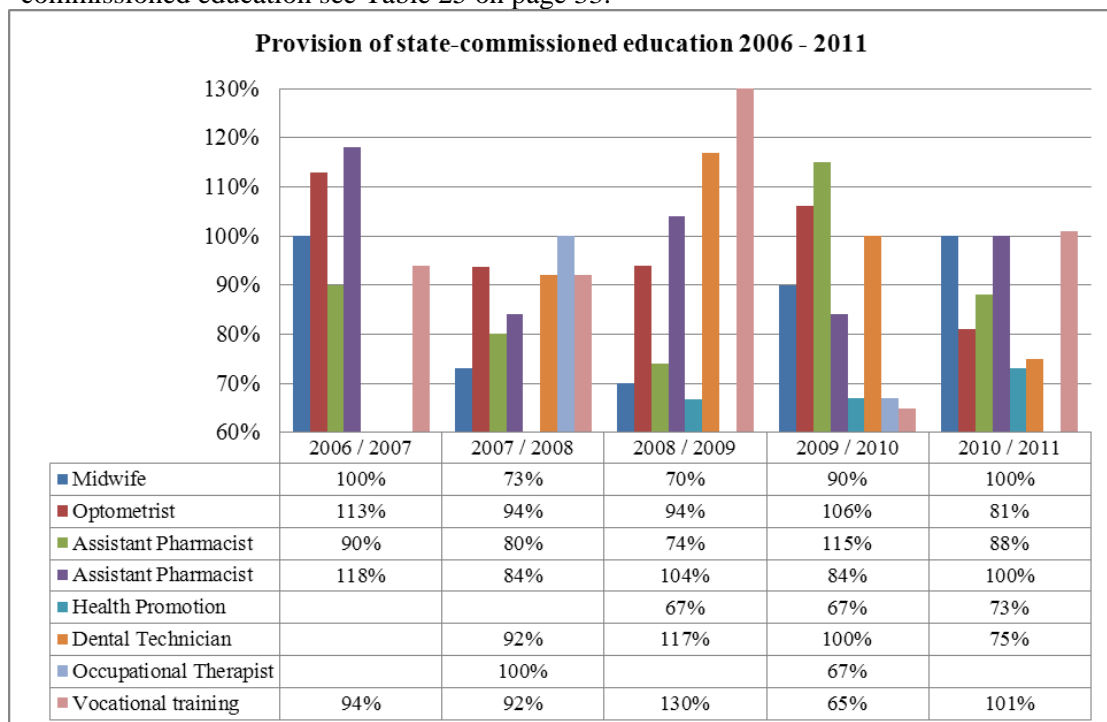

Provision of state-commissioned education 2006 - 2011

	2006 / 2007	2007 / 2008	2008 / 2009	2009 / 2010	2010 / 2011
Midwife	100%	73%	70%	90%	100%
Optometrist	113%	94%	94%	106%	81%
Assistant Pharmacist	90%	80%	74%	115%	88%
Assistant Pharmacist	118%	84%	104%	84%	100%
Health Promotion			67%	67%	73%
Dental Technician		92%	117%	100%	75%
Occupational Therapist		100%		67%	
Vocational training	94%	92%	130%	65%	101%

Figure 8. Provision of state-commissioned education by curriculum 2006–11

8) The College applies the principles of lifelong learning valuing the learners of any age. The proportion of older learners has increased in recent years. Statistics of the first-year learners by age may serve as the evidence.
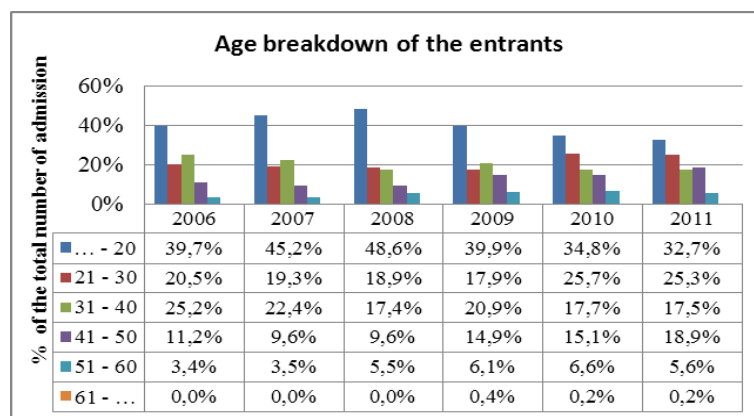
Figure 9. Age breakdown of the entrants, 2006–2011

2.1.2 Creating the prerequisites to ensure the College's graduates national and international professional competitiveness

The College curricula have been launched based on the expectations of society and the clearly reasoned needs of employers. The learning outcomes of curricula are clearly formulated at levels of a curriculum, module and subject, and their achievement supports the competitiveness of a graduate both nationally and internationally. Practical trainings are integral parts of curricula; they are carried out in cooperation with employers and enable the learner to acquire the expected knowledge and skills. The College has defined the qualification requirements for the teaching staff and monitors the fulfilment thereof. Members of the teaching staff are specialists in their fields and professional practitioners who have teaching competencies and readiness for self improvement and lifelong learning. To increase the international dimension of curricula, the College has enhanced the internationalisation of its teaching staff. Experts in professional practice are involved in assessing the outcomes of student learning. For example, representatives of employer organisations and professional associations are chairpersons and/or members of committees for final examinations and defence of final papers, the achievement of learning outcomes of practical trainings are assessed in collaboration with mentors, etc.

Results:

1) A Feedback and Monitoring System (FMS) has been created to analyse learners' satisfaction with the learning process and learning environment. The system enables the comparison of results for five Estonian Professional HEIs.

2) 32 members of the teaching staff have completed training courses for teaching and supervising. All members of the teaching staff have received appropriate training through internal training courses.

3) Since 2006 the College has provided the training for specialists who supervise practical training in institutions and enterprises. There are 299 practical training supervisors who have completed such training in the years 2007–11.

4) Practical training receives a tripartite assessment. The learner, mentor and supervisor from the College participate in assessing the learning outcomes of the practical training. Implementation of the objectives of practical training and the EU directives (curricula in nursing and midwifery education) as well as student satisfaction with learning opportunities in the work environment are analysed.

5) The structure of curricula and organisation of studies ensure the integration of theoretical knowledge and practical skills, as evidenced by consistent feedback on theoretical knowledge, practical skills and application of such skills, received from students in their second through fourth years.
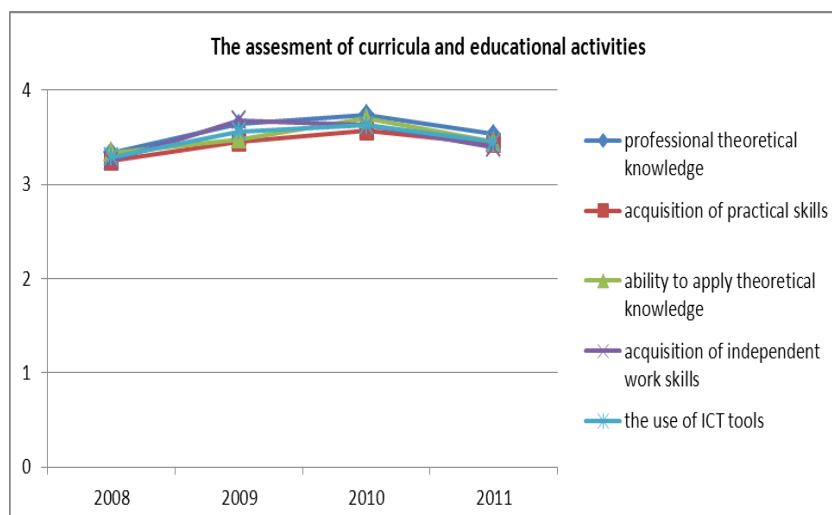
Figure 10. The assessment of curricula and educational activities by students in their second through fourth years, 2008–11

6) In 2011, to recognise Professional Nursing Identity, the Rector, Ülle Ernits, established a private scholarship for a fourth-year student of the Basic Nursing Education curriculum who has stood out with his or her excellent study results and development activities in the field of nursing over the last two years, continues to advance professional identity and attitudes, and is a positive and motivating role model for fellow students. The scholarship is granted once a year.
7) The potential competitiveness of the graduates is monitored on a regular basis, the results are used systematically in the development of curricula, teaching and learning. For example, regular feedback (from employers, alumni, learners, employees); monitoring of curricula, educational processes and the organisation of studies.
8) Migration of nursing professionals is showing a growing trend, as evidenced by the increase in numbers of nurse registration certificates issued by the Health Board in 2004–11. From this it can be inferred that the graduates of health care colleges are internationally competitive.
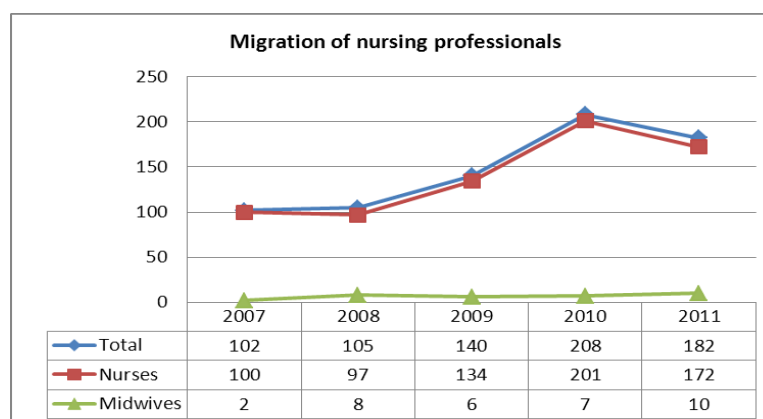

	2007	2008	2009	2010	2011
Total	102	105	140	208	182
Nurses	100	97	134	201	172
Midwives	2	8	6	7	10

Figure 11. Migration of nursing professionals, 2007–11 (Statistics by the Health Board)

2.1.3 Planning for student/pupil places in accordance with the social need and the potentials and objectives of the College

The College plans student/pupil places bearing in mind the future trends. The College takes into account international trends, social priorities, recommendations by the Training Committee for Health Professionals operating at the Ministry of Social Affairs, surveys by professional associations and the College's resources. Each year the Ministry of Education and Research requests state-commissioned education from the College, which is preceded by discussions within the Training Committee at the Ministry of Social Affairs. The Training Committee analyses the need for health training in Estonia for all educational levels. The Training Committee comprises representatives of professional associations, HEIs, the Ministry of Education and Research and is

directed by the Ministry of Social Affairs. Based on discussions within the Training Committee, the Ministry of Social Affairs makes proposals for state-commissioned education to the Ministry of Education and Research, who then requests the student places from the College. A state-commissioned education request is formalised by a performance agreement; each year in February the College submits a report on the fulfilment of state-commissioned education to the Ministry of Education and Research.

Results:

1) State-commissioned education requests to the College have been stable over the years.

Table 25. State-commissioned education requests in the 2006/07 to 2011/12 academic years

Curriculum	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012
Professional HE	**378**	**413**	**386**	**413**	**410**
Basic Nursing Education	180	180	180	180	180
Basic Nursing Education (previous vocational education)	90	90	75	90	70
Nursing Education Specialisation — Health Nursing		20	20	20	20
Nursing Education Specialisation — Clinical Nursing					20
Midwife	25	25	25	25	25
Midwife (previous vocational education)			15		20
Assistant Pharmacist	40	40	40	40	40
Dental Technician	12	12		12	12
Optometrist	16	16	16	16	16
Occupational Therapist		15		15	12
Health Promotion	15	15	15	15	15
Vocational training	**40**	**40**	**55**	**75**	**75**
Nurse Assistant / Care Worker	40	40	55	55	55
Emergency Medical Technician				20	20
Total	**418**	**453**	**441**	**488**	**505**

2) In 2007 a Health Promotion curriculum based on the needs of employers and surveys of professional associations was launched, and state-commissioned education was requested.
3) The scope of state-commissioned education for the Assistant Pharmacist curriculum was increased from 35 student places to 40 in 2007 — based on the results of the survey (et) of the labour needs of Estonian pharmacies, which was conducted in 2005 by the Survey Research Centre Faktum, the College and professional associations.
4) State-commissioned education requests for the Midwife curriculum (for those with prior vocational education) in 2009 and in 2011 were based on the analysis of the needs for such education, carried out by the chair in North Estonia.
5) In 2010 an Emergency Medical Technician curriculum was launched, in accordance with the needs of employers and professional associations, and state-commissioned education was requested.
6) From 2011 onward the College has been receiving ministry requests to provide state-commissioned education under the Occupational Therapist curriculum, in accordance with the Development Plan for Occupational Therapy, which estimates that by the year 2015 Estonia will need 100 occupational therapists.

2.1.4 Consistency of the admission rules with the College's mission and aims; evolution of the motivated student body

Admissions is one of the most significant stages in implementing the College's mission and aims. The objective of the admissions process is to establish clear, transparent and unambiguous rules to ensure the applicants equal opportunities to apply for student/pupil places in the College's curricula. Rules for admission are defined in Admission Rules (et) which are renewed each year. The rules take into account feedback from first-year students/pupils on the organisation of previous admission, experiences of the staff involved in admission procedures, and the expected number of

state-funded student/pupil places. The entrance tests help form a body of motivated learners, which will create qualities for competitiveness in the labour market.

Results:
1) The Admission Rules are made available on the College's website at least six months before admissions time. An e-mail address and telephone number are available for obtaining information all the year round. Curriculum-related information is available from the relevant chair via e-mail, telephone or through individual counselling on site.
2) There has been competition for all curricula over the years.

Table 26. Admission competition by curriculum in the 2007/2008 to 2011/12 academic years

Admission competition by curriculum	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012
Professional HE	**3.8**	**3.4**	**3.6**	**5.4**	**5.3**
Basic Nursing Education	2.0	1.4	3.1	2.2	4.2
Basic Nursing Education (previous vocational education)	2.3	1.1	3.5	2.7	5.0
Nursing Education Specialisation — Health Nursing		1.5	0.9	1.1	1.1
Nursing Education Specialisation — Clinical Nursing					1.1
Midwife	2.8	2.9	3.8	6.1	8.0
Midwife (previous vocational education)			1.4		1.2
Assistant Pharmacist	3.6	2.7	5.1	3.9	4.9
Dental Technician	11.2	10.1		15.8	14.3
Optometrist	2.1	3.8	6.7	5.8	6.0
Occupational therapist		4.7		7.5	8.8
Health Promotion	2.9	2.3	4.2	3.1	3.2
Vocational training	**1.0**	**2.4**	**2.1**	**3.2**	**2.5**
Nurse Assistant / Care Worker	1.0	2.4	2.1	2.7	2.3
Emergency Medical Technician				3.6	2.6
Total	**3.5**	**3.3**	**3.4**	**5.0**	**4.8**

3) Since 2008 the College has used the Admission Information System (et,en) (SAIS) introduced by 13 Professional HEIs, 6 universities and 6 vocational educational institutions, who had formed a consortium.
4) Since 2006 applicants have taken a computer-based test in the official language on equal basis.
5) The College has a tradition of holding two Open Houses per year, and it participates in education fairs (see 4.3.1).
6) Since 2004 the College has provided opportunities for intensive study of the official language to learners of different preparation levels to assist entry into the College. Official language courses are needs-based, such as preliminary courses offered at 30 or 60 ECTS credits, parallel courses at 30 ECTS credits, different programmes, etc. The official language study is analysed consistently and the findings are taken into account when preparing the programmes.
7) The number of state-commissioned education requests for the intensive study of the official language has been stable over the years: 90 student/pupil places (30 ECTS credits) and 30 places (60 ECTS credits).
8) In 2010 the College started to provide cyclical study in the Basic Nursing Education curriculum which supports adult (e.g., 30+) and working students to acquire the profession.
9) Teaching has expanded regionally. For example, in the 2011/12 academic year educational activities are carried out in Tallinn, Kohtla-Järve, Kuressaare, Pärnu and Kiviõli.
10) First-year learner satisfaction with admission procedures has been constantly high and somewhat higher than in reference HEIs. Improvement proposals from the feedback have been applied to the new Admission Rules each year.

Table 27. First-year learner satisfaction with the organisation of admission (in a 5-point system)

		2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
comprehensiveness of information needed for entrance	our college	4.39	4.4	4.43	4.48	4.48					
	other colleges	4.21	3.27	4.37	3.97	4.13					
availability of information needed for entrance	our college	4.43	4.49	4.48	4.53	4.42					
	other colleges	4.34	3.52	4.48	4.48	3.85					
obtaining additional information from the college	our college	4.27	4.39	4.26	4.35	4.32					
	other colleges	4.17	3.61	4.22	4.14	3.7					
organisation of the receipt of admission documents	our college	4.49	4.66	4.46	4.72	4.55					
	other colleges	4.53	3.91	4.32	4.19	4.21					
learning about admissions results	our college	4.53	4.69	4.7	4.69	4.64					
	other colleges	4.34	4.09	4.47	4.43	4.25					

2.1.5 Providing opportunities for study at the College regardless of special needs

The College provides equal opportunities to all applicants. Curricula and the learning, work and RDC environments are adjusted for learners with special needs, to ensure that each learner has an opportunity to study and develop.

Results:

1) Learners with special needs have an opportunity to consult with the relevant chair which will identify the suitability of the profession and the conditions necessary for completing the studies.

2) The College was granted funding for the 'Improving Access to College Buildings and Ensuring Fire Safety' project through the 'Learning Environment of Institutions of Professional Higher Education' sub-measure of the 'Learning and Work Environment of Institutions of Higher Education, Research and Development' measure for the period 2011–13. The objective of the project is to provide learners and staff who have physical disabilities with safe access to college buildings in Tallinn and Kohtla-Järve, and safe movements within the buildings, as required by their studies, work and personal needs. As a result of the project, people with disabilities/special needs will be able to study and work at the College, and the general public and representatives of organisations will be able to use the college facilities due to improved mobility conditions.

3) Under the Primus Programme, students with special needs can apply for a scholarship to cover additional costs related to their special needs and studies. The scholarship can be applied to pay for periodic support services (e.g., a personal assistant, sign language interpreter, transportation for the disabled) and one-time or irregular services (e.g., an aid needed for learning).

2.1 Development activities for the effectiveness of teaching and learning, and evolution of the student body

Planned development activity	Expected result
Improving the test on the official language to adapt it to a target group	The official language study will be based on the needs of target groups
Establishing a system for supporting admissions to the College	The summer school will have been launched (at least 4 preparation courses)
Improving target group oriented marketing and career counselling	The number of College learners will remain stable over the years, upper secondary school graduate / adult (30+) ratio will be in balance
Improving the existing counselling system	The College will have an effective counselling system, including for special-needs applicants and learners

2.2. Curriculum development

2.2.1 Basing new curricula on the aims of the College and needs of the labour market, considering national strategies and society's expectations

The College bases its new curricula on its aims and the needs of the labour market, and considers the strategies of the country and expectations of the society. The prerequisites for starting a new curriculum are a clearly reasoned need for specialists trained according to the curriculum, and adequate academic and tangible resources. The curricula are in accordance with the Standard of Higher Education (vocational training curricula comply with the Vocational Education Standard and/or the relevant national curriculum), professional standards and, if appropriate, international regulations; approved by the College Council; and registered in the Estonian Education Information System. The College's curriculum development is regulated by the Statute of Outcomes-based Curricula (et, en).

Results:
1) The Health Promotion curriculum was launched in 2007 based on the needs of employers and surveys by professional associations.
2) The Nursing Education Specialisation curriculum was launched in 2008 and was developed in cooperation with Tartu Health Care College, the Ministry of Social Affairs and Estonian Nurses Union.
3) Based on the alumni survey (et) in 2009, 83% of College graduates are working in their professions.
4) The Emergency Medical Technician curriculum was launched in 2010 based on the needs of employers and professional associations.

2.2.2 Systematic and regular curriculum development, and the involvement of different stakeholders in the curriculum development

Development activities for curricula are systematic and regular, and different stakeholders are involved in their development. Curriculum development (including teaching and learning) is regulated by the Statutes of the College, the Development Plan for 2012–16, the Academic Regulations, the Statute of Outcomes-based Curricula, the Rules for Development Activities, the Guidelines for Taking Final Exams and the Defence of Final Papers, etc. The Statute of Outcomes-based Curricula governs general requirements for College curricula, the launch, retaining, modification, development and closure of curricula. A curriculum council has been established for each professional HE curriculum comprising representatives of various stakeholders (College employees, members of the teaching staff, employers, representatives of professional associations, alumni and learners), including representatives from Estonia and abroad.

The curriculum councils are directed by heads of chairs. The curriculum councils act as advisory bodies, making suggestions for developing curricula, the involvement of specialists in teaching, the sustainability of curricula in relation to personnel, and developing the teaching and learning environments. The curriculum councils discuss the results of feedback from students, alumni and employers and curriculum analyses (including external expert assessments).

Results:
1) The curricula have completed international accreditation in 2004–2009.
2) In 2006 the 'Health Care' study programme group and in 2001 the 'Medicine' study programme group received the ultimate recognition from assessment experts — open-ended education licences (see Table 1 on page 4).
3) The results of external evaluations are used in curriculum development.
4) The entire teaching staff and some members of the support staff completed training courses for curriculum development between 2006 and 2011, a total of 405 cases. Seven curriculum coordinators have completed the course entitled 'Development of Outcomes-based Curricula in Higher Education' earning 4 ECTS credits under the Primus Programme.
5) A common core curriculum in Estonia is under development between the Health Manager curriculum of Haapsalu College of Tallinn University and the Health Promotion curriculum of the College. Common core curricula have been developed internationally under COHEHRE Intensive Programmes (en).

6) Teaching staff satisfaction with curriculum development has shown a growing trend and is somewhat higher than in reference HEIs.

Table 28. Teaching staff satisfaction with curriculum development (in a 5-point system)

		2007	2008	2009	2011	2007	2008	2009	2011
curriculum development	our college	3.89	4.09	4.46	4.48				
	other colleges			4.27	4.13				

7) Curricula are updated every year by a member of the teaching staff who reviews and updates subject specifications.
8) All professional HE curricula have been evaluated by experts and the results are (have been) taken into account in curriculum development.

Table 29. Expert analyses of curricula 2010–11

Curriculum	Expert	Time
Nursing Basic Education	Mari Berglund, MNSc lecturer Eeva Mattila, MNSc senior lecturer Turku University of Applied Sciences	2010
Midwife	Mari Berglund, MNSc lecturer Eeva Mattila, MNSc senior lecturer Turku University of Applied Sciences	2010
Health Promotion	Siret Rutiku, PhD, Head of the Office of Academic Affairs, University of Tartu	2011
Optometrist	Siret Rutiku, PhD, Head of the Office of Academic Affairs, University of Tartu	2011
Assistant Pharmacist	Angelo Miguel Cardoso de Jesus, Professor Graduate Program in Pharmacy, Assistant, Pharmacy Students Mobility Coordinator School Of Allied Health Sciences. Einike Pilli, PhD, Consultant at Teaching and Learning Development Centre, University of Tartu	2010 2011
Occupational Therapist	Lolita Cibule, Lecturer of Rehabilitation Faculty Riga Stradins University President of Latvian Association of Occupational Therapists	2011

2.2.3 Surveying of employer and alumni satisfaction and the consideration of results thereof in curriculum development

A significant input into curriculum development is the surveying of employer and alumni satisfaction. Lots of feedback is obtained through direct communications. Employers are included in the curriculum development through curriculum councils and the Advisory Board of the College, and their representatives chair the committees for the defence of final papers and final examinations. Also, many employers are College alumni. Continuous feedback is obtained from the practical training facilities in the course of supervising the practical training of learners.

Results:
1) According to the College feedback plan (since 2010), a survey of alumni has been carried out one to two years after their graduation, and surveys of employer satisfaction are carried out every five years.
2) In 2009 the College participated in the Survey of Alumni of Estonian HEIs (et). The survey reflects graduate assessments of curricula, organisation of practical training, counselling services, and competencies. In addition, the College has examined the trends in further education and issues related to entering the labour market.
3) The surveys of employer satisfaction were carried out in 2007 and 2011. The employers gave the highest ratings to graduates' abilities to use the means of information and communication technology (4.22 in 2007 and 4.29 in 2011) and their theoretical knowledge (4.11 in 2007 and 3.79 in 2011). Ratings were lower for leadership skills (2.86 in 2007 and 2.71 in 2011). In 2007, 83% of respondents assessed the level of graduates to be higher than before. The employers of

graduates of the College are very interested in cooperation, highlighting the provision of practical training opportunities for students (91.3% in 2007 and 92.3% in 2011), and express their wishes to participate in the curriculum development (71.7% in 2007 and 53% in 2011). It is noteworthy that according to the 2011 survey, 83% of employers see cooperation opportunities in applied research, which was not yet mentioned in 2007. In 2010 the College prepared a register of activities through which the learners have opportunities to be engaged in College activities and develop leadership skills.

2.3 Development activities for curriculum development

Planned development activity	Expected result
Conducting an alumni survey and getting feedback from employers under the College's feedback plan	There will be a three-year trend on feedback from alumni and employers
Preparing modules in foreign languages	Each College student will have an opportunity to earn at least 5 ECTS credits for studies using a foreign language
Producing a quality assessment system for curricula	Quality criteria for curricula will have been developed
Preparing a curriculum	Based on the training needs, a vocational training curriculum for Assistive Technology Specialist will be developed, and training will be started if state-commissioned education is requested
Developing common core curricula	There will be common core curricula produced within the College and with partner HEIs in Estonia and abroad
Supporting the teaching staff	The teaching staff will assess curriculum development at a 4.5 level

2.3. Student academic progress and student assessment

2.3.1 Monitoring and supporting student academic progress

The progress and study results of students are monitored by transparent rules. Student progress is supported throughout their studies. The College provides full-time study in all curricula. The full-time study means the completion of 60 ECTS credits each academic year. The completion of the student workload is assessed twice in an academic year — in the end of the autumn and spring semesters. First-year learners' curricula contain an introduction to study skills. Each learner gets "The College Studies Handbook" that provides important information on the College. The College Studies Handbook (et) is made available on the website as well.

The electronic Study Information System (SIS) makes the information available and allows the College to monitor the academic progress and achievements of its learners, and the learners to monitor their own progress and study results in real time.

Learners can get academic and psychological counselling and tutor's help to adapt to the learning process. Learners are able to apply for state study allowances twice a year, which are paid based on rankings of study results outlined by curriculum. One can apply for a basic allowance (all learners who have completed the required workload), supplementary allowance (learners whose residence is located outside the administrative unit of the College or outside the bordering local governments) and a special allowance (learners whose economic situation hinders them from continuing their studies). In addition the learners are able to get a study loan according to a procedure provided for in Estonian legislation.

Results:
1) Learner satisfaction with academic counselling, learning environment and study allowances has been stable, with a slight growing trends, over the years.

Table 30. Learner satisfaction with learning environment and allowances (in a 4-point system)

		2008	2009	2010	2011	2008	2009	2010	2011
counselling on learning	our college	3.02	3.3	3.23	3.22				
	other colleges	2.87	3.3	3.19	3.07				
general atmosphere at college	our college	3.21	3.41	3.54	3.43				
	other colleges	3.2	3.33	3.34	3.35				
organisation of allocation of state study allowances at college	our college	3.38	3.45	3.38	3.38				
	other colleges	3.02	3.43	3.38	3.32				

2) The competition for a student place in the cyclical study of the Basic Nursing Education (averaging 2.6 applicants per place in 2010/11 and 4.2 in 2011/12) shows that adults and working students are interested in the flexible organisation of studies offered by the College.
3) Teaching has expanded regionally. For example, in the 2011/12 academic year teaching takes place in Tallinn, Kohtla-Järve, Kuressaare, Pärnu and Kiviõli.
4) Since 2009 learners have been able to apply for the recognition of their paid employment as part of study in collaboration with their employers and according to the procedure (et) established by the College.
5) If needed, there is an opportunity to study according to an individual study plan, e.g., when returning from academic leave, changing the HEI, returning from student exchange, etc., to prevent the extension of the standard period of study.
6) Learners have opportunities to participate in RDC projects, the participant numbers show a growing trend over the years. For example, 72 learners participated in the 2006/2007 academic year, and 85 learners participated in 2010/11.
7) Three students have used language learning opportunities under the Erasmus Programme.
8) The College recognises excellent learners in accordance with an established statute (et). For example, an outstanding academic achievement, active in social activities, participation in RDC activities, etc.

Table 31. The number of learners who earned recognition in the last five years

Learner recognition	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	Total
Learner recognition at graduation ceremonies	24	22	31	33	50	160
Learner recognition at the Rector's receptions	89	108	57	52	56	392
Receptions by the President of the Republic for the best graduates of higher education institutions	1	1	1	2	3	8
TOTAL	**114**	**131**	**89**	**87**	**109**	**530**

9) Since 2002 College graduates have had an opportunity to participate in the reception of the President of the Republic of Estonia by the invitation of the President.
10) Students participate in the activities of professional associations (see 4.1.2).
11) The College changed the entrance tests for the Basic Nursing Education curriculum in 2009, adding an admission interview. As a result, the first-year dropout has decreased from 16% to 13%.
12) In cooperation with *Metropolia Ammattikorkeakoulu* (Helsinki Metropolia University of Applied Sciences) and University of Turku, the College carries out a survey with an aim to study the career and motivation of students of HEIs and the relation thereof to entrance tests and the pursuit of professional work. The project is being carried out in 2008–13.

13) Since 2002, the College has provided students whose proficiency in the official language is inadequate for their studies with opportunities to improve their knowledge of it, thereby supporting their academic progress. 314 persons have completed the study of the official language, passed the language examination and graduated from the College since 2002; and 511 currently-enrolled students have completed the official language study or are engaged in it.
14) The College dropout rates are continuously monitored. The goal is to keep the first-year dropout below 15%, aiming towards 10%. To this end, various measures have been introduced, e.g., the entrance tests have been improved, the counselling of the first-year learners has been enhanced, assistance by course supervisors, tutors, etc. The College has planned to continue a systematic counselling of first-year students, but also to counsel applicants, e.g., providing summer schools, etc. The College assesses the dropout rates from the second through the fifth year as good. The overall dropout percentage is planned to be reduced to 5%, by reducing the first-year dropout rates.

Table 32. The College dropout rates in the 2006/07 to 2010/11 academic years

	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
1st year					
Enrolled	503	497	489	555	599
Removed	87	94	87	56	79
Dropout rate	17.3%	18.9%	17.8%	10.1%	13.2%
2nd – 5th years					
Learners	858	834	878	950	1083
Removed	32	32	12	25	49
Dropout rate	3.7%	3.8%	1.4%	2.6%	4.5%
Total					
Learners	1361	1331	1367	1505	1682
Removed	116	126	99	81	128
Dropout rate	8.5%	9.5%	7.2%	5.4%	7.6%

2.3.2 Student assessment that supports learning and is in line with learning outcomes

The assessment in the College complies with the principles of outcomes-based assessment. The basic rules for assessment and the principles for challenges are formulated in the Academic Regulations, and comply with a regulation (et) of the Minister of Education and Research that regulates the assessment. Differentiated or non-differentiated assessments are used in grading. The differentiated assessment is implemented in a six-point system; in the case of the non-differentiated assessment, it is assessed whether the learning outcomes have been achieved or not.

As a rule, the member of the teaching staff who teaches the subject assesses the learning outcomes, except for a final paper, final examination, practical training, or large-scale independent work, such as a course paper, etc., where the relevant committee, including the representatives of employers and/or professional associations, decide on the grade. Assessment methods and criteria shall be established by a member of the teaching staff and he or she shall inform learners of them in the beginning of the module/subject in the SIS and the first lesson; in the case of e-learning the relevant information is made available in the corresponding web environment. The most common assessment method is a process-based grading which involves constant support for learners and feedback in the course of learning. Such assessment makes it possible to take into account the special characteristics of the learner and the obstacles that may emerge during learning (illness, taking care of a close relative, temporary economic hardship, etc.). The College attributes particular importance to the achievement of learning outcomes, and has a flexible attitude toward the forms of teaching and learning used. Assessment methods have been selected on the principle that they would measure the achievement of learning outcomes. Subject learning outcomes arise from module learning outcomes which in turn are based on curriculum learning outcomes. Consequently, the assessment of subject-based learning outcomes result in the assessment of the implementing of an objective of a curriculum after its completion. Based on the assessment methods, the assessment criteria are defined for each subject separately. Learners are eligible to take an examination, pass/fail evaluation, etc., up to three times. After an unsuccessful performance, the learner is eligible for consultation. The assessment procedure is governed by the Academic Regulations, is

public and ensures equal treatment for all learners. Notifications of grades have deadlines (must be provided no later than 1 week after the last lesson of a subject), and grades are recorded in the SIS where each learner can see only his or her grades.

The procedure for the assessment of final papers and final examinations is established by the Guidelines (et, en) for the Organisation of Final Examinations and Final Papers.

Results:

1) Due to the introduction of a new SIS, the learners have been able to learn about their study results over the SIS since 2010. The learner satisfaction survey on learning about study results show a decline in 2010, which was foreseen by the College, because it takes time for both learners and the teaching staff to get used to the new system. The College expects an increase in satisfaction in this area in 2012. However, compared to the averages for other HEIs, a greater satisfaction is noticed.

Table 33. Learner satisfaction with being informed about study results (in a 4-point system)

		2008	2009	2010	2011	2008	2009	2010	2011
learning about study results	our college	2.86	3.33	3.26	3.29				
	other colleges	2.86	3.19	3.04	2.88				

2) The College has an effective system for challenging assessment results which is described in the Academic Regulations. Between 2007 and 2011only one appeal was submitted to the Rector. The College considers a transparent and public assessment system that values assessment as a part of the learning process, and a multi-level challenging system where in most cases a settlement is reached on the first level (members of the teaching staff and learners) — as primary reasons that few disputes reach the Rector.

3) Since 2002 learners have given regular feedback on subject courses, including assessments.

4) A learner and the College have real-time access to the learner's weighted average grade of his or her completed studies, the previous academic year, the previous semester and the current semester.

5) A diploma with *cum laude* is issued for outstanding study results in accordance with the criteria established by the Regulation (et).

Table 34. The College's *Cum laude* graduates

	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Cum laude graduates	11	11	6	7	5
Cum laude graduates %	2.6%	3.3%	1.7%	2.1%	1.2%

2.3.3 A system for recognition of prior learning and work experiences

The College has had an effective system for recognising prior learning and work experiences since 2006, and it is regularly reviewed and improved. The procedure governing the system (et, en) in the College has been made public on the website. In 2008 a position with 0.5 workload for a Specialist for Recognition of Prior Learning and Work Experiences was created, whose primary duties are to counsel applicants and organise transfers of credits.

In cooperation with the Health Board, the College offers the possibility to take an examination in theory and practice for people who are not entered in the National Register of Health Care Professionals, but have qualifications in nursery or midwifery and wish to return to professional work.

Results:

1) During the last 5 years, 46 employees, including 32 members of the teaching staff and 14 members of the support staff, have completed the training on the recognition of prior learning and work experiences. Employees have attended the training for a total of 61 times.

2) The number of applications for transferring credits for subjects and work experience increased in the 2009 year. Applications to transfer credits for compulsory subjects and practical training are increasing in numbers.

Table 35. Implementation of the system for recognising prior learning and work experiences (VÕTA) in the College

VÕTA transfers	2007		2008		2009		2010		2011	
	requests	ECTS	requests	ECTS	requests	ECTS	requests	ECTS	requests	ECTS
A total of requests, inc.	**95**	**349**	**85**	**500,8**	**243**	**2958,3**	**324**	**4208,85**	**283**	**3832**
Prior learning recognition	13	54	45	290,5	48	182	60	419,1	48	445,75
Non-formal learning (inc. in-service training) recognition	80	224,5	35	84,75	92	198	148	843,75	120	490,25
Informal learning (inc. work experience) recognition	2	70,5	5	125,5	98	2481,5	97	2750,5	112	2874
Multi-component[1] recognition	0	0	0	0	5	96,75	19	195,5	3	21,5
Denied requests	**0**		**5**		**3**		**3**		**1**	

[1] Multi-component – combination of prior learning, non-formal learning and informal learning

3) The College has seven assessment committees for the recognition of prior learning and work experiences (et) whose meetings are held at least once a month or as needed.
4) 118 nurses and 3 midwives passed examinations in theory and practice between 2007 and 2011 and were entered in the National Register of Health Care Professionals.
5) In 2011 the College organised a training of 19 ECTS credits entitled 'A Preparation Course for Nurses for Taking the Examination of National Register of Health Care Professionals', within the ImPrim project of the Baltic Sea Region Programme for 2007–13, where 24 nurses participated. After the completion of the course, 13 nurses decided to take the examination in theory and practice immediately, which they all passed successfully and were entered in the National Register of Health Care Professionals.
6) The College is the organiser of qualification examinations for Assistant Pharmacists; one assistant pharmacist has completed the examination.
7) The College is the issuer of professional certificates for opticians and has issued six professional certificates.

2.3 Development activities for academic progress and assessment of students

Planned development activity	Expected result
Mapping the regional needs	Educational activities will be expanded in line with regional needs and based on employer and learner needs
Transferring the organisation of applications for recognition of prior learning and work experiences and outcomes thereof into the SIS	Implementing recognition of prior learning and work experiences will be electronic for all curricula
Creating additional opportunities for intensive learning for talented learners	The talented will be ensured the opportunity to study more than prescribed by curricula
Monitoring entrance tests and improving the counselling of first-year learners	Overall learner dropout rate will decrease to 5% by reducing the first-year dropout rates

2.4. Support processes for learning

2.4.1 Effective organisation of studies ensuring that students complete their studies within the standard period

The organisation of studies ensures students an opportunity to complete their studies within the standard period. The organisation of studies is governed by the Academic Regulations (et, en) and is based on outcomes-based curricula. The organisation of full-time studies ensures students an opportunity to complete the subjects in curricula according to a timetable. Timetables support the appropriate use of time of learners and teaching staff, taking into account daily and weekly hourly workloads. The chair coordinating a relevant curriculum prepares a timetable based on the curriculum and the academic year. The chairs and departments cooperate closely when preparing timetables in order to use resources appropriately and ensure the integrity of educational activities. For example, students of various curricula have common lectures, room schedules, etc. Timetables are prepared by the beginning of each semester and are made available in the SIS in real time and are displayed on screens in foyers of the college buildings.

Results:
1) Learner satisfaction with the availability of information on changes in educational activities has been stable over the years and higher than the average for other HEIs.

Table 36. Learner satisfaction with the availability of information on educational activities (in a 4-point system)

		2008	2009	2010	2011	2008	2009	2010	2011
availability of information on changes in educational activities	our college	3.05	3.26	3.24	3.2				
	other colleges	2.7	2.98	2.97	2.97				

2) On average, 70% of graduates completed their studies within the standard period.
3) Learners have opportunities for consultations with the teaching staff in accordance with consultation schedules established in the SIS.

2.4.2 Provision of academic and career counselling for students

Academic and career counselling to learners is provided at different levels and by different employees. The needs-based counselling process has been divided among members of the teaching staff, employees of the Department of Academic Affairs, the Academic Advisor (in the Chair of Nursing), Heads of Chairs/Departments, the Educational Technologist, the Assistant for International Relations and psychologists. Counselling for entrants as well as other persons interested in the studies at the College is provided by the Department of Academic Affairs in admissions-related issues, and by the relevant chairs/departments in career-related issues. Information and contacts are on the website (et). Counselling is private, safe and free.

Results:
1) The College provides academic and career counselling, including for the entrants.
2) Learner satisfaction with academic counselling, the learning environment and the organisation of studies has been stable and somewhat higher compared to other HEIs (Table 30 on page 39).
3) Teaching staff satisfaction with support services has been stable and somewhat higher compared to other HEIs (Table 15 on page 19).
4) The College has launched a tutoring system; 44 students have completed the tutor training between 2007 and 2011.
5) Learners have an opportunity for psychological counselling. For example, there were 184 counselling hours in the 2007/2008 academic year, 215 hours in 2010/11, and 200 hours in 2011/12.
6) The student workload of elective and optional subjects is up to 10 ECTS credits. The lessons of elective and optional subjects are scheduled for times when there are no compulsory educational activities. Consequently, all learners have open access to those subjects. It is free of charge to

study elective and optional subjects, and learners may complete more subjects than prescribed by their curricula.

2.4.3 Supporting student international mobility

The College participates in international cooperation networks, programmes and projects through which student and pupil international mobility is implemented. Recognition of studies in foreign institutions is based on the Lisbon Convention. Studies completed abroad are recognised fully as portions of the curriculum, thus assisting learners to complete their studies within the standard period. The College has entered into 57 bilateral agreements under the LLP/Erasmus Programme and 3 multilateral agreements within the Nordplus Programme. The College was awarded the Erasmus University Charter in 2003, and the Extended Erasmus University Charter in 2007.

Results:

1) The primary advisor of foreign (guest) students is a Specialist for Development and International Relations whose duty is to help them adapt to living and learning conditions in Estonia. In addition, each foreign student has a tutor, supervisor from among the teaching staff and supervisor from the practical training facility during the practical training. Foreign students are matriculated as College students.
2) The College offers an elective subject entitled 'The Estonian Language and Culture' at 2 ECTS credits to introduce the Estonian language and culture to foreign (guest) students, and 'Health Care Administration' at 2 ECTS credits.
3) Non-academic activities of foreign students are coordinated by the Erasmus Student Network Tallinn.
4) The primary advisor of students who want to participate in the exchange programmes is the head of the relevant chair/department who helps the student to find the best dates and educational institution for studying abroad.
5) While studying abroad, learners are granted extra scholarships by the College which are equal to the basic national study allowance from the academic year 2003/2004.
6) Information on mobility opportunities are made available on the website (et), bulletin boards and during the Open House.
7) The percentage of learner mobility has had a growing trend over the years, although the total number of learners has risen at the same time from 1331 (in 2007) to 1748 (in 2011). The College is satisfied with the result, because its mobility indicators are in line with the Estonian strategy for the internationalisation.

Table 37. Learner mobility by programme

Programme	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
LLP/Erasmus					
outbound learners	6	10	17	20	29
inbound learners	11	12	15	8	16
Nordplus					
outbound learners				6	
inbound learners				9	22
LLP/Leonardo da Vinci					
outbound learners		8		7	7
inbound learners			8	8	3
Tempus					
outbound learners					
inbound learners		4			
Other programmes					
outbound learners	6				
inbound learners					
TOTAL					
outbound learners	12	18	17	33	36
inbound learners	11	16	23	25	41
Learner mobility %	**0.9%**	**1.4%**	**1.2%**	**2.2%**	**2.1%**

8) Feedback from LLP/Erasmus student exchange is showing that student satisfaction with LLP/Erasmus exchange experience has been continuously high. The College has been supporting student mobility by a special internationalisation scholarship from the student scholarship fund planned in the College budget since 2004. The scholarship fund has been continually growing (see table 18 on page 23).
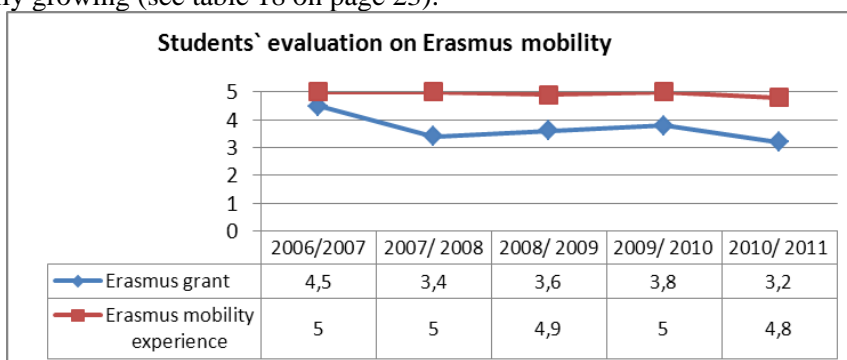

Students` evaluation on Erasmus mobility

	2006/2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011
Erasmus grant	4,5	3,4	3,6	3,8	3,2
Erasmus mobility experience	5	5	4,9	5	4,8

Figure 12. Students' feedback on Erasmus student mobility (in a 5-point system)

2.4.4 Using modern technical and educational technology resources to organise teaching and learning

Using modern technical and educational technology resources enables the College to improve the organisation of studies and student access to education. The College has various technical and educational technology resources to better organise the educational activities and facilitate learning. The College has defined its goals for educational technology in its Development Plan for E-learning, 2007–12 (et).

Results:
1) The electronic Study Information System (SIS) (see page 63) ensures the students and teaching staff a better access to academic information. Through the SIS, the students/pupils obtain information on curricula, timetables, subject specifications and their own performance. Also, twice per academic year, they may declare their optional and elective subjects and apply for study allowances using the SIS. The final grade for a subject in the SIS is entered in the diploma supplement or transcript of students or learners, respectively. One can log onto the SIS with an ID card or a username and password.
2) Since the 2011/12 academic year, an International Student Identity Card ISIC can be ordered in the web environment, choosing the College or home address as a delivery address.
3) The College uses SMART Board interactive whiteboards that help the teaching staff to bring teaching materials visually more quickly to the learner and organise them better, making lectures more engaging and providing them with multimedia capabilities. See Table 19 on page 24-25 for the technical inventory of lecture halls, seminar rooms and rooms for practicals.
4) Students can watch pre-recorded video lectures over the Internet in the e-learning environments (IVA, Moodle), which supports their independent study and makes the teaching process more flexible/convenient for the teaching staff. There are 21 video-recorded lectures so far.
5) The College uses video calls to conduct studies; calls can be made through a video conference system and Skype. The video calls facilitate the communication among structural units and with other educational institutions.
6) E-counselling for practical training is conducted in the chairs of Nursing and Midwifery in the Moodle environment. Supervisors from the College upload the guidelines for practical training and preparation of documents for students, the students upload their practical training schedules, record books and self-evaluations for supervisors, and the supervisors from practical training facilities upload their signed feedback on the students.
7) The electronic library information search can be done in RIKSWEB. It helps to search information from the library collections, obtain summaries of documents, get information on copies and their availability. RIKSWEB provides information on magazines, newspapers, audio-visual items, etc., and their availability. From the e-library one has access to information resources outside the library: catalogues of other libraries, EBSCO data bases, electronic

journals. Also, documents can be reserved electronically. Each library patron can check out books by a library self-checkout machine using their ID cards.

8) Web-based courses and learning objects in learning environments such as Moodle and IVA have been created under the e-VÕTI [e-KEY] and BeSt programmes.
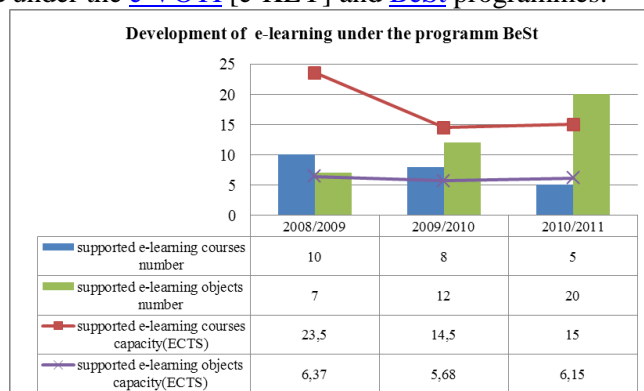

Development of e-learning under the programm BeSt

	2008/2009	2009/2010	2010/2011
supported e-learning courses number	10	8	5
supported e-learning objects number	7	12	20
supported e-learning courses capacity(ECTS)	23,5	14,5	15
supported e-learning objects capacity(ECTS)	6,37	5,68	6,15

Figure 13. E-learning development by academic year

2.4.5 Seeking periodical feedback from students on learning and support processes and considering it in improvement activities

The College asks its learners for feedback in accordance with the Feedback Plan (et) approved by the College Council. Learner feedback is one of the quality indicators of the educational process which is taken into account in improvement activities.

Results:

1) The study groups who provide feedback more actively are rewarded with a cake which is expected among students and motivates them to give feedback in the future as well.

2) To receive feedback, a web-based survey environment — Feedback and Monitoring System (FMS) — was developed in cooperation with other Estonian HEIs (Tallinn University of Applied Sciences, Tartu Art College, Tartu Health Care College) in 2007. FMS is linked to the Study Information System.

3) Feedback on subjects/modules has been sought since 2000, first on paper, then from 2007 through the FMS and since the 2011/12 academic year, in the SIS. Feedback on subjects/modules is asked when the course has ended and when the grades have been entered into the SIS.

4) Learner satisfaction with the learning environment and the admissions process, and the teaching staff satisfaction with the teaching and work environments are surveyed once a year. A survey on the admissions organisation is conducted among first-year students each year in September, and the level of satisfaction with the learning environment by learners of the second through the last courses is surveyed each November. Teaching staff surveys take place every spring. The results are presented on the intranet and bulletin boards, and are analysed by chairs/departments and the College Council. The results of the analyses are used in improvement activities.

5) The learners are informed about the results of the feedback by means of the website, bulletin boards, discussions, etc.

2.4.Development activities for support processes for learning

Planned development activity	Expected result
Developing additional measures to support mobility	Learner mobility by 2016 will be 12% of the total number of learners
Developing modules in foreign languages and creating other study opportunities for international students	The numbers of inbound and outbound learners will be in balance
Analysing the use of innovative solutions in e-learning	The use of e-learning in studies will be in line with the needs of learners and suitability of the curricula
Developing common core curricula	Common core curricula will have been prepared within the College, with partner HEIs in Estonia and abroad

3. RESEARCH, DEVELOPMENT AND/OR OTHER CREATIVE ACTIVITY (RDC)

3.1 RDC effectiveness

3.1.1 Defining RDC objectives and measuring their implementation

The College RDC is based on the Institutions of Professional Higher Education Act (et), the Statutes (et, en), the Development Plan (et, en) and the Rules for Development Activities (et, en). The objective of development activities is to develop the fields that are necessary for public health and the society in general, and is done in cooperation with partners and also involving learners. Development activities are focused on the development of curricula, in-service training and retraining, and the development of cooperation with stakeholders. The College has established a committee (et) for coordinating development and international activities and is analysing the existing components of the RDC process, refining/updating the stages of the RDC process, scheduling the progress, and naming the responsible persons for the different stages of the process. The College has established also a committee for supporting researchers in case of researches involving human beings. The development and action plans of the chairs, structural units and library include specific actions and expected results; the reports on their implementation are presented in the end of an academic year and are included in the annual reports.

Results:
1) The coordination of RDC activities is broad-based and involves representatives of all structural units and the student body through the work of the Committee for Development and International Relations.
2) The College applies for RDC funding from various Estonian and European programmes. The funding of RDC from contracts is stable. See Table 42 under 3.2.2 on page 52.
3) The number of publications by the teaching staff has shown a growing trend during the reporting period.

Table 38. Publications by the teaching staff, 2007–2011

	2007	2008	2009	2010	2011
Articles in journals	8	2	2	1	3
Books, monographs	1				1
Articles in collections of articles, chapters in books	4	22	6	21	32
Editing scholarly publications		3	1		
Published conference abstracts	5	21	15	11	9
Other publications	34	28	47	42	40
inc. textbooks, teaching materials	13	18	22	23	30
Total	52	76	71	75	85

4) The College RDC results per member of ordinary teaching staff, calculated in full-time positions, shows a growing trend.
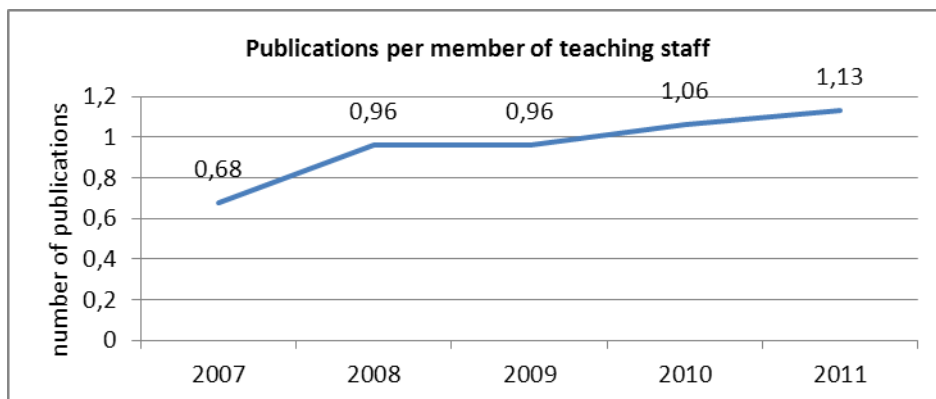

Figure 14. Publications per member of the teaching staff, calculated in full-time positions

5) The students are provided with opportunities to participate in creative competitions (see 3.3.1 on page 54-55).

6) Partner organisations have acknowledged the College, its employees and learners for successful cooperation over the years in different forms.
7) The College compares publication numbers with other Professional HEIs based on the data in the Estonian Research Information System (ETIS).

Table 39. Number of Professional HEI publications entered into ETIS as of 12/01/2012

Institution	1.1.	1.2.	1.3.	2.2.	2.3.	3.1.	3.2.	3.3.	3.4.	3.5.	4.1.	4.2.	5.1.	5.2.	6.1.	6.2.	6.3.	6.4.	6.6.	6.7.	sum	persons
Estonian Academy of Security Sciences	12	27	52	14	1	21	46	4	48	16	0	10	8	39	1	182	47	4	84	84	700	85
Tallinn Health Care College	**2**	**5**	**24**	**4**	**0**	**1**	**40**	**7**	**36**	**17**	**0**	**5**	**2**	**94**	**3**	**121**	**28**	**0**	**36**	**49**	**474**	**66**
Tallinn Pedagogical College	0	2	4	5	0	0	50	2	8	7	1	13	0	13	0	40	51	3	24	10	233	29
National Defence College	4	26	25	0	4	4	15	3	15	5	12	9	0	8	1	16	33	0	20	12	212	24
Tartu Health Care College	15	3	6	2	1	0	12	0	2	9	0	2	1	42	0	21	15	0	3	13	147	41
TTK University of Applied Sciences	2	5	6	4	5	5	21	3	13	5	0	0	0	5	0	8	4	1	14	7	108	22
Estonian Entrepreneurship University of Applied Sciences	3	17	1	2	0	2	5	4	15	4	0	0	2	17	0	6	6	0	2	1	87	25
Tartu Art College	4	5	34	5	2	1	12	1	3	0	3	4	0	1	6	1	1	0	2	2	87	3
Estonian Maritime Academy	2	2	7	0	0	15	11	1	8	6	0	2	0	2	4	2	3	0	0	1	66	18
The Estonian Information Technology College	1	3	2	0	2	3	2	0	5	0	10	0	1	11	0	2	7	0	0	0	49	6
Estonian-American Business Academy	4	11	2	0	1	8	1	1	4	0	0	0	2	1	0	0	0	0	6	1	42	7
Estonian Aviation Academy	0	1	1	0	0	0	3	0	4	3	0	0	0	4	0	12	2	0	0	0	30	3
Lääne-Viru College	0	0	1	0	1	0	0	0	0	1	0	0	0	1	0	1	10	0	1	4	20	5

3.1.2 The survey and consideration of the needs of society and the labour market in planning RDC activities

RDC activities take into account the capabilities and goals of the College, the needs of stakeholders, and national strategies. The College has defined future research directions in collaboration with stakeholders taking into account the development needs of society and the labour market (national health policies). The employees participate in development plan and strategy working groups of professional associations, where the research directions for respective fields are developed. For example, the preparation of a development strategy for nursing and midwifery.

Results:
1) The chairs have identified the needs of society and the labour market, defined its RDC objectives, and approved the themes of applied research, described them in the College Development Plan, and now measure their implementation.
2) The College research is presented to employers, at seminars, conferences, in magazines.
3) The College cooperates with professional associations, employers and other HEIs to identify the development needs of labour market segments through ad hoc studies with the help of various programmes. For example, the translation of the North American Nursing Diagnosis Association (NANDA) Taxonomy and its application to nursing practices in cooperation with the University of Tartu, Estonian Nurses Union, Tartu Health Care College and employers; the preparation of in-service training for Assistive Technology Specialists and its implementation in cooperation of Astangu Vocational Rehabilitation Centre, Ministry of Social Affairs and Helsinki Metropolia University of Applied Sciences, Finland.
4) The research directions (et) for applied research have been approved by the relevant chair.
5) In collaboration with East Tallinn Central Hospital, Tartu Health Care College and the Department of Nursing Science at the University of Tartu, a cooperation network of researchers and practitioners has been established to study and promote patient- and family-centred health care in Estonia.
6) The College has conducted applied research in cooperation with employer organisations, professional associations and foreign partners mainly since 2005 when it received the status of an institution of professional higher education. As the College lacks a longer-term experience in applied research, it has not yet conducted any large-scale studies, and the network (including partners' awareness) is still evolving. The College is operating mainly in the field of health care, and as Estonian reforms in that area have taken large resources, the availability of financing for research is just beginning. The health care colleges in cooperation with the Ministry of Social Affairs and professional associations, have started to map the idea of establishing a common development centre.

Table 40. The College's applied research

Research project	Duration	Participants	Partners
International Nursing Research and Education project (NuRsE)			
Chair of Nursing	1996–2000; 2009	Continuation project 2009 Ülle Ernits Anne Ehasalu Reine Kadastik	Estonia, Latvia, Lithuania and Finland
Investigation of properties of dental materials			
Chair of Dental Technology	2006–2013	Tõnu Kauba Students: Kersti Kontus Natalja Jugai Juri Beljakov et al.	University of Applied Sciences, EE
Comparison of life of the elderly in partner countries			
Chair of Nursing Department of Vocational Education and Training	2007	Tiina Juhansoo Merike Kravets Anne Ehasalu Eve Epner Pirjo Peterson Kaja Rootare Student: Mirja Kiviberg	*Haapsalu Sotsiaalmaja* [Social Centre for the Elderly and Disabled of Haapsalu], EE *MTÜ Õhtuvalgus* [NPO for the elderly], EE Aarhus Social and Healthcare College, DK Diaconal College in Aarhus, DK Danish Association of Senior Citizens, DK Pirkanmaa Vocational Institute, FI Tampere Institute for Social and Health Care Studies, FI Mannerheim League for Child Welfare, FI Pirkkala Care Institute, FI P.Staradins Medical College of the University of Latvia, LV APEIRONS Jurmala Day Centre, LV Utena College, LT Utena Home for Disabled People, LT Department of Continuing Education at the St. Petersburg State Medical Academy, RU Institute of Economics and Management, RU Welfare Centre "Podorozhnik", RU Komvux (municipal adult education) Centre, SE Cooperative for Independent Living Emil, SE
Prevention of musculoskeletal disorders through early diagnosis and consideration of ergonomics			
Chair of Nursing	2007–2009	Ülle Ernits Milvi Moks Reine Kadastik Hubert Kahn Ene Kotkas Tiina Kiil Krista Tooren Viive Pille Arved Vain Julia Kožanova	The Labour Inspectorate, EE
Supporting people with dementia to cope			
Chair of Nursing Department of Vocational Education and Training	2007–2009	Anne Ehasalu Merike Kravets Tiina Juhansoo	EELC Tallinn Diaconal Hospital Foundation, EE Estonian Association of Gerontology and Geriatrics, EE Estonian Association of Alzheimer's disease, EE
Competency indicators of graduates in midwifery specialty who graduated from Tallinn Medical School / Tallinn Health Care College in the years 2002–2007			
Chair of Midwifery	2008	Urve Kaasik-Aaslav Students: Saskia Perlin Velly Roosileht	
Patient-centred approaches in Finland and Estonia			
Chair of Nursing	2008–2011	Marika Asberg Ülle Ernits Ulvi Kõrgemaa	Helsinki Metropolia University of Applied Sciences, FI Central Ostrobothnia University of Applied Sciences, FI Tartu Health Care College, EE University of Tartu, EE

Education for care workers			
Department of Vocational Education and Training	2008	Piret Tamme	
Career and motivation study			
Chair of Nursing	2008 – 2013	Ülle Ernits Marin Väljaots Reine Kadastik	Helsinki Metropolia University of Applied Sciences, FI University of Turku, FI
Investigation of the state of the elderly citizens and learning in higher ages on national level			
Chair of Nursing Department of Vocational Education and Training	2009	Tiina Juhansoo Anne Ehasalu Merike Kravets	XXI INVESLAN, ES Volkshilfe Steiermark [non-profit-making providers in Styria/Austria as regards Health and Social Care and Childcare], AU Institute for Project Support and Competencies Development "pro-competence", DE Aarhus Social and Health Care Center, DK TREBAG Property and Project Management Ltd, HU S&T soc.coop, IT PRO-MED Co Ltd, PL Point Europa, UK (the project "Improving learning capacities and mental health of elderly people - MINDWELLNESS" within the Grundtvig Programme)
Readiness to teach handling of issues related to violence			
Chair of Nursing	2009 – 2010	Tiina Juhansoo Mare Tupits	Palmenia Centre for Continuing Education at the University of Helsinki, FI Rovaniemi University of Applied Sciences, FI SIGNAL, DE Charité Akademie Continuing School for Nursing Teachers and Nurses, DE Tartu Health Care College, EE Medical Professional Education Centre of Ministry of Health of the Republic of Latvia, LV Fundeni Nursing Post High School, RO Sofia University, BG (the project "Social- and Health Care Teachers Against Violence" within the Leonardo da Vinci Programme)
Pregnant women's experiences and perceptions of smoking			
Chair of Midwifery	2009 – 2013	Urve Kaasik-Aaslav Mare Vanatoa Students: Kärt Raadik Juliana Talašok Liisa Pikker Sindia Parvei et al.	Seinajoe University of Applied Sciences, FI
Satisfaction with in-service training in anti-domestic violence			
	2011 - 2013	Tiina Juhansoo Mare Tupits Tatjana Vetštomova Kersti Kask	Kristiine Social Centre, EE
Estonian medical doctor satisfaction with their work in 2011			
Chair of Pharmacy	2011	Alar Sepp	The Estonian Medical Association
Survey of mental well-being of health promotion jobs in Tallinn Kristiine district			
Chair of Health Promotion	2011– …	Moonika Viigimäe Pille Javed Virge Lind Students: Helin Konsa Birgit-Barbara Narits Sergei Zjatjuk et al.	Kristiine District Administration, EE Health Promotion Consultants OÜ, EE *MTÜ Psühholoogiline Kriisiabi* [NPO Psychological Crisis Intervention], EE (the "Promoting Mental Health at Work Place in Tallinn Kristiine District" project of the ESF Programme)

Satisfaction of contact lens wearers			
Chair of Optometry	2011– …	Vootele Tamme Elo Olonen Merle Väljari	Estonian Optometrists Association Eye Clinic of East-Tallinn Central Hospital *Eesti Optikaettevõtete Liit* [Estonian Union of Optics Companies]

3.1 Development activities for effectiveness of RDC

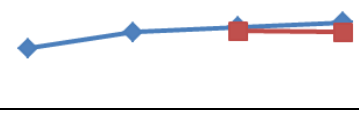| Planned development activity	Expected result
Analysing the existing components of the RDC and developing a system	An effective system for supporting development and creative activities of staff will be in place
Creating conditions for successful RDC through the organisational culture and innovative academic activity	The average number of publications will be 1.2 per member of the full-time teaching staff
Launching new applied research projects in cooperation with stakeholders, developing research regulations, finding new resources, etc.	Up to 14 applied research projects will have been conducted by 2016

3.2. RDC support processes

3.2.1 Functioning of the RDC support system

The College has effective support activities to achieve its RDC objectives. The activities related to tangible resources are approved for a financial year and adjusted continuously as needed. The effectiveness of support activities is analysed and, if needed, adjustments are made.

Results:
1) Work time planning for the teaching staff (et, en) takes into account RDC needs that are specified for each academic year.
2) In order to implement RDC objectives, the teaching staff is eligible for one sabbatical semester during their terms in office in accordance with the Guidelines (et).
3) The Guidelines for Submitting Abstracts for International Week has been prepared and made public. Conference Proceedings of the International Week have been published since 2004; the College Proceedings are issued every other year.
4) Five members of the teaching staff have completed training courses related to intellectual property during 2009–11.
5) The College has a counselling support system related to intellectual property.
6) Students acquire the knowledge of issues on copyright and data protection and research ethics in the Development and Research module incorporated in all curricula.
7) The Bioethics Committee (et) has been established to provide ethical opinions and counselling on research projects and intellectual property.
8) The development plan sets out the need for master degree and doctoral studies to ensure the sustainability of the chairs, and necessary funds are planned in the budgets of the chairs; in addition, the College takes advantage of various programmes, e.g., Kristjan Jaak (see page 63), DoRa (see page 63), BeSt, etc. In 2001, 5 employees attended doctoral studies, and 15 employees attended master degree studies. For graduations see 1.2.1.
9) The library provides counselling on finding, choosing and ordering literature for learning and research; provides publications with call numbers; prepares employees' bibliographies.
10) The College has 11 cooperation agreements with employers and enterprises for the conduct of applied research, e.g., with the North Estonia Medical Centre Foundation (et) since 2005.
11) In order to implement RDC activities, educational technologists and specialists of information technology provide support related to methodology and educational technology, e.g., preparing and designing teaching materials, designing the learning environment/courses (et), etc.
12) Project assistants provide technical support for RDC.
13) Employee satisfaction with library services, and opportunities to participate in research and development has been stable and slightly higher than the average in the reference HEIs.

Table 41. Staff satisfaction (in a 5-point system)

Staff		2008	2009	2010	2011	2008	2009	2010	2011
documents in the library	our college	4.07	4.41	4.51	4.61				
	other colleges			4.43	4.4				
opportunities to participate in research/development	our college	3.59	3.83	4.13	3.86				
	other colleges			3.82	3.74				

3.2.2 Sources of financial resources for RDC development, and the strategy supporting their acquisition

The College finances its RDC activities using state budget funds in accordance with state-commissioned education requests; national and international programmes; support by various foundations; companies or other legal or private persons; and revenues from the provision of fee-based services. RDC funding and the allocation of funding is reflected in the College budget as a sub budget. The Director of Finance and Administration is responsible for planning the financial resources and the heads of structural units are responsible for acquiring financial resources according to the activities set out in the development plan. The acquisition of financial resources is based on the Strategy (et) supporting RDC financing.

Results:

1) The budget revenue of the College by category shows that in general the proportion of RDC agreements in the budget is stable. Fluctuation of the percentage is caused by the funding periods of the EU programmes.

Table 42. The budget revenue of the College by categories (€'000)

Financing	2007	2008	2009	2010	2011
State-commissioned education	**1 723,700**	**2 487,100**	**2 451,500**	**2 313,300**	**2 494,700**
Targeted financing					
Programmes					
Primus		6,792	35,170	44,681	44,561
e-learning programmes	8,837	11,520	35,833	34,509	28,617
Erasmus	18,383	34,806	26,066	47,818	41,434
Leonardo da Vinci		11,018	1,933	10,870	12,798
Projects					
Kohtla-Järve College Building Project			219,811		
Quality-related Project	18,350	73,858		15,978	
Care Project	56,057	64,342			
Adult Education Project	46,183	38,500	25,102	12,204	5,934
Teaching Materials Project for Teaching Estonian				17,309	
Modernising Educational Infrastructure					46,144
CO_2[1]					123,162
Other projects	62,743	55,787	42,356	25,807	25,742
Total targeted financing	*210,553*	*296,623*	*386,271*	*209,176*	*328,392*
Economic activity	**262,600**	**250,100**	**348,700**	**304,600**	**410,500**
Total budget	**2 196,853**	**3 033,823**	**3 186,471**	**2 827,076**	**3 233,592**
RDC proportion in the budget	**9.6%**	**9.7%**	12.1%	**7.4%**	10.2%
Targeted financing without construction projects			166,460		205,230
RDC proportion in the budget			5.2 %		6.3%
RDC finances per member of research staff (calculated in full-time positions)	6380	9269	7327	6747	3518
The proportion of money acquired from continuing education in the total budget	4.7%	3.1%	4.9%	2.6%	2.6%

[1] Projects covered by the Green Investment Scheme

2)	The objectives for physical and technical resources, including RDC objectives, set out in the College Development Plan for 2009–12 were met overall. The development plan of the previous

period was analysed when preparing a new one and the College considered that its Development Plan for the period 2009–12 was implemented with regard to its most important points, and the partial implementation of some actions did not prevent the College from achieving its strategic objectives. The launch of applied research projects turned out to be problematic and the development of research directions in association with employers was partly problematic. As higher education and master degree studies in health care in Estonia do not have long traditions, the experience and traditions in research are lacking as well.

3.2.3   Participation in various RDC networks

The College considers its participation in networks important to ensure the competitiveness and sustainable development of specialties, and transparency, comparability and quality of its curricula. The participation in different networks supports the achievement of College objectives, expanding the international dimension and increasing the international visibility of the College.

Results:

1)   All curricula participate in networks:

The IUHPE (International Union for Health Promotion and Education) is an international association that promotes health and contributes to the achievement of equity in health and quality of life globally (Health Promotion curriculum).

ENOTHE (European Network of Occupational Therapy in Higher Education) is a higher education network that promotes occupational therapy education in Europe (Occupational Therapist curriculum).

COHEHRE (Consortium of Institutes of Higher Education in Health and Rehabilitation in Europe) is a non-profit organisation promoting cooperation among HEIs that educate health and social care specialists across Europe (all professional higher education curricula).

The objectives of EAOO (European Academy of Optometry and Optics) are to advance the profession of optometry, develop the scientific knowledge base, and support and promote lifelong learning for optometrists and opticians across Europe (Optometrist curriculum).

2)   The College as an institution participates in networks:

The RCAU (Rectors Council of Applied Universities) — the activity of the Council is aimed at developing professional higher education in Estonia that takes into account internationally developed standards, and participating in shaping Estonian education policy.

The Workplace Health Promotion Network (TET) — an Estonian network for workplace health promotion drawing together specialists of different institutions, enterprises and organisations to share good practice; supporting organisations in developing their work environments and in raising health awareness of workers; improving the prevention of occupational and work-related diseases; and promoting occupational safety.

The EAIE (European Association for International Education) is a non-profit organisation whose main aim is to stimulate and facilitate the internationalisation of higher education in Europe and around the world.

The objectives of EURASHE (European Association of Institutions in Higher Education) are to protect the provision of professional higher education, consistently highlight the importance of professional higher education, and improve the quality of education provided.

EAHIL (European Association for Health Information and Libraries) is a professional association uniting and motivating librarians and information officers working in medical and health science libraries in Europe.

MOVEONNET (Higher Education Worldwide) is a web portal of HE that provides an effective environment for supporting the internationalisation of HE. In addition to a comprehensive directory of more than 6000 educational institutions worldwide, moveonnet provides a platform for communications among the international relations offices.

ESN Tallinn (NPO Erasmus Student Network Tallinn) — a network that supports exchange students helping them to integrate into the Estonian environment.

3)   Four College employees participate in Estonian health care and higher education networks. For example, VÕTA network (network for the Recognition of Prior Learning and Work Experiences), e-learning network, etc.

3.2.4 Updating and the effective use of the RDC infrastructure

The College has modern physical and technical resources with a primary aim to conduct educational activities, but they are used for implementing RDC objectives as well. The RDC objectives and future trends of updating RDC infrastructure are defined in the development plan. The use of infrastructure (classrooms) is planned for in room schedules in the SIS; the library is open to all interested persons. To ensure the effective use of its infrastructure, the College allows the stakeholders to use its rooms. For example, field-specific training is carried out in the lab for dental technology, etc. The College uses its own funds, national funds and assistance from the European structural funds to modernise its infrastructure.

Results:
1) In 2009 the library of the Kohtla-Järve structural unit was modernised.
2) In 2010 a self-service machine became available in the library in Tallinn college building, ID-cards and smartcard readers were introduced.
3) In 2011 the College started to convert its gym into a library (et).
4) The College has applied for and received funds for the modernisation of educational and RDC infrastructure (see Table 21 on page 25)

3.2 Development activities for RDC support processes

Planned development activity	Expected result
Supporting formal education	10% of the teaching staff will have research degrees by 2016
Creating opportunities for the membership, including training courses, to develop competencies in internationalisation and project work	25% of the membership will be engaged in international development activities and projects by 2016
Planning and allocating budget funds	A fund for applied research will have been established by 2012

3.3. Student research supervision

3.3.1 Involving students of all study levels in research or creative activity and surveying student satisfaction with their supervision

All College curricula include a module of Research and Development Methodologies. To achieve the learning outcomes, each student prepares a research project or course paper, acquiring basic knowledge of research and development. In order to graduate from the College, students may choose to prepare a final paper or take a final examination. Since 2011 the College has sought feedback on the supervision of final papers and on final examinations.

Results:
1) In the framework of the annual International Week, the College has provided an opportunity for the presentation (en) of student creative works since 2004.
2) The requirements for the preparation of student research papers (et) were made uniform in 2006. The guidelines are made available in the library and on the website.
3) Since 2008 the College has sought feedback from chairpersons of committees for defence of students' final papers. The results of feedback are analysed by curriculum councils and improvements are implemented if needed.
4) In 2009 each chair developed and approved its research directions (et) that were based on the needs of stakeholders, the College development plan and professionalism of the teaching staff.
5) Graduate satisfaction with the process of final papers and/or final examinations has been surveyed since 2011. Graduates rate highly the competence of supervisors, their interest toward supervision and the receipt of substantive feedback (average score 4.5). As to the process of final examinations, the availability of information is also rated highly (4.2). Based on feedback it may be concluded that students need more support from the chairs to complete the process. The respondent activity during the first poll was relatively low (17.8%), during the next poll it was 39%. It is necessary to increase the respondent activity.

6) In 2007–11 students won [awards](#) (et) on three occasions at the Estonian national competition for student research in the field of health, organised by the Ministry of Education and Research and the Archimedes Foundation.
7) In order to promote and recognise the research and development by students/pupils, competitions for student research papers within the College have been organised since 2008. Scholarships are awarded to the first, second and third place finishers.
8) In order to add value to applied research by students of Professional HEIs, stimulate their activity in preparing creative and applied projects, and recognise students who have achieved outstanding results, a scholarship by the Rectors Council of Applied Universities (RCAU) for the best final paper has been awarded since 2008.

3.3.2 The balance of professionalism, effectiveness and the workload of supervisors ensuring the quality of research papers and positive graduation rates

Members of the teaching staff of the College comply with the [qualification requirements](#) (et, en). The supervisors of final papers usually have master's degrees or equivalent qualifications. A supervisor may also have professional higher education with professional experience (preferably being an expert in his or her field) if the theme of the paper requires it. Supervision of final papers is one of the duties of lecturers and assistants as stated by their qualification requirements, employment contracts and job descriptions. Teachers supervise final papers under supervision of lecturers. Senior lecturers direct the College research and development in relevant fields and research fellows direct research and development projects.

The workload of the teaching staff is regulated by employment contracts, and the relevant principles are defined in the [Procedures for Work Time Planning and Reporting](#) (et, en). For example, members of the teaching staff have each been prescribed 50 working hours for the supervision of one final paper of a student.

Maximum workloads for contact-based teaching are determined in the employment contracts of teaching staff. A member of the teaching staff and his or her immediate supervisor agree on the workload for an academic year before the beginning of the academic year. Work time planning of the teaching staff takes into account a balance of teaching, research and supervision, which can vary from year to year. Experts in their fields from outside the College are involved in the supervision and review of students' final papers if the specifics of the theme requires it.

Results:
1) 32 members of the teaching staff completed training courses related to supervision during the years 2009–11.
2) In addition to the teaching staff of the College, representatives of the professional community, including alumni, are engaged in the supervision of research papers.
3) Members of the teaching staff supervise and review bachelor's and master's theses in other HEIs, e.g., in Tallinn University, Tallinn University of Technology, School of Allied Health Sciences at O'Porto Polytechnic Institute.
4) The workload of the teaching staff is planned in the SIS and reports are made available there.
5) Teaching staff satisfaction with their workloads is stable and somewhat higher as compared to other HEIs.

Table 43. Teaching staff satisfaction with workload distribution (in a 5-point system)

		2007	2008	2009	2011	2007	2008	2009	2011
workload distribution between semesters	our college	3.38	3.52	4.18	3.52				
	other colleges			3.64	3.42				
opportunities to participate in research/development	our college	3.59	3.83	4.13	3.86				
	other colleges			3.82	3.74				

3.3.3 Guidance of students in recognising plagiarism and preventing it

People are among the core values of the College. Cultivating in students the principles of protecting people and their intellectual property is an ongoing process. Students learn throughout their studies

to use materials by other authors in accordance with the rules of intellectual property protection (references, citations, summaries, etc.). Students acquire basic knowledge in this area in a module of Research and Development Methodologies during the first year of their studies. In all student research papers and throughout the learning process, attention is paid to ethical principles. In addition to plagiarism, the College considers research ethics important, especially when the object of the research study is human, as other health care institutions do.

Results:
1) Prevention of plagiarism, procedures for dealing with it, and assessments of penalties for it are defined in the Academic Regulations and the Guidelines for Student Research Papers.
2) Assessment criteria for learning outcomes take into account protection of intellectual property.
3) During the last five years not a single student has been deleted from the matriculation register because of plagiarism.
4) The College employees have participated in training courses related to intellectual property, see 3.2.1.

3.3 Development activities for student supervision

Planned development activity	Expected result
Preparing a marketing plan for competitions of student research papers. Finding additional opportunities for talented students to participate in competitions	Participation in College, national and international competitions for student research papers will show a growing trend
Developing a system for presentation opportunities	Presented final paper numbers will show a growing trend
Motivating graduates	At least 50% of graduates will give feedback to the process of supervision of final papers and final examinations
Defining, preparing and publishing criteria; developing a tradition	In 2015 the collection of the best final papers will be published
Preparing a development plan for curricula	All curricula will include a possibility to graduate by defending a final paper
Updating the Guidelines	The updated Guidelines for the Preparation of Final Papers

4. SERVICE TO SOCIETY

4.1. Popularisation of the areas of activity of the College and its participation in social development

4.1.1 The system for popularising the areas of activity of the College

Based on the Statutes of the College, the objective of the popularisation of College activities is to spread the professional and other knowledge, and through it to influence health behaviours in the population. The College has developed a system (et) for popularising its areas of activity for that the College has prepared a strategy.

The activities are defined in development and work plans. The results are evaluated in the course of analysing the development plan (see 1.1.3). The College cooperates with various target groups and stakeholders to popularise its activities. The activities aimed at the general public are made public on the website (et).

Results:
1) The College has conducted about four public information events at basic and upper secondary schools per year. The number of information events shows a growing trend, suggesting that participant numbers are stable. For example, an Information Day with the theme "Alcohol and Tobacco", aimed at 6th–7th graders, was carried out in Kohtla-Järve by College students and a member of the teaching staff.
2) The College has carried out about three public information events for the adult population per year. For example, lectures of "Eye Bus (optical store on wheels)" on eye health in February 2011 in collaboration with *OÜ Optiline Grupp*.
3) The College cooperates with various enterprises to popularise its activities. For example, with Kristiine District Administration, National Institute for Health Development, etc.
4) The activities of the College have been covered in the media (see Table 44 on page 57).
5) The College employees publish specialty-related articles in various popular scientific newspapers and magazines.

Table 44. Media coverage and popular scientific articles

	2007	2008	2009	2010	2011
Coverage of the College's activities in the media					
Nationwide publications	4	3	4	1	1
Regional publications	3		5	1	3
Specialty-related and other publications	16	11	8	20	6
Popular scientific articles written by College employees published in the media					
Nationwide publication	16	2		1	
Regional publications			3	1	
Specialty-related and other publications	22	17	10	17	7
Articles by employees in newspapers	0,3	0,14	0,11	0,15	0,05

6) Employees and learners of the College have popularised the College's activities and introduced its courses via the media (television and radio). For example, members of the teaching staff spoke on *"Terevisioon"*, a TV programme of Estonian Public Broadcasting, about the sale of medicines outside pharmacies.

4.1.2 Staff participation in the activities of professional associations and, as experts, in public advisory and decision-making bodies

The College as a unique competence centre is a cooperating partner to professional associations, takes an active role in advisory and decision-making bodies and in shaping regional and national strategies. The College supports the participation of its staff and learners in the activities of professional associations. Also, the College supports employees' participation in other bodies which mirror the specifics of their positions and the aims of the College. Employees participate as experts in public advisory and decision-making bodies.

Results:
1) The College employees participate as experts in public advisory and decision-making bodies contributing to the shaping of national and/or regional strategies.
2) 49 % of the teaching staff (37 teachers) are members of professional associations and participate in their activities, which the College considers a good result.
3) 4.2 % of learners are members of professional societies.
4) All fields of the College are cooperating with professional associations.

Table 45. Cooperating partners of the College from among professional associations

Curriculum	Professional associations
Basic Nursing Education	*Eesti Õdede Liit* (et) (Estonian Nurses Union)
Midwife	*Eesti Ämmaemandate Ühing* (et) (Estonian Midwives Association) *Eesti Naistearstide Selts* (et) (Estonian Gynaecologists' Society) *Eesti Õdede Liit* (et) (Estonian Nurses Union) *Eesti Perinatoloogia Selts* (et) (Estonian Society of Perinatology)
Optometrist	*Eesti Optometristide Selts* (et) (Estonian Optometrists Association) European Academy of Optometry and Optics (en)
Assistant Pharmacist	*Eesti Farmatseutide Liit* (et) [Estonian Union of Pharmacists] *Eesti Apteekrite Liit* (et) (Estonian Pharmacists' Association) *Eesti Apteekide Ühendus* [Estonian Association of Pharmacies]
Dental Technician	Vabariiklik Kutseliste Hambatehnikute Selts (The Estonian Association of Dental Technicians)
Occupational Therapist	*MTÜ Eesti Tegevusterapeutide Liit* (et) (Estonian Association of Occupational Therapists) The European Network of Occupational Therapy (en)
Health Promotion	*Eesti Tervisedenduse Ühing* (et) (Health Promotion Union of Estonia) International Union for Health Promotion and Education (et)
Vocational training	*Eesti Tervishoiutöötajate Ametiühingute Liit* (et) (The Federation of Estonian Healthcare Professionals Unions) *Eesti Sotsiaaltöö Assotsatsioon* (et) [Social Work Association of Estonia] *Eesti Kutseõppe Edendamise Ühing* (et) (Estonian Association for Advancement of Vocational Education) *Eesti Gerontoloogia ja Geriaatria Assotsatsioon* (et) (Estonian Association of Gerontology and Geriatrics)

5) The College employees and students participate in public discussions (et) (in shaping policies, in campaigns) and inform the general public within the limits of their competencies.

4.1 Development activities for the popularisation of the areas of activity and participation in social development

Planned development activity	Expected results
Improving the registration system	An electronic registration system for public-oriented events
Continuing to organise events for pupils of basic and upper secondary schools	Participant numbers will show a growing trend
Cooperation with professional associations	Learner participation in professional associations will show a growing trend and will reach 10%

4.2 In-service training and other educational activities for the general public

4.2.1 Planning and assessment of lifelong learning, and planning of improvement activities for it

The College bases its activities on the principles of lifelong learning which are expressed in its core values, mission and vision. The strategic objectives of lifelong learning are set out in development and action plans. In order to ensure the quality of the content and organisation of in-service training, the College has developed the document The Forms and Procedure for the Conduct of In-service Training (et, en). In collaboration with structural units, the College prepares a plan for in-service

training for a calendar year and ensures that the in-service training courses are provided in both of the study programme groups, and in the field of vocational education and training.

Planning for in-service training is based on the needs of stakeholders and the capabilities of the College, and on an annual analysis of feedback.

The plan for in-service training is reviewed at least once a year. The plan is adjusted on an ongoing basis according to the expectations and needs of stakeholders.

Results:

1) The College considers the participant numbers good in relation to the number of courses and hours offered. In 2006, 2009 and 2011 the College participated successfully in procurement of in-service training courses, and due to this the College has been able to maintain and even increase the funds in spite of the recession. The number of training courses, participants and hours have decreased, as the above mentioned courses were large-scale courses (see Results 2 and 3).

Table 46. In-service training during 2007–11

In-service training courses	2007	2008	2009	2010	2011
Offered by the College					
Number of courses	42	56	72	51	34
Participants	1179	1083	1705	1257	668
Hours	3822	2024	4300	1648	1093
Revenue	57,430*	54,635	130,617	62,663	78,130

* in addition, the College received 11,744 euros at the end of 2006 for the preparation of a project in collaboration with the Labour Market Board, for basic training in massage

2) In 2006 (the training took place in 2007) and 2009, the College participated successfully in the procurement of basic training courses in massage. Two courses of 1000 hours each were carried out and 30 unemployed people completed it. All graduates passed the professional qualification examination.

3) In 2010–2011, under the Assistive Technology Specialist project, the College provided an in-service training course of 280 hours for physiotherapists, occupational therapists and assistive technology specialists; altogether 60 participants completed the training. Feedback was given at the end of each cycle of the course. General satisfaction increased from 4.2 to 4.5. Foreign members of the teaching staff received outstanding feedback (4.9).

4) The College has applied for additional funds from the ESF programme for in-service training and been successful within the parameters of the programme.

Table 47. Courses funded by the ESF programme entitled 'Adult Vocational Training and Development Activities' in 2007–11

The ESF programme entitled 'Adult Vocational Training and Development Activities'	2007	2008	2009	2010	2011
Number of courses	16	21	12	6	5
Participants	365	386	284	136	100
Hours	458	536	280	152	88
Revenue	46,183	38,500	25,102	12,204	5934

5) Satisfaction with the ESF programme entitled 'Adult Vocational Training and Development Activities' has been high over the years.

Table 48. Feedback to the ESF programme 'Adult Vocational Training and Development Activities'

Assessment of in-service training (on the scale 1–5)	2007	2008	2009	2010	2011
Satisfaction with a course	4.35	4.45	4.45	4.55	4.65
I am more competitive	3.75	4.25	4.0	4.85	4.65
I am open to study further	4.0	3.55	4.25	4.45	4.55

6) In cooperation with the Labour Market Board and North Estonia Medical Centre Foundation, the project entitled 'Acquisition of the Care Worker Profession Through Training, Social Counselling, Practical Training and Employment in the Health Care Sector'— the CARE project — was carried out. As a result, 25 of 26 formerly unemployed people who completed the course were employed, 16 of whom were employed in their profession in hospitals/nursing homes, and 12 of those were hired by the North Estonia Medical Centre Foundation in its clinics.

7) In partnership with *SA Väärtustades Elu* [the Valuing Life Foundation], the College carried out an in-service training course entitled 'Counselling for Crisis Pregnancies' from September 2008 to June 2010. The course was offered at 60 ECTS credits, and 39 health care professionals completed the course.

8) The College considers that the number of members of the teaching staff engaged in providing in-service training is more than adequate, and supports the teaching staff in the preparation and conducting in-service training courses.

Table 49. Full-time teaching staff participating in providing in-service training

	2007	**2008**	**2009**	**2010**	**2011**
Number of the teaching staff members conducting in-service training	31	18	17	29	28
percentage of the teaching staff	40.2%	22.8%	23.0%	40.8%	37.3%

9) In order to ensure the quality of documents issued by the College, the requirements for issued documents and development of curricula for in-service training are established in The Forms and Procedure for the Conduct of In-service Training (et, en).

10) Satisfaction with in-service training is high and the College considers it important to retain the achieved quality, but increase the respondent activity of feedback from participants.

Table 50. Satisfaction with in-service training, 2009–11

Assessment of in-service training (average grade on the scale 1–5)	**2009 autumn semester**	**2010**	**2011**
Assessment of organisation	4.25	4.45	4.65
Assessment of teaching aids	4.50	4.45	4.75
Assessment of teaching staff	4.95	4.85	4.95

11) The College offers free events for the general public and the relevant information is made available to everyone on the College website under the section Services for the General Public (et), e.g., during the Adult Learner's Week the College provides various public lectures.

4.2 Development activities for in-service training and educational activities for the general public

Planned development activity	**Expected result**
Assessment of satisfaction with in-service training and improvement of the principles of feedback	An electronic system for registration and feedback The respondent activity will be 50%
Provision and marketing of needs-based in-service training according to the marketing plan in cooperation with stakeholders	Participant numbers and funds for in-service training will be stable

4.2. Other public-oriented activities

4.3.1 Setting goals for public-oriented activities, evaluating the activities, and planning improvements

Public-oriented activities are defined in a development plan based on which an action plan (et) has been prepared, including all curricula. When developing the action plan for public-oriented activities, the College takes into account its capabilities, the expectations of stakeholders and health policy guidelines. Public-oriented activities are purposeful and defined in the College development

plan; the results of the activities are periodically evaluated, and improvements are introduced based on those evaluations.

Results
1) The College participates in fairs and popularises the College and its learning opportunities. Participation numbers show a growing trend. All regions of Estonia are covered. While participating in fairs and popularising the College at general educational institutions, the College is engaged in outreach work in the field of health education as well. In 2010 the RCAU by a resolution suspended the activity of the Conscious Choice Foundation in order to develop a new strategy.

Table 51. College participation in fairs and similar events

Participation in events that introduce the College	2007	2008	2009	2010	2011
Fairs, etc.	7	5	7	6	12
Conscious Choice	55	37	47	36	0

2) The College traditionally organises an Open House in March of each year; since 2011 it has organised it twice a year — in March and October. About 200 interested persons visit the College. Since 2006 the Open House has been linked to a career fair that involves employers and professional associations as well. During Open Houses the College offers health promotion lectures, workshops, etc., in addition to the information about the College.

4.3.2 Contribution by the College to the enhancement of community welfare by sharing its resources and/or organising public-oriented events

The College organises conferences, seminars, workshops, etc., sharing its expertise and contributing to the welfare of the community.

Public-oriented activities are defined in the action plan based on the development plan. The results are evaluated periodically, which forms the basis for improvements.

Results:
1) The College's role is visible in field-related and regional development plans. For example, the Development Strategy for Nursing and Midwifery; the Development Plan of Kristiine District in Tallinn, 2012–15; the Development Plan of the Kindergarten *"Õunake"* ["The Little Apple"], 2011–13; reports by the National Audit Office to *Riigikogu* (the Parliament) "Strategies for a Healthy Lifestyle and Attitudes" and "State-Commissioned Higher Education"; a recognised provider of in-service training to Herbert Masing School in Tartu; the Development Plan of Pirita Kose Kindergarten in Tallinn, 2011–13; the Development Plan of Health Promotion Union of Estonia, 2010–12; Strategy on Occupational Health and Safety, 2010–13; the Development Plan of Astangu Vocational Rehabilitation Centre, 2010–12; etc.
2) In cooperation with the Ministry of Education and Research and the Ministry of Social Affairs, the health care colleges have initiated the development of opportunities for providing services for the general public, which will require amendments to the Health Services Organisation Act.
3) Students' contribution to social life in general has been systemised in a register of activities. Since 2010 the College has maintained the register of its activities to enhance students' entrepreneurial spirit and include them in the different activities. For example, in 2010/11 there were 63 learners engaged in the College's activities through the register.
4) In 2011, in cooperation with the RCAU, the College participated on *Kooliproov*, the TV show series of the Estonian Public Broadcasting, which introduced professional HE.
5) The College library is open to all interested persons. As of November 2011, there were 193 library patrons from outside the College. Various exhibitions are held in the library. For example, there were 16 theme exhibitions in the 2010/11 academic year.
6) The College provides its premises free of charge for professional associations to conduct meetings and events. For example, the Estonian Nurses Union and Estonian Midwives Association use the College facilities for their events.

7) The College provides its premises for carrying out health events. For example, Blood Donor Days, presentations of new health products, etc.
8) The College learners participate as volunteers in different major events. For example, the Estonian Song and Dance Festival.

4.3   Development activities for other public-oriented activities

Planned development activity	Expected result
Improving the system for evaluating the effectiveness of activities	Public-oriented activities will get feedback
Introducing library services to interested people	The schedule of library events will be regularly published in newspapers and on homepages of the city district

Abbreviations and terms used

The Primus Programme (et)	Primus is a programme for the years 2008–15 funded by the European structural funds and implemented by the Archimedes Foundation. The programme aims to enhance teaching quality at HEIs and improve the competitiveness of their graduates; to this end, they collaborate closely with their 21 partners. The programme has six areas of activity: 1) Improving the teaching and supervising skills of teaching staff 2) Developing high-quality learning-outcomes-based education 3) Improving the quality of implementing the recognition of prior learning and work experiences 4) Supporting strategic management capacity building in institutions of higher education 5) Carrying out surveys and analyses 6) Supporting learners with coping.
FMS (et)	The Feedback and Monitoring System is a single web-based survey environment open for HEIs and other educational institutions in Estonia. The software and basic model for FMS were developed under the 'Development of Quality Systems in Institutions of Professional Higher Education' project.
RCAU (et)	The Rectors Council of Applied Universities aims to develop professional higher education in Estonia in line with internationally established standards and participate in shaping the Estonian education policy.
ETIS (et) ETIS (en)	The Estonian Research Information System concentrates information on research and development institutions, researchers, research projects and various research results. The Estonian Research Information System is also an information channel for submitting and processing grant applications and for submitting and confirming project reports.
ÕIS (et) SIS (en)	The Study Information System for learners and staff. Username: testoppejoud2012 Password: testoppejoud2012
The Intranet of the College (et)	Username: testoppejoud Password: testoppejoud
BeSt (et)	As a result of the E-learning Programme "BeSt" in HE, the quality of formal education and in-service training as well as the diversity of teaching and learning in HEIs will improve through the use of e-learning resources and opportunities, and through the continuous enhancement thereof, which contribute to learner mobility and better availability of education in different regions of Estonia.
DoRa (et)	The Doctoral Studies and Internationalisation Programme DoRa is implemented under the 'Promotion of Doctoral Studies and Internationalisation' measure of the Priority Axis entitled 'Development of Human Resources in R&D' of the Operational Programme for Human Resources Development.
Kristjan Jaak (et)	The Kristjan Jaak Scholarship Programme is a national grant programme launched by the Ministry of Education and Research and the Archimedes Foundation which aims to support the studies of master degree and doctoral students of Estonian HEIs at foreign universities, as well as teaching and research assignments of master degree and doctoral students and teaching staff abroad.
HE	Higher education
HEI	Higher education institution
Professional HEI	Professional higher education institution
RDC	Research, development and/or other creative activity
TQM	Total Quality Management
	Documents that regulate everyday activities in the College (those that are translated into English)